

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

Regular/Annual Organizational Board Meeting
Tuesday, December 15, 2015
5:45 p.m. Closed Session
7:00 p.m. Open Session

Vernon E. Greer Elementary School
Bright Future Learning Center
248 West A Street, 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: Vernon E Greer Elementary School Conference Room

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

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

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

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 President

F. Governance Team Update

- G. 131.684 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

- H. 131.685 Board Committee Member Reorganization for 2016** MOTION

I. Reports

Superintendent

1. Bright Future for Galt Students Initiative Update
 - Galt High School District Articulation Efforts
 - Chromebook Home Access Pilot Begins January 2016
 - Gallup Student Poll Results Update: Hope, Engagement, Entrepreneurial Aspiration, Career/Financial Literacy

Educational Services Director

1. Root Cause Analysis and Summary Findings for Expulsions

J. Recommended Actions

1. Routine Matters/New Business

131.686 Consent Calendar

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 18, 2015

c. Payment of Warrants –

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

d. Personnel

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

e. Donations

f. Parker & Covert LLP Legal Services Agreement

g. Dannis Woliver Kelley Legal Services Agreement

131.687	Consent Calendar (Continued) – Items Removed for Later Consideration	
131.688	Board Consideration of Approval of Single Plans for Student Achievement	MOTION
131.689	Board Consideration of Approval of 2015/16 First Period Interim Report and Budget Revisions	MOTION
131.690	Board Consideration of Approval of 2015-16 Every Kid In A Park Transportation Grants Program	MOTION
131.691	Board Consideration of Approval of 2015-16 Yard Supervisor Salary Schedule	MOTION
131.692	Board Consideration of Approval of Resolution #8 Creation of Senior Manager of the Classified Service Position	MOTION
131.693	Board Consideration of Approval of Director of Business Services Contract	MOTION
131.694	Board Consideration of Approval of Resolution #7 Authorized Signatories for the Galt Joint Union School District	MOTION
131.695	Board Consideration of Approval To Declare Bus as Bus Surplus	MOTION
131.696	Galt Elementary Faculty Association (GEFA) Sunshine Proposal for Fiscal Year 2015-16 with Galt Joint Union Elementary School District (GJUESD)	NO ACTION
131.697	Galt Joint Union Elementary School District (GJUESD) Sunshine Proposal for Fiscal Year 2015-16 with Galt Elementary Faculty Association (GEFA)	NO ACTION

K. Public Comments for topics not on the agenda

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

L. Pending Agenda Items

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

M. Adjournment

The next regular meeting of the GJUESD Board of Education: January 20, 2015

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



Board Meeting Agenda Item Information

Meeting Date: 12/15/15	Agenda Item: Closed Session
Presenter: Karen Schauer	Action Item: XX Information Item: XX
<ol style="list-style-type: none"> 1. PUBLIC EMPLOYEE APPOINTMENT <ul style="list-style-type: none"> ▪ Business Services Director 2. CONFERENCE WITH REAL PROPERTY NEGOTIATORS, Government Code §54956.8 <ul style="list-style-type: none"> ▪ Property: 148-0090-016, 032, 035, 038, 055 & 059, Galt, CA 3. CONFERENCE WITH LABOR NEGOTIATOR, §54957.6 Agency Negotiator: Karen Schauer, Robert Nacario, Claudia Del Toro-Anguiano, Tom Barentson <ul style="list-style-type: none"> ▪ Employee Agency: (GEFA) Galt Elementary Faculty Association ▪ Employee Agency: (CSEA) California School Employee Association ▪ Non-Represented Employees 4. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE, Government Code §54957 	



Galt Joint Union Elementary School District

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

Board Meeting Agenda Item Information

Meeting Date: 12/15/15	Agenda Item: Recognition of Board President
Presenter: Karen Schauer	Action Item: Information Item: XX



Galt Joint Union Elementary School District

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

Board Meeting Agenda Item Information

Meeting Date: 12/15/15	Agenda Item: Governance Team Update
Presenter: Karen Schauer	Action Item: Information Item: XX



Board Meeting Agenda Item Information

Meeting Date: 12/15/15	Agenda Item: 131.684 Annual Organization of the Board/Election of Officers
Presenter: Karen Schauer	Action Item: XX Information Item:

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)*

Galt Joint Union ESD

Board Bylaw

Organization

BB 9100

Board Bylaws

Annual Organizational Meeting

The Governing Board shall hold an annual organizational meeting within the time limits prescribed by law. (Education Code 35143)

At this meeting the Board shall:

1. Elect a president and a clerk and/or vice president from its members
2. Appoint a secretary to the Board
3. Authorize signatures
4. Develop a schedule of regular meetings for the year
5. Develop a Board calendar for the year
6. Designate Board representatives

(cf. 9140 - Board Representatives)

(cf. 9320 - Meetings and Notices)

Election of Officers

The Board shall each year elect its entire slate of officers.

No Board member shall serve more than two consecutive years in the same office.

(cf. 9224 - Oath or Affirmation)

Legal Reference:

EDUCATION CODE

5017 Term of Office

35143 Annual organizational meeting date, and notice

35145 Public meetings

GOVERNMENT CODE

54953 Meetings to be open and public; attendance
ATTORNEY GENERAL OPINIONS
68 Ops.Cal.Atty.Gen. 65 (1985)
59 Ops.Cal.Atty.Gen. 619, 621-622 (1976)

Bylaw GALT JOINT UNION SCHOOL DISTRICT
adopted: February 27, 2008 Galt, California

Galt Joint Union ESD

Board Bylaw

Terms Of Office

BB 9110

Board Bylaws

The Governing Board shall consist of five members whose terms shall be staggered so that as nearly as practicable, one half of the members shall be elected in each odd-numbered year.

The term of office for members elected in regular elections shall be four years, commencing on the first Friday in December next succeeding their election. (Education Code 5017)

Board member terms expire four years after their initial election on the first Friday in December following the election of new members. (Education Code 5000)

A member whose term has expired shall continue to discharge the duties of the office until his/her successor has qualified by taking the oath of office. (Government Code 1302, 1360; Education Code 5017)

(cf. 9220 - Governing Board Elections)

(cf. 9223 - Filling Vacancies)

(cf. 9224 - Oath or Affirmation)

(cf. 9250 - Remuneration, Reimbursement, and Other Benefits)

Legal Reference:

EDUCATION CODE

5000-5033 Election of school district board members

35010 Control of district

35012 Board members; number, election and terms

35107 Eligibility

GOVERNMENT CODE

1302 Continuance in office until qualification of successor

1303 Exercising functions of office without having qualified

1360 Necessity of taking constitutional oath

Bylaw GALT JOINT UNION SCHOOL DISTRICT
adopted: February 27, 2008 Galt, California

Galt Joint Union ESD

Board Bylaw

President

BB 9121

Board Bylaws

The Governing Board shall elect a president from among its members to provide leadership on behalf of the Board and the educational community it serves.

(cf. 9000 - Role of the Board)

(cf. 9005 - Governance Standards)

(cf. 9100 - Organization)

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

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

(cf. 9323 - Meeting Conduct)

The president shall perform other duties in accordance with law and Board policy including, but not limited to:

1. Signing all instruments, acts and orders necessary to carry out state requirements and the will of the Board

2. Consulting with the Superintendent or designee on the preparation of the Board's agendas

(cf. 9322 - Agenda/Meeting Materials)

3. Working with the Superintendent to ensure that Board members have necessary materials and information

4. Subject to Board approval, appointing and dissolving all committees

(cf. 9130 - Board Committees)

5. Calling such meetings of the Board as he/she may deem necessary, giving notice as prescribed by law

(cf. 9320 - Meetings and Notices)

(cf. 9321 - Closed Session Purposes and Agendas)

6. Representing the district as governance spokesperson, in conjunction with the Superintendent

(cf. 1112 - Media Relations)

The president shall have the same rights as other members of the Board, including the right to move, second, discuss and vote on all questions before the Board.

When the president resigns or is absent or disabled, the vice president shall perform the president's duties. When both the president and vice president are absent or disabled, the clerk shall perform the president's duties.

Legal Reference:

EDUCATION CODE

35022 President of the board

35143 Annual organizational meetings; dates and notice

GOVERNMENT CODE

54950-54963 Ralph M. Brown Act

Management Resources:

CSBA PUBLICATIONS

Board Presidents' Handbook, revised 2002

CSBA Professional Governance Standards, 2000

Maximizing School Board Leadership: Boardsmanship, 1996

WEB SITES

CSBA: <http://www.csba.org>

Bylaw GALT JOINT UNION SCHOOL DISTRICT
adopted: February 27, 2008 Galt, California

Galt Joint Union ESD

Board Bylaw

Secretary

BB 9122

Board Bylaws

The Governing Board shall appoint the Superintendent to serve as secretary to the Board. The secretary to the Board shall be responsible for maintaining an accurate and complete record of all Board proceedings and shall:

1. Prepare, distribute and maintain the Board agenda

(cf. 9322 - Agenda/Meeting Materials)

2. Record, distribute and maintain the Board minutes

(cf. 9324 - Minutes and Recordings)

3. Maintain Board records and documents

4. Conduct official correspondence for the Board

5. As directed by the Board, sign and execute official papers

6. Perform other duties as assigned by the Board

(cf. 2111 - Superintendent Governance Standards)

Legal Reference:

EDUCATION CODE

35025 Secretary and bookkeeper

35143 Annual organizational meetings; dates and notice

35250 Duty to keep certain records and reports

GOVERNMENT CODE

54950-54963 Ralph M. Brown Act

Management Resources:

CSBA PUBLICATIONS

CSBA Professional Governance Standards, 2000

Maximizing School Board Leadership: Boardsmanship, 1996

WEB SITES

CSBA: <http://www.csba.org>

Bylaw GALT JOINT UNION SCHOOL DISTRICT
adopted: February 27, 2008 Galt, California

Galt Joint Union ESD

Board Bylaw

Clerk

BB 9123

Board Bylaws

At the annual organizational meeting, the Governing Board shall elect a clerk from its own membership. (Education Code 35143)

(cf. 9100 - Organization)

The duties of the clerk shall be to:

1. Certify or attest to actions taken by the Board when required
2. Maintain such other records or reports as required by law
3. Sign the minutes of Board meetings following their approval

(cf. 9324 - Minutes and Recordings)

4. Sign documents on behalf of the district as directed by the Board
5. Serve as presiding officer in the absence of the president and vice president

(cf. 9121 - President)

6. Perform any other duties assigned by the Board

Legal Reference:

EDUCATION CODE

- 17593 Repair and supervision of property (duty of district clerk)
- 35038 Appointment of clerk by county superintendent of schools
- 35039 Dismissal of clerk
- 35121 Appointment of clerk in certain city and high school districts
- 35143 Annual organizational meetings
- 35250 Duty to keep certain records and reports
- 38113 Duty of clerk (re provision of school supplies)

GOVERNMENT CODE

- 54950-54963 Ralph M. Brown Act

Management Resources:

CSBA PUBLICATIONS

CSBA Professional Governance Standards, 2000

Maximizing School Board Leadership: Boardsmanship, 1996

WEB SITES

CSBA: <http://www.csba.org>

Bylaw GALT JOINT UNION SCHOOL DISTRICT

adopted: February 27, 2008 Galt, California

Galt Joint Union ESD

Board Bylaw

Board Representatives

BB 9140

Board Bylaws

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.

(cf. 9270 - Conflict of Interest)

(cf. 9320 - Meetings and Notices)

When making such appointments, the Board shall clearly specify, on a case-by-case basis, what authority and responsibilities are involved. Board representatives shall not grant district support or endorsement for any activity without prior Board approval.

If a committee discusses a topic on which the Board has taken a position, the Board member may express that position as a representative of the Board. When contributing individual ideas or opinions on other topics, he/she shall make it clear that he/she is speaking as an individual, not on behalf of the Board.

(cf. 1220 - Citizen Advisory Committees)

(cf. 9010 - Public Statements)

(cf. 9130 - Board Committees)

At its annual organizational meeting, the Board shall designate one Board member as its representative to elect members to the county committee on school district organization. (Education Code 35023)

The Board shall provide the representative with nominees to this committee.

A Board member is eligible to serve as a member of the county committee on school district organization. (Education Code 4007)

(cf. 9100 - Organization)

Legal Reference:

EDUCATION CODE

4000-4014 County committees on school district organization

35020-35046 School district officers and agents (power of governing board to employ or

appoint)
35160 Authority of governing boards
GOVERNMENT CODE
54952.2 Meetings

Bylaw GALT JOINT UNION SCHOOL DISTRICT
adopted: February 27, 2008 Galt, California



Board Meeting Agenda Item Information

Meeting Date: 12/15/15	Agenda Item: 131.685 Board Committee Member Reorganization for 2016
Presenter: Karen Schauer	Action Item: XX Information Item:

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.

2015 GJUESD Board Member Committee Appointments

CAST (City And Schools Together)	Galt Schools JPA (Joint Powers Authority)	Transportation	SCSBA (Sacramento County School Board Association Rep.)	Board Policy Committee
Meets as needed. 5:00 p.m. City of Galt	Meets quarterly, 2 nd 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
Member (2)	Member (2)	Member (2)	Member (1)	Member (1)
John Gordon	Matthew Giblin	Matthew Giblin	Kevin Papineau	John Gordon
Grace Malson	Wesley Cagle	Kevin Papineau		
<i>Alternate: Matthew Giblin</i>	<i>Alternate: Grace Malson</i>	<i>Alternate: Wesley Cagle</i>	<i>Alternate: Wesley Cagle</i>	<i>Alternate: Grace Malson</i>



Board Meeting Agenda Item Information

Meeting Date: 12/15/15	Agenda Item: Reports
Presenter: Karen Schauer	Action Item: Information Item: XX

Superintendent

1. Bright Future for Galt Students Initiative Update
 - Galt High School District Articulation Efforts
 - Chromebook Home Access Pilot Begins January 2016
 - Gallup Student Poll Results Update: Hope, Engagement, Entrepreneurial Aspiration, Career/Financial Literacy

Educational Services Director

1. Root Cause Analysis and Summary Findings for Expulsions



REPORT SUPERINTENDENT

1. Bright Future for Galt Students Initiative Update
 - Galt High School District Articulation Efforts
 - Chromebook Home Access Pilot Begins January 2016
 - Gallup Student Poll Results Update: Hope, Engagement, Entrepreneurial Aspiration, Career/Financial Literacy



2015 UPDATES TO THE GALLUP STUDENT POLL

ENGAGED TODAY — READY FOR TOMORROW

Gallup has exciting updates to the Gallup Student Poll (GSP). The 2015 GSP will continue to aid educators in providing a more focused education; one that builds engagement, creates hope for the future, fosters talent and prepares students to meaningfully participate in our nation's economy by finding — or creating — a good job one day.

DIFFERENCES BETWEEN THE 2014 AND 2015 SURVEYS

SURVEY THEMES

The 2014 GSP measured hope, engagement and well-being. In the 2015 survey, well-being is not included in the core themes. The 2015 GSP includes new items that can help promote a strong sense of purpose and a thriving life for students. The 2015 GSP items focus on four themes that generate actionable data for schools:



Engagement: The involvement in and enthusiasm for school.



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



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



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

NEW SURVEY ITEMS

Gallup is pleased to introduce several new survey items on the 2015 GSP. These new questions will give school leaders crucial data that can help schools engage students and make them ready for tomorrow.

WORDING UPDATES

Some survey items in the 2015 GSP are similar to items in the 2014 poll, but with modest wording modifications. Gallup researchers aim to ensure student respondents of all reading levels (grades five through 12) are able to understand each item and select the most appropriate response. After analyzing and testing the items in the 2014 survey, our researchers made slight changes to some items to improve readability.

ITEM REMOVAL

Gallup researchers carefully assessed each item for not only readability but also for utility and relevance to school and student success. To provide school leaders with the most actionable data, some items were removed. To honor the instructional demands and time constraints, the GSP will still take most students between 10 and 15 minutes to complete.

OTHER UPDATES

Gallup administers the GSP annually in the fall. The poll will be available **Monday through Friday**, Sept. 28-Oct. 30, 2015. Gallup will continue to offer the GSP during the designated survey period at **no cost** to U.S. schools. The survey is available for students in grades five through 12. The survey includes several demographic questions in addition to the 24 core items. Some reportable demographic results may be available on district-level scorecards.

2014 VS. 2015: CHANGES TO THE GALLUP STUDENT POLL

2014 Gallup Student Poll Items	Item Status	2015 Gallup Student Poll Items*
Please imagine a ladder with steps numbered from zero at the bottom to 10 at the top. The top of the ladder represents the best possible life for you, and the bottom of the ladder represents the worst possible life for you. On which step of the ladder would you say you personally feel you stand at this time? On which step do you think you will stand about five years from now?	Removed	
I know I will graduate from high school.	Unchanged	I know I will graduate from high school.
There is an adult in my life who cares about my future.	Modified	The adults at my school care about me.
I can think of many ways to get good grades.	Unchanged	I can think of many ways to get good grades.
I energetically pursue my goals.	Modified	I have many goals.
I can find lots of ways around any problem.	Modified	I can find many ways around problems.
I know I will find a good job after I graduate.	Modified	I know I will find a good job in the future.
I have a best friend at school.	Unchanged	I have a best friend at school.
I feel safe in this school.	Unchanged	I feel safe in this school.
My teachers make me feel my schoolwork is important.	Unchanged	My teachers make me feel my schoolwork is important.
At this school, I have the opportunity to do what I do best every day.	Modified	At this school, I get to do what I do best every day.
In the last seven days, I have received recognition or praise for doing good school work.	Modified	In the last seven days, someone has told me I have done good work at school.
My school is committed to building the strengths of each student.	Removed	
I have at least one teacher who makes me excited about the future.	Unchanged	I have at least one teacher who makes me excited about the future.
Were you treated with respect all day yesterday?	Removed	
Did you smile or laugh a lot yesterday?	Removed	
Did you learn or do something interesting yesterday?	Modified	In the last seven days, I have learned something interesting at school.
Did you have enough energy to get things done yesterday?	Removed	
Do you have health problems that keep you from doing any of the things other people your age normally can do?	Removed	
If you are in trouble, do you have family or friends you can count on to help whenever you need them?	Removed	
	New Item	I have a mentor who encourages my development.
	New Item	I have fun at school.
	New Item	I will invent something that changes the world.
	New Item	I plan to start my own business.
	New Item	I am learning how to start and run a business.
	New Item	I have my own business now.
	New Item	I have a paying job now.
	New Item	I am learning how to save and spend money.
	New Item	I have a bank account with money in it.
	New Item	I am involved in at least one activity, such as a club, music, sports or volunteering.
*This list does not reflect the 2015 survey item order.		

THE 2015 GALLUP STUDENT POLL

	Text*	Theme
1	At this school, I get to do what I do best every day.	Engagement
2	My teachers make me feel my schoolwork is important.	Engagement
3	I feel safe in this school.	Engagement
4	I have fun at school.	Engagement
5	I have a best friend at school.	Engagement
6	In the last seven days, someone has told me I have done good work at school.	Engagement
7	In the last seven days, I have learned something interesting at school.	Engagement
8	The adults at my school care about me.	Engagement
9	I have at least one teacher who makes me excited about the future.	Engagement
10	I know I will graduate from high school.	Hope
11	I have a great future ahead of me.	Hope
12	I can think of many ways to get good grades.	Hope
13	I have many goals.	Hope
14	I can find many ways around problems.	Hope
15	I have a mentor who encourages my development.	Hope
16	I know I will find a good job in the future.	Hope
17	I will invent something that changes the world.	Entrepreneurial Aspiration
18	I plan to start my own business.	Entrepreneurial Aspiration
19	I am learning how to start and run a business.	Entrepreneurial Aspiration
20	I have my own business now.	Entrepreneurial Aspiration
21	I have a paying job now.	Career/Financial Literacy
22	I am learning how to save and spend money.	Career/Financial Literacy
23	I have a bank account with money in it.	Career/Financial Literacy
24	I am involved in at least one activity, such as a club, music, sports or volunteering.	Career/Financial Literacy
	DEMOGRAPHIC ITEMS: Grade level, age, academic self-efficacy (2), plans after high school, race/ethnicity, gender, attendance	

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

For more information about the 2015 Gallup Student Poll, please contact Gallup Client Support at educationhelp@gallup.com.



GALLUP STUDENT POLL

ENGAGED TODAY - READY FOR TOMORROW

GALT JOINT UNION ELEMENTARY

FALL 2015 SCORECARD

INTRODUCTION

The Gallup Student Poll is a 24-question survey that measures the engagement, hope, entrepreneurial aspiration and career/financial literacy of students in grades 5-12. The Gallup Student Poll includes non-cognitive metrics with links to student success. This scorecard reflects U.S. overall data comparison results from surveys completed in U.S. public schools.



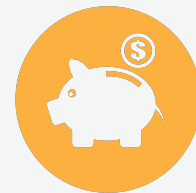
Engagement: The involvement in and enthusiasm for school.



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

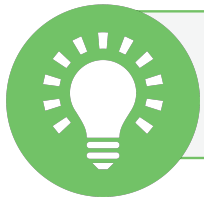


Entrepreneurial Aspiration: The talent and energy for building businesses that survive, thrive and employ others.



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

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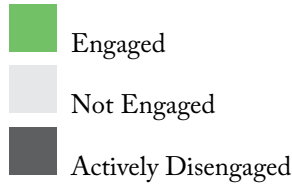
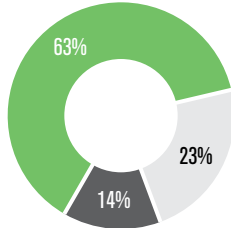


ENGAGEMENT

THE INVOLVEMENT IN AND ENTHUSIASM FOR SCHOOL.

ENGAGEMENT INDEX*

n=1,543



	Your District	U.S. Overall
ENGAGEMENT GRANDMEAN	4.10 n=1,543	3.90 n=867,454
At this school, I get to do what I do best every day.	3.70	3.57
My teachers make me feel my schoolwork is important.	4.24	4.04
I feel safe in this school.	4.11	3.93
I have fun at school.	3.88	3.50
I have a best friend at school.	4.64	4.38
In the last seven days, someone has told me I have done good work at school.	3.73	3.65
In the last seven days, I have learned something interesting at school.	4.14	3.92
The adults at my school care about me.	4.01	3.85
I have at least one teacher who makes me excited about the future.	4.34	4.13

GRANDMEAN BY GRADE

5th	6th	7th	8th	9th	10th	11th	12th
4.24	4.18	4.17	3.81	-	-	-	-

ITEM RESPONSES

	TOTAL N	Response Distribution				
		%1	%2	%3	%4	%5
At this school, I get to do what I do best every day.	1,598	6	8	25	32	29
My teachers make me feel my schoolwork is important.	1,645		12	25		56
I feel safe in this school.	1,629	6	15	26		49
I have fun at school.	1,664	6	8	18	27	41
I have a best friend at school.	1,644		8		82	
In the last seven days, someone has told me I have done good work at school.	1,524	12	9	13	25	41
In the last seven days, I have learned something interesting at school.	1,639		13	25		52
The adults at my school care about me.	1,514	7	15	27		46
I have at least one teacher who makes me excited about the future.	1,614		8	17		66

*Minimum n size of 100 required for full index and 30 for percent Engaged only.

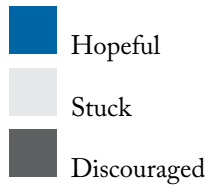
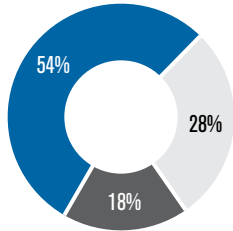


HOPE

THE IDEAS AND ENERGY STUDENTS HAVE FOR THE FUTURE.

HOPE INDEX

n=1,607



	Your District	U.S. Overall
HOPE GRANDMEAN	4.32 n=1,607	4.25 n=901,714
I know I will graduate from high school.	4.67	4.69
I have a great future ahead of me.	4.53	4.48
I can think of many ways to get good grades.	4.28	4.21
I have many goals.	4.25	4.26
I can find many ways around problems.	3.92	3.92
I have a mentor who encourages my development.	3.72	3.52
I know I will find a good job in the future.	4.57	4.43

GRANDMEAN BY GRADE

5th	6th	7th	8th	9th	10th	11th	12th
4.36	4.37	4.36	4.19	-	-	-	-

ITEM RESPONSES

	TOTAL N	%1	%2	%3	%4	%5
I know I will graduate from high school.	1,563	16			77	
I have a great future ahead of me.	1,523	8	23		67	
I can think of many ways to get good grades.	1,632	12	31		52	
I have many goals.	1,632	6	13	24	55	
I can find many ways around problems.	1,608	7	19	36	35	
I have a mentor who encourages my development.	1,438	10	9	16	26	38
I know I will find a good job in the future.	1,559	6	21		70	



ENTREPRENEURIAL ASPIRATION

THE TALENT AND ENERGY FOR BUILDING BUSINESSES THAT SURVIVE, THRIVE AND EMPLOY OTHERS.

ENTREPRENEURIAL ASPIRATION

n=1,149

	Your District	U.S. Overall
ENTREPRENEURIAL ASPIRATION GRANDMEAN	2.52 n=1,149	2.48 n=684,180
I will invent something that changes the world.	3.02	2.81
I plan to start my own business.	3.18	3.10
I am learning how to start and run a business.	2.42	2.45
I have my own business now.	1.60	1.58

GRANDMEAN BY GRADE

5th	6th	7th	8th	9th	10th	11th	12th
2.71	2.56	2.52	2.34	-	-	-	-

ITEM RESPONSES

	TOTAL N	%				
		STRONGLY DISAGREE				STRONGLY AGREE
I will invent something that changes the world.	1,371	20	16	26	19	19
I plan to start my own business.	1,454	19	17	18	19	27
I am learning how to start and run a business.	1,525	37		20	19	12 12
I have my own business now.	1,541		73		10 7	6



CAREER/FINANCIAL LITERACY

THE INFORMATION, ATTITUDES AND BEHAVIORS THAT STUDENTS NEED TO PRACTICE FOR HEALTHY PARTICIPATION IN THE ECONOMY.

CAREER/FINANCIAL LITERACY

n=1,376

	Your District	U.S. Overall
CAREER/FINANCIAL LITERACY GRANDMEAN	3.28 n=1,376	3.30 n=817,732
I have a paying job now.	2.00	2.10
I am learning how to save and spend money.	3.87	3.77
I have a bank account with money in it.	3.08	3.22
I am involved in at least one activity, such as a club, music, sports or volunteering.	4.21	4.12

GRANDMEAN BY GRADE

5th	6th	7th	8th	9th	10th	11th	12th
3.38	3.38	3.33	3.07	-	-	-	-

ITEM RESPONSES

	TOTAL N	%					
		%1	%2	%3	%4	%5	
I have a paying job now.	1,584	60		11	9	8	11
I am learning how to save and spend money.	1,633	9	8	15	21	47	
I have a bank account with money in it.	1,487	39		6	6	6	43
I am involved in at least one activity, such as a club, music, sports or volunteering.	1,612	12	6	8	71		

ITEMS BY GRADE

	Your District							
	5th	6th	7th	8th	9th	10th	11th	12th
ENGAGEMENT GRANDMEAN BY GRADE	4.24	4.18	4.17	3.81	-	-	-	-
At this school, I get to do what I do best every day.	3.86	3.68	3.84	3.45	-	-	-	-
My teachers make me feel my schoolwork is important.	4.39	4.39	4.29	3.89	-	-	-	-
I feel safe in this school.	4.27	4.20	4.18	3.79	-	-	-	-
I have fun at school.	4.13	3.98	3.97	3.44	-	-	-	-
I have a best friend at school.	4.66	4.69	4.73	4.47	-	-	-	-
In the last seven days, someone has told me I have done good work at school.	3.75	3.76	3.81	3.63	-	-	-	-
In the last seven days, I have learned something interesting at school.	4.34	4.30	4.09	3.82	-	-	-	-
The adults at my school care about me.	4.21	4.16	4.07	3.57	-	-	-	-
I have at least one teacher who makes me excited about the future.	4.46	4.42	4.38	4.10	-	-	-	-
HOPE GRANDMEAN BY GRADE	4.36	4.37	4.36	4.19	-	-	-	-
I know I will graduate from high school.	4.60	4.70	4.76	4.61	-	-	-	-
I have a great future ahead of me.	4.57	4.56	4.59	4.38	-	-	-	-
I can think of many ways to get good grades.	4.33	4.40	4.26	4.13	-	-	-	-
I have many goals.	4.28	4.23	4.37	4.13	-	-	-	-
I can find many ways around problems.	3.96	3.96	3.94	3.82	-	-	-	-
I have a mentor who encourages my development.	3.90	3.87	3.71	3.41	-	-	-	-
I know I will find a good job in the future.	4.63	4.66	4.63	4.36	-	-	-	-
ENTREPRENEURIAL ASPIRATION GRANDMEAN BY GRADE	2.71	2.56	2.52	2.34	-	-	-	-
I will invent something that changes the world.	3.26	3.12	3.02	2.68	-	-	-	-
I plan to start my own business.	3.43	3.20	3.19	2.87	-	-	-	-
I am learning how to start and run a business.	2.50	2.34	2.55	2.31	-	-	-	-
I have my own business now.	1.74	1.64	1.49	1.55	-	-	-	-
CAREER/FINANCIAL LITERACY GRANDMEAN BY GRADE	3.38	3.38	3.33	3.07	-	-	-	-
I have a paying job now.	2.12	2.06	1.90	1.95	-	-	-	-
I am learning how to save and spend money.	3.96	4.05	3.84	3.63	-	-	-	-
I have a bank account with money in it.	3.07	3.05	3.21	2.98	-	-	-	-
I am involved in at least one activity, such as a club, music, sports or volunteering.	4.40	4.40	4.22	3.80	-	-	-	-

- No Data Available

DEMOGRAPHIC ITEMS

WHAT IS YOUR AGE IN YEARS?*

9 or under	10	11	12	13	14	15	16	17	18	19	20 or over
1%	22%	27%	24%	22%	3%	0%	0%	0%	0%	0%	0%

AFTER I FINISH HIGH SCHOOL, I WILL MOST LIKELY

Attend a four-year college or university	56%
Attend a two-year college	10%
Attend training to learn a skill or trade	1%
Enter the military	6%
Work at a paid job	5%
Volunteer or serve on a mission	1%
Take time off	1%
Start my own business	3%
Other	5%
Don't know	12%

COMPARED TO MOST STUDENTS, I DO WELL IN SCHOOL.

%1 STRONGLY DISAGREE	%5 STRONGLY AGREE	% DON'T KNOW
16	34	35
		8

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

Poor	Average	Good	Excellent	Don't Know
19	41	29	7	

ARE YOU OF HISPANIC, LATINO, OR SPANISH ORIGIN - SUCH AS MEXICAN, PUERTO RICAN, CUBAN, OR OTHER SPANISH ORIGIN?*

Yes	56%
No	32%
Choose not to answer	12%

WHICH OF THE FOLLOWING DESCRIBES YOUR RACE? PLEASE MARK ALL THAT APPLY.*

White	42%
Black or African-American	6%
Asian	4%
American Indian or Alaska Native	7%
Native Hawaiian or Pacific Islander	3%
Choose not to answer	48%

WHAT IS YOUR GENDER?*

Male	48%
Female	49%
Choose not to answer	3%

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

A lot	6%
Some	15%
Not much	53%
None at all	20%
Don't know/Choose not to answer	6%

*Minimum n size of 30 required to report results.

APPENDIX

SHARING GALLUP STUDENT POLL RESULTS

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

- You may share the Gallup Student Poll participation results for your school and/or district. The total number of respondents for your school or district is represented by the n sizes on the scorecard. Your school or district participation rate is based upon the total number of eligible students in your school. Students in grades 5 through 12 are eligible to participate in the Gallup Student Poll.
- Please include the Gallup Student Poll Methodology and Limitations of Polling. If most eligible students in grades five through twelve were polled, the district (or school) may indicate that the data represent a census.
- Please do not compare your school or district's data to the overall line of data on your scorecard when publicly sharing results. Since the overall data found in your school or district report is an aggregate of a convenience sample of all schools and districts that opted to participate in the Gallup Student Poll within that survey year, the data are not representative of the U.S. population of students in grades 5 through 12 and are thereby not fit for data comparisons.
- You may share district or school plans to utilize the data to inform strategies and focus.
- If you would like more information on how to publicly share Gallup Student Poll data, please email Gallup at: educationhelp@gallup.com.

GALLUP STUDENT POLL METHODOLOGY AND LIMITATIONS OF POLLING

The annual Gallup Student Poll is offered at no cost for U.S. schools and districts in the United States. The online poll is completed by a convenience sample of schools and districts each fall. Schools participating in the annual Gallup Student Poll are not randomly selected and are neither charged nor given any incentives beyond receipt of school-specific data. Participation rates vary by school. The poll is conducted during a designated survey period and available during school hours Monday through Friday only. The Gallup Student Poll is administered to students in grades 5 through 12. The primary application of the Gallup Student Poll is as a measure of non-cognitive metrics with links to student success in academic and other youth development settings.

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



REPORT EDUCATIONAL SERVICES DIRECTOR

Root Cause Analysis and Summary Findings for Expulsions

Summary of Findings for Disparity in Explanation of Hispanic Students for the Civil Rights Data Collection (CRDC) reporting years 2009-10 and 2011-12.

Background

During the data collection/submission process for the Race To The Top Annual Progress Reporting (APR) the US Department of Education directed the district to perform a Root Cause Analysis to find out the causes for disparity in expulsion for Hispanic students for the CFDC reporting years 2009-10 and 2011-12. There were no disparities in 2012-13 and 2013-14.

A team of GJUESD administrators, Sacramento County Office Court and Community Schools Director, Galt police department representatives examined data trends and recommended improvement steps based upon research and other district models.

Robert Nacario, Director of Educational Services will present a report summary and possible next steps.

The Root Cause Analysis Report includes:

1. Enrollment and Discipline Data
2. Key Questions
3. Notable Findings Appendices
 - Discipline Data
 - Suspension and Expulsion Board/Policy

Root Cause Analysis
Summary of Findings

What Causal Factors Contributed to the Disparity in
Hispanic Student Expulsions for the
2009–2010 and 2011–2012
School Years

Introduction:

As a recipient of the U.S. Department of Education Race to the Top - District (RTT-D) grant award the Galt Joint Union Elementary School District (GJUESD) provides an Annual Progress Report (APR) to the Department regarding progress towards implementing the Bright Future for Galt Students Initiative (BFGSI). The GJUESD is responsible for collecting and reporting data to the Department. The Department collects data from other sources as well such as the California Longitudinal Pupil Achievement Data System (CALPADS) and the Office for Civil Rights (OCR) through the Civil Rights Data Collection (CRDC). While data analysis is far from new, the types of data collected by agencies change due to changes in legislation and funding. For the 2015-16 APR the GJUESD was asked to provide information regarding some data not required from the previous year. Under the CRDC, discipline data is limited to two data collections (Table 1). Under the APR a Root Cause Analysis is required if there is a disparity.

Acknowledgement:

The analysis group was comprised of the following staff and community members and agents who contributed to the completion of this analysis:

- Chris Aland - Director of Court and Community Schools, Sacramento COE
- Kyle Slater – School Resource Officer, Galt Police Department
- Sylvia Coehlo - School Resource Officer, Galt Police Department
- TJ Guidotti – Crime Prevention Coordinator, Galt Police Department
- Sophie Lor – School Social Worker, GJUESD
- Kim Little – School Social Worker, GJUESD
- Marla Moura - School Psychologist, GJUESD
- Lori Biser – Counselor, McCaffrey Middle School
- Vickie Helmrich – Campus Monitor, McCaffrey Middle School
- Donna Gill – Assistant Principal, River Oaks Elementary School
- Gina Fuentes – Assistant Principal, Lake Canyon Elementary School
- Ron Rammer – Principal, McCaffrey Middle School
- Emily Peckham – Principal, Greer Elementary School
- Jennifer Porter – Principal, Marengo Ranch Elementary School
- David Nelson – Principal, Valley Oaks Elementary School
- Claudia DelToro-Anguiano - Director of Curriculum
- Karen Schauer, Ed. D. – Superintendent, GJUESD

Root Cause Analysis Stage 1:

As a result of limited reporting for the Civil Rights Data Collection (CRDC) for the 2009-10 and 2011-12 reporting years the Galt Joint Union Elementary School District is required to complete a root cause analysis based on the expulsion data for those reporting years. The analysis itself was conducted over two face-to-face meetings and one meeting via Google share. It is important to understand that the analysis team and the planning teams will consist of some common members, but have separate functions. The analysis team was responsible for identifying and analyzing the data for this report. The planning team will use the findings to develop a plan to remedy the identified problem(s).

The root cause analysis was conducted in three stages, the first of which is presented here::

Stage 1 - Examining the Data

- Determining other data needs
- Designate data gatherers
- Identify data already collected
- Determine additional data needs
- Disaggregate
- Analyze for disparities
- Present Findings

Upon completion of Stage 1 there were certain questions that needed to be answered:

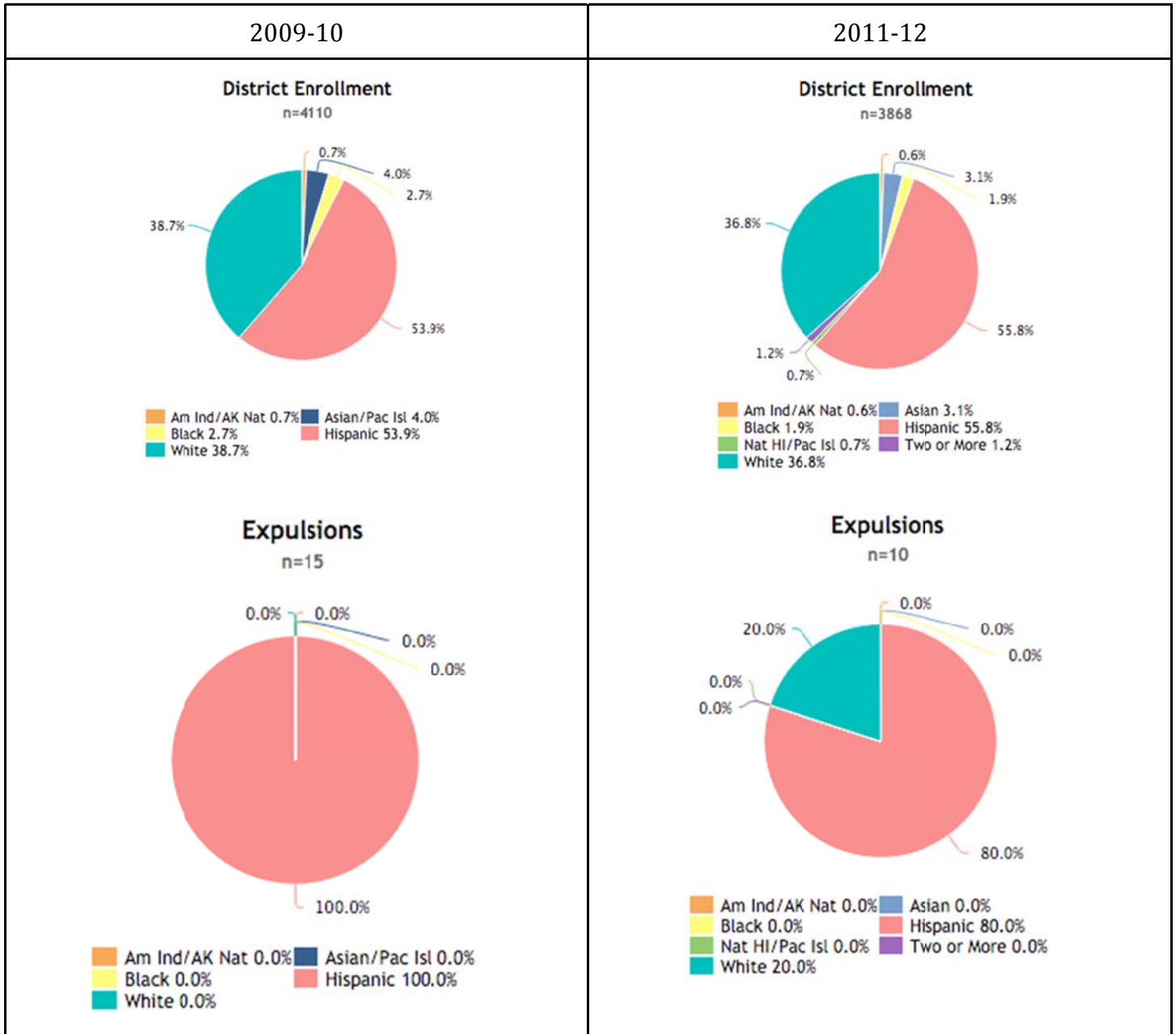
1. To what extent are specific groups of students experiencing expulsion?
2. What is the rationale behind the expulsion?
3. Have these expulsion practices influenced outcomes? To what extent is the school or district maintaining responsibility for the education?

The initial data examined as mentioned above are from the the web site of the Office for Civil Rights from their searchable data base compiled from school districts across the nation . Two data sets are shown on the following page from each of the reporting years available in their database. You will see charts that show our enrollment by ethnicity and corresponding charts that show expulsion by ethnicity (Table 1).

In determining other data needs the analysis group agreed that discipline data from the last reporting school year and subsequent years to the current were needed in order to determine if the disproportionality was common practice beyond the two reporting years (Tables 3, 4). In addition, the analysis group felt it was important to examine all exclusionary discipline practice (including suspension). School staff assumed the responsibility of gathering that data at the school level as state data is aggregate.

In addition, the analysis group felt it was important to examine suspension in addition to expulsion in order to determine if there was disparity in exclusionary discipline practices in general.

Table 1
Enrollment and Discipline Data



source - <http://ocrdata.ed.gov/DistrictSchoolSearch#schoolSearch>

Table 2

Suspension, Expulsion, and Truancy Report For 2011-12
 Suspension by Federal Offense
 Galt Joint Union Elementary (3467348) Suspension Counts by Ethnicity

Report: Suspension by Federal Offense
 Year: 2011-12
 District: 3467348 -- Galt Joint Union Elementary
 Type: All Students

[Glossary](#)

General Description of this Report

This report provides a count of students involved in one or more incidents¹ during the academic year who were subsequently suspended from school. Although a student may have committed multiple offenses as part of a single incident, each student is only counted once per incident for which they were suspended. For reporting purposes, suspended students are counted within the Federal Offense Category corresponding to the most severe offense each student committed within a given incident (see [Glossary](#)).

In this report, suspended students whose most serious offense was violating California Education Code Section 48900(k), otherwise known as "Defiance," are counted under the "Other Reason for Suspension" categories. DataQuest Report 48900(k) Defiance Suspensions and Expulsions displays counts of students suspended for violating California Education Code Section 48900(k).

¹An incident is defined as one or more students committing one or more offenses on the same date at the same time.

[List of district and independently reporting charters](#) that did not certify their 2011-12 CALPADS End-of-Year 3 - Discipline submission.

Galt Joint Union Elementary Report

Select on county name to generate a county level report.

Ethnicity	Weapons Possession (In School)	Weapons Possession (Out of School)	Illicit Drug Related (In School)	Illicit Drug Related (Out of School)	Violent Incident, Physical Injury (In School)	Violent Incident, Physical Injury (Out of School)	Violent Incident, No Physical Injury (In School)	Violent Incident, No Physical Injury (Out of School)	Other Reason For Suspension (In School)	Other Reason For Suspension (Out of School)	Total Suspensions (In School)	Total Suspensions (Out of School)	Total Suspensions	Unduplicated Count of Students
Hispanic Or Latino Of Any Race	0	3	0	4	0	3	3	47	2	93	5	150	155	95
American Indian Or Alaska Native, Not Hispanic	0	0	0	0	0	0	0	0	0	9	0	9	9	1
Asian, Not Hispanic	0	0	0	0	0	0	0	0	0	1	0	1	1	1
African American, Not Hispanic	0	2	0	0	0	1	0	8	2	5	2	16	18	8
White, Not Hispanic	1	9	0	0	0	4	1	44	2	45	4	102	106	71
Two Or More Races, Not Hispanic	0	0	0	0	0	0	0	0	0	1	0	1	1	1

Galt Joint Union Elementary Report

Ethnicity	Weapons Possession	Illicit Drug Related	Violence Incident, Physical Injury	Violent Incident, No Physical Injury	Other Reason For Expulsion	Total Expulsions	Unduplicated Count of Students
Hispanic Or Latino Of Any Race	2	6	0	0	0	8	8
White, Not Hispanic	1	1	0	0	0	2	2

Report Total

Level	Code	Weapons Possession	Illicit Drug Related	Violence Incident, Physical Injury	Violent Incident, No Physical Injury	Other Reason For Expulsion	Total Expulsions	Unduplicated Count of Students
Galt Joint Union Elementary	3467348	3	7	0	0	0	10	10

Galt Joint Union Elementary Report

School	Code	Census Enrollment	Cumulative Enrollment	Students Suspended	Suspension Rate	Students Expelled	Expulsion Rate	Students Truant	Truancy Rate
Lake Canyon Elementary	0107946	566	602	16	2.7	1	0.2	16	2.7
Marengo Ranch Elementary	6114185	624	649	22	3.4	0	0.0	28	4.3
Mccaffrey Middle	0100040	911	956	92	9.6	8	0.8	17	1.8
District Non-Public Non-Sectarian Schools	0000001	5	6	0	0.0	0	0.0	0	0.0
River Oaks Elementary	6110654	667	715	12	1.7	1	0.1	30	4.2
Valley Oaks Elementary	6033310	594	658	29	4.4	0	0.0	9	1.4
Vernon E. Greer Elementary	0119420	488	537	6	1.1	0	0.0	13	2.4

Report Total

Level	Code	Census Enrollment	Cumulative Enrollment	Students Suspended	Suspension Rate	Students Expelled	Expulsion Rate	Students Truant	Truancy Rate
Galt Joint Union Elementary	3467348	3,855	4,070	177	4.3	10	0.2	113	2.8
Sacramento County Total	34	237,342	252,138	20,649	8.2	268	0.1	72,330	28.7
State Total	00	6,220,993	6,420,737	366,629	5.7	9,553	0.1	1,829,421	28.5

Table 3

Suspension and Expulsion Report For 2012-13
Suspension by Federal Offense
Galt Joint Union Elementary (3467348) Suspension Counts by Ethnicity

Report:
 Year:
 District:
 Type:

[Glossary](#)

General Description of this Report

This report provides a count of students involved in one or more incidents¹ during the academic year who were subsequently suspended from school. Although a student may have committed multiple offenses as part of a single incident, each student is only counted once per incident for which they were suspended. For reporting purposes, suspended students are counted within the Federal Offense Category corresponding to the **most severe** offense each student committed within a given incident (see [Glossary](#)).

In this report, suspended students whose most serious offense was violating California Education Code Section 48900(k), otherwise known as "Defiance," are counted under the "Other Reason for Suspension" categories. DataQuest Report 48900(k) Defiance Suspensions and Expulsions displays counts of students suspended for violating California Education Code Section 48900(k).

¹An incident is defined as one or more students committing one or more offenses on the same date at the same time.

[List of district and independently reporting charters](#) that did not certify their 2012-13 CALPADS End-of-Year 3 - Discipline submission.

Galt Joint Union Elementary Report

Select on county name to generate a county level report.

Ethnicity	Weapons Possession (In School)	Weapons Possession (Out of School)	Illicit Drug Related (In School)	Illicit Drug Related (Out of School)	Violent Incident, Physical Injury (In School)	Violent Incident, Physical Injury (Out of School)	Violent Incident, No Physical Injury (In School)	Violent Incident, No Physical Injury (Out of School)	Other Reason For Suspension (In School)	Other Reason For Suspension (Out of School)	Total Suspensions (In School)	Total Suspensions (Out of School)	Total Suspensions	Unduplicated Count of Students
Hispanic Or Latino Of Any Race	0	1	0	0	0	6	6	38	0	32	6	77	83	59
American Indian Or Alaska Native, Not Hispanic	0	0	0	0	0	0	0	2	0	3	0	5	5	3
Asian, Not Hispanic	0	0	0	0	0	0	0	0	1	0	1	0	1	1
African American, Not Hispanic	0	1	0	1	0	0	1	6	2	3	3	11	14	6
White, Not Hispanic	0	2	0	1	1	7	3	28	4	20	8	58	66	44
Two Or More Races, Not Hispanic	0	0	0	0	0	0	0	4	0	0	0	4	4	3
None Reported	0	0	0	0	0	0	0	0	1	0	1	1	1	1

Galt Joint Union Elementary Report

Ethnicity	Weapons Possession	Illicit Drug Related	Violence Incident, Physical Injury	Violent Incident, No Physical Injury	Other Reason For Expulsion	Total Expulsions	Unduplicated Count of Students
Hispanic Or Latino Of Any Race	1	3	0	0	0	4	4
White, Not Hispanic	0	4	0	0	0	4	4

Report Total

Level	Code	Weapons Possession	Illicit Drug Related	Violence Incident, Physical Injury	Violent Incident, No Physical Injury	Other Reason For Expulsion	Total Expulsions	Unduplicated Count of Students
Galt Joint Union Elementary	3467348	1	7	0	0	0	8	8

Galt Joint Union Elementary Report

School	Code	Census Enrollment	Cumulative Enrollment	Students Suspended	Suspension Rate	Students Expelled	Expulsion Rate
District Office	0000000	1	9	0	0.0	0	0.0
Lake Canyon Elementary	0107946	549	602	6	1.0	0	0.0
Marengo Ranch Elementary	6114185	599	627	9	1.4	2	0.3
Mccaffrey Middle	0100040	901	947	74	7.8	6	0.6
District Non-Public Non-Sectarian Schools	0000001	2	3	0	0.0	0	0.0
River Oaks Elementary	6110654	608	641	4	0.6	0	0.0
Valley Oaks Elementary	6033310	629	702	17	2.4	0	0.0
Verron E. Greer Elementary	0119420	503	569	7	1.2	0	0.0

Report Total

Level	Code	Census Enrollment	Cumulative Enrollment	Students Suspended	Suspension Rate	Students Expelled	Expulsion Rate
Galt Joint Union Elementary	3467348	3,792	4,038	117	2.9	8	0.2
Sacramento County Total	34	238,290	254,000	18,001	7.1	228	0.1
State Total	00	6,226,989	6,497,749	329,370	5.1	8,266	0.1

Table 4

Suspension and Expulsion Report For 2013-14
 Suspension by Federal Offense
 Galt Joint Union Elementary (3467348) Suspension Counts by Ethnicity

Report: Suspension by Federal Offense
 Year: 2013-14
 District: 3467348 -- Galt Joint Union Elementary
 Type: All Students

[Glossary](#)

General Description of this Report

This report provides a count of students involved in one or more incidents¹ during the academic year who were subsequently suspended from school. Although a student may have committed multiple offenses as part of a single incident, each student is only counted once per incident for which they were suspended. For reporting purposes, suspended students are counted within the Federal Offense Category corresponding to the **most severe** offense each student committed within a given incident (see [Glossary](#)).

In this report, suspended students whose most serious offense was violating California Education Code Section 48900(k), otherwise known as "Defiance," are counted under the "Other Reason for Suspension" categories. DataQuest Report 48900(k) Defiance Suspensions and Expulsions displays counts of students suspended for violating California Education Code Section 48900(k).

¹An incident is defined as one or more students committing one or more offenses on the same date at the same time.

[List of district and independently reporting charters](#) that did not certify their 2013-14 CALPADS End-of-Year 3 - Discipline submission.

Galt Joint Union Elementary Report

Select on county name to generate a county level report.

Ethnicity	Weapons Possession (In School)	Weapons Possession (Out of School)	Illicit Drug Related (In School)	Illicit Drug Related (Out of School)	Violent Incident, Physical Injury (In School)	Violent Incident, Physical Injury (Out of School)	Violent Incident, No Physical Injury (In School)	Violent Incident, No Physical Injury (Out of School)	Other Reason For Suspension (In School)	Other Reason For Suspension (Out of School)	Total Suspensions (In School)	Total Suspensions (Out of School)	Total Suspensions	Unduplicated Count of Students
Hispanic Or Latino Of Any Race	0	1	2	9	0	1	11	34	4	16	17	61	78	57
American Indian Or Alaska Native, Not Hispanic	0	0	0	0	0	0	2	2	1	2	3	4	7	3
African American, Not Hispanic	0	0	0	1	0	0	1	6	2	8	3	15	18	9
White, Not Hispanic	1	3	0	0	0	5	4	30	10	16	15	54	69	41
Two Or More Races, Not Hispanic	0	0	0	0	0	0	1	0	0	2	1	2	3	2

Galt Joint Union Elementary Report

Ethnicity	Weapons Possession	Illicit Drug Related	Violence Incident, Physical Injury	Violent Incident, No Physical Injury	Other Reason For Expulsion	Total Expulsions	Unduplicated Count of Students
Hispanic Or Latino Of Any Race	4	4	0	0	0	8	8
White, Not Hispanic	0	4	0	0	0	4	4
None Reported	0	1	0	0	0	1	1

Report Total

Level	Code	Weapons Possession	Illicit Drug Related	Violence Incident, Physical Injury	Violent Incident, No Physical Injury	Other Reason For Expulsion	Total Expulsions	Unduplicated Count of Students
Galt Joint Union Elementary	3467348	4	9	0	0	0	13	13

Galt Joint Union Elementary Report

School	Code	Census Enrollment	Cumulative Enrollment	Students Suspended	Suspension Rate	Students Expelled	Expulsion Rate
District Office	0000000	3	5	0	0.0	0	0.0
Lake Canyon Elementary	0107946	546	584	4	0.7	0	0.0
Matengo Ranch Elementary	6114185	588	609	11	1.8	1	0.2
Mccaffrey Middle	0100040	893	930	53	5.7	8	0.9
District Non-Public Non-Sectarian Schools	0000001	3	3	0	0.0	0	0.0
River Oaks Elementary	6110654	594	626	11	1.8	0	0.0
Valley Oaks Elementary	6033310	665	708	23	3.2	4	0.6
Vernon E. Greer Elementary	0119420	493	547	12	2.2	0	0.0

Report Total

Level	Code	Census Enrollment	Cumulative Enrollment	Students Suspended	Suspension Rate	Students Expelled	Expulsion Rate
Galt Joint Union Elementary	3467348	3,785	3,980	112	2.8	13	0.3
Sacramento County Total	34	240,216	251,946	15,836	6.3	179	0.1
State Total	00	6,236,672	6,405,954	279,383	4.4	6,611	0.1

Based on the data from the CRDC data collection and the school level data, the analysis group had 6 questions to answer.

To what extent are specific demographic groups experiencing exclusionary discipline?

Analysis of district and school level data (Tables 2, 3, 4 and Appendices) beyond the reporting years of the CRDC data collection) (<http://ocrdata.ed.gov/DistrictSchoolSearch#schoolSearch>) does not indicate a disparity in expulsion or other exclusionary practice for Hispanic students. The analysis group determined that the years were anomalous compared to other years. There were other disparities by site however.

What groups of students are most at-risk for being subjected to exclusionary discipline?

Male students and students with Individualized Education Plans (IEP) were students that were found to be subjected to exclusionary discipline practices more frequently than any other demographic group.

What is the rationale behind expulsion?

It has been district practice to apply exclusionary discipline in incidents that pose a threat to the safety of the person committing the offense and/or others. It has also been the practice to recommend expulsion of a student for violations of California Education Code sections 48900 (b),(c),(d) (incidents involving weapons and drugs).

Does the use of expulsion vary, or is it applied the same for all groups?

The use of exclusionary discipline is applied the same for all groups with the exceptions noted above.

Have exclusionary practices influenced outcomes?

Whenever a student is excluded from education, academic outcome is influenced. Most often negatively. Attendance for example is a reported metric related to student engagement for the Local Control and Accountability Plan (LCAP) and a school measure for the Single Plan for Student Achievement (SPSA). It is anticipated that these will influence the larger scale outcome for the state accountability system under development. The GJUESD has to weigh these negative outcomes against the possible positive outcome of improved safety by removal of perceived threat the excluded students present.

To what extent is the district or school maintaining responsibility for the education?

When a student is recommended for expulsion the parents may request homework or make-up work. The district understands it has a responsibility to provide an educational program for students when they are expelled. For students that are expelled, there have been limited options. Home Study or Independent Study Program (ISP) has been provided in the past as an alternative educational placement. Depending on age, students may be placed in a Community Day School setting through the COE. The district also understands its obligation to continue providing services for students with disabilities under IDEA so the extent of student removal for the most egregious offenses may be Interim Academic Educational Setting (IAES).

Other notable findings:

Note that while the suspension rate for the GJUESD is lower than both the county and the state as shown on the tables, the expulsion rate tends to be higher than both the county and state.

Root Cause Analysis Stage 2:

- Generate possible causes and explanations
- Examine and analyze the compendium of rules and practices that lead to exclusionary practice

The use of exclusionary discipline measures are of great concern for students with IEPs and the rate of use with males vs. females. Possible causes of the use of exclusionary discipline include:

1. Limited of professional development (strengths, anti-bullying, social skills, learning styles, etc.).
2. Lack of fidelity in the implementation of Behavior Support Plans (BSP).
3. Lack of mental health support, especially in cases where students may be in need of counseling or other supports.
4. Limited number of male and minority role models (hiring practice).
5. Limited positive behavior interventions and supports.
6. Limited use of existing resources (Behavior Analyst, School Psychologists, Counselor, Social Workers).
7. Existing Discipline Policies and processes. Limited options to the degree of the discipline and alternative options.

Root Cause Analysis Stage 3:

- Share findings
- Develop Action Plan
- Implement

Summary of Findings:

The analysis group concurred that there was no disparity in the use of expulsion as a disciplinary measure beyond the CRDC reporting years. Through more extensive disaggregation of school level data as well as examining data over a longer period the analysis group determined there were other disparities and discovered different problems that need to be addressed.

- Students with IEPs and male students are subjected to exclusionary discipline (suspension and expulsion) at higher rates than female and regular education students in general,
- While suspension from school occurs with less frequency than other school districts in Sacramento County and California in general, expulsion occurs with more frequency.

While several possible causes for the use of exclusionary discipline were discussed, the analysis group determined that adjustments to district practices and procedures could result in a reduction of suspension and expulsions from the school and district while improving supports through more efficient utilization of resources.

The analysis group will reconvene to develop an action plan to reduce the use and need for exclusionary discipline practice after these findings are shared with the Board of Trustees of the GJUESD.

**Appendices Follow
School Level Data
Board Policies (Suspension and Expulsion Due Process)**

River Oaks Discipline

Suspensions					
Year	White	Hispanic	EL	SPED	Soc. Disadv.
2009/2010	14	14	7	3	
2010/2011					
2011/2012	8	6	2	4	
2012/2013	3	1	0	1	3
2013/2014	9	2	0	5	5
Expulsions					
Year	White	Hispanic	EL	SPED	Soc. Disadv
2009/2010		1			
2010/2011		1			
2011/2012		1			
2012/2013					
2013/2014	2				

Marengo Ranch Discipline

Marengo Ranch Suspension Data 2009-2015

Year	Suspensions	# of Students	Ethnicity	SPED	Proficiency	Ed Code
2009-2010	29	19	African American 2 Hispanic 11 White 14	RSP 1 ED 16	EO 23 EL 5 R-FEP 1	48900 (a) (1) = 14 48900 (b) = 4 48900 (g) = 1 48900 (k) = 8 48900 (m) = 2
2010-2011	24	22	African American 2 Hispanic 5 White 17	ED 8	EO 21 EL 3	48900 (a) (1) = 9 48900 (b) = 1 48900 (g) = 3 48900 (k) = 8
2011-2012	41	26	Filipino 1 Hispanic 9 White 31	RSP 1 ED 21	EO 36 EL 5	48900 (a) (1) = 23 48900 (b) = 4 48900 (g) = 4 48900 (k) = 7 48900 (f) = 1
*2012-2013	15	11	Hispanic 4 White 11	LH 1 ED 5	EO 12 EL 1 R-FEP 1	48900 (a)(1) = 4 48900 (b) = 2 48900 (a)(2) = 5 48900 (k) = 2 48900 (d) = 1
*2013-2014	18	12	Hispanic 4 White 14	ED 8	EO 18	48900 (a)(1) = 3 48900 (b) = 3 48900 (a)(2) = 6 48900 (k) = 2 48900 (f) = 1 48900 (i) = 2
*2014-2015	4	3	White 4	LH 1 ED 3	EO 4	48900 (a) (2)

Greer Discipline

Greer Elementary	13-14	12-13	11-12	10-11	9-10
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Suspensions by Incidents	14 TOTAL	9 TOTAL	7 TOTAL	14 TOTAL	11 TOTAL
Hispanic	8	3	5	11	5
White	4	4	2	2	4
Indian American				1	
Multiple Ethnic	2	2			
AfricanAmerican					1
Native American					1
SPED	2	0	unk	4	2
Non-SPED	12	9	unk	10	9
At Home	10	7	6	14	11
In House	4	2	1	0	0
48900a	6	5	4	5	unk
48900b		1		5	unk
48900g	5			2	unk
48900k	3	3	3	1	unk
Girls	2	2	1	2	3
Boys	12	7	6	12	8

Greer Elementary	10-11
Expulsions by Incidents	3 TOTAL
Hispanic	3
SPED	0
Non-SPED	3
48900b	3 locking knife
Girls	0
Boys	3

Lake Canyon Discipline 2012-13

Offense	Discipline	Ethnicity	SPED
Disruption (K)	In school suspension	African American	No
Disruption (K)	Suspension	African American	No
Used Force or Violence (A)	Suspension	White	No
Caused/Attempted Cause physical injury (A)	Suspension	African American	No
Disruption (K)	Suspension	African American	No
Caused/Attempted Cause physical injury (A)	Suspension	Hispanic	No
Disruption (K)	Suspension	Hispanic	No
Disruption (K)	Suspension	Hispanic	No

Lake Canyon Discipline 13-14

Offense	Discipline	Ethnicity	SPED
Caused/Attempted Cause physical injury (A)	Suspension	African American	No
Obscene acts (I)	In school suspension	African American	No
Disruption, defiance (K)	In school suspension	White	No
Disruption, defiance (K)	Suspension	African American	Yes
Property Damage (F)	Suspension	African American	Yes
Possession of controlled Substance (C)	In school suspension	Hispanic	No

Suspension, Expulsion, and Truancy Report For 2011-12
 Suspension, Expulsion, and Truancy Rates
 McCaffrey Middle (34673480100040)

Report:
 Year:
 School:

[Glossary](#)

General Description of this Report

This report provides an unduplicated count of students involved in one or more incidents¹ during the academic year who were subsequently suspended or expelled² from school. For the purposes of calculating suspensions and expulsion rates in this report, students who were suspended or expelled multiple times are counted only once in the report totals for these respective disciplinary outcome categories. This report also provides a count of students who were reported as being truant at least one time during the academic year.

¹An incident is defined as one or more students committing one or more offenses on the same date at the same time.

²Expulsion counts include all expulsions, even those expulsions where the term of the expulsion has been shortened or the enforcement of the expulsion has been suspended.

Suspension, Expulsion, and Truancy Rate Formulas

(Suspensions, Expulsions, or Truants divided by Cumulative Enrollment) multiplied by 100

[List of district and independently reporting charters](#) that did not certify their 2011-12 CALPADS End-of-Year 3 - Discipline submission.

McCaffrey Middle Report

School	Code	Census Enrollment	Cumulative Enrollment	Students Suspended	Suspension Rate	Students Expelled	Expulsion Rate	Students Truant	Truancy Rate
McCaffrey Middle	0100040	911	956	92	9.6	8	0.8	17	1.8

Report Total

Level	Code	Census Enrollment	Cumulative Enrollment	Students Suspended	Suspension Rate	Students Expelled	Expulsion Rate	Students Truant	Truancy Rate
Galt Joint Union Elementary Total	3467348	3,855	4,070	177	4.3	10	0.2	113	2.8
Sacramento County Total	34	237,342	252,138	20,649	8.2	268	0.1	72,330	28.7
State Total	00	6,220,593	6,420,737	366,629	5.7	9,553	0.1	1,829,421	28.5

McCaffrey Middle Report

Ethnicity	Weapons Possession	Illicit Drug Related	Violence Incident, Physical Injury	Violent Incident, No Physical Injury	Other Reason For Expulsion	Total Expulsions	Unduplicated Count of Students
Hispanic Or Latino Of Any Race	0	*	0	0	0	*	*
White, Not Hispanic	*	*	0	0	0	*	*

Report Total

Level	Code	Weapons Possession	Illicit Drug Related	Violence Incident, Physical Injury	Violent Incident, No Physical Injury	Other Reason For Expulsion	Total Expulsions	Unduplicated Count of Students
McCaffrey Middle	0100040	*	*	0	0	0	*	*

Suspension and Expulsion Report For 2012-13
 Suspension and Expulsion Rates
 McCaffrey Middle (34673480100040)

Report:
 Year:
 School:

[Glossary](#)

General Description of this Report

This report provides an unduplicated count of students involved in one or more incidents¹ during the academic year who were subsequently suspended or expelled² from school. For the purposes of calculating suspensions and expulsion rates in this report, students who were suspended or expelled multiple times are counted only once in the report totals for these respective disciplinary outcome categories.

¹An incident is defined as one or more students committing one or more offenses on the same date at the same time.

²Expulsion counts include all expulsions, even those expulsions where the term of the expulsion has been shortened or the enforcement of the expulsion has been suspended.

Suspension and Expulsion Rate Formulas

(Students Suspended and Students Expelled divided by Cumulative Enrollment) multiplied by 100

[List of district and independently reporting charters](#) that did not certify their 2012-13 CALPADS End-of-Year 3 - Discipline submission.

McCaffrey Middle Report

School	Code	Census Enrollment	Cumulative Enrollment	Students Suspended	Suspension Rate	Students Expelled	Expulsion Rate
McCaffrey Middle	0100040	901	947	74	7.8	6	0.6

Report Total

Level	Code	Census Enrollment	Cumulative Enrollment	Students Suspended	Suspension Rate	Students Expelled	Expulsion Rate
Galt Joint Union Elementary Total	3467348	3,792	4,038	117	2.9	8	0.2
Sacramento County Total	34	238,290	254,000	18,001	7.1	228	0.1
State Total	00	6,226,989	6,497,749	329,370	5.1	8,266	0.1

McCaffrey Middle Report

Ethnicity	Weapons Possession	Illicit Drug Related	Violence Incident, Physical Injury	Violent Incident, No Physical Injury	Other Reason For Expulsion	Total Expulsions	Unduplicated Count of Students
Hispanic Or Latino Of Any Race	0	*	0	0	0	*	*
White, Not Hispanic	0	*	0	0	0	*	*

Report Total

Level	Code	Weapons Possession	Illicit Drug Related	Violence Incident, Physical Injury	Violent Incident, No Physical Injury	Other Reason For Expulsion	Total Expulsions	Unduplicated Count of Students
McCaffrey Middle	0100040	0	*	0	0	0	*	*

Suspension and Expulsion Report For 2013-14
Suspension and Expulsion Rates
McCaffrey Middle (34673480100040)

Report: -
 Year: -
 School: -

[Glossary](#)

General Description of this Report

This report provides an **unduplicated** count of students involved in one or more incidents¹ during the academic year who were subsequently suspended or expelled² from school. For the purposes of calculating suspensions and expulsion rates in this report, students who were suspended or expelled multiple times are counted only once in the report totals for these respective disciplinary outcome categories.

¹An incident is defined as one or more students committing one or more offenses on the same date at the same time.

²Expulsion counts include all expulsions, even those expulsions where the term of the expulsion has been shortened or the enforcement of the expulsion has been suspended.

Suspension and Expulsion Rate Formulas

(Students Suspended and Students Expelled divided by Cumulative Enrollment) multiplied by 100

[List of district and independently reporting charters](#) that did not certify their 2013-14 CALPADS End-of-Year 3 - Discipline submission.

McCaffrey Middle Report

School	Code	Census Enrollment	Cumulative Enrollment	Students Suspended	Suspension Rate	Students Expelled	Expulsion Rate
McCaffrey Middle	0100040	893	930	53	5.7	8	0.9

Report Total

Level	Code	Census Enrollment	Cumulative Enrollment	Students Suspended	Suspension Rate	Students Expelled	Expulsion Rate
Galt Joint Union Elementary Total	3467348	3,785	3,980	112	2.8	13	0.3
Sacramento County Total	34	240,216	251,946	15,836	6.3	179	0.1
State Total	00	6,236,672	6,405,954	279,383	4.4	6,611	0.1

McCaffrey Middle Report

Ethnicity	Weapons Possession	Illicit Drug Related	Violence Incident, Physical Injury	Violent Incident, No Physical Injury	Other Reason For Expulsion	Total Expulsions	Unduplicated Count of Students
Hispanic Or Latino Of Any Race	*	*	0	0	0	*	*
White, Not Hispanic	0	*	0	0	0	*	*
None Reported	0	*	0	0	0	*	*

Report Total

Level	Code	Weapons Possession	Illicit Drug Related	Violence Incident, Physical Injury	Violent Incident, No Physical Injury	Other Reason For Expulsion	Total Expulsions	Unduplicated Count of Students
McCaffrey Middle	0100040	*	*	0	0	0	*	*

[Download Data](#) - Download a tab-delimited file of this data to your computer. You will need to select "Save" after selecting the "Download Data" button. Once the file is saved to your computer it may be imported into another software program for analysis.

Expulsion Summary Valley Oaks

2009-10

	Native Am	Asian	Pacific Islander	Hispanic	Black	White
Male						1
Female				2		

2010-2011

	Native Am	Asian	Pacific Islander	Hispanic	Black	White
Male				1		
Female						

2011-2012

	Native Am	Asian	Pacific Islander	Hispanic	Black	White
Male						
Female						

2012-2013

	Native Am	Asian	Pacific Islander	Hispanic	Black	White
Male	1					
Female						

2013-2014

	Native Am	Asian	Pacific Islander	Hispanic	Black	White
Male				2		1
Female						1

2014-2015

	Native Am	Asian	Pacific Islander	Hispanic	Black	White
Male				1		
Female						

Expulsion Summary McCaffrey

2009-2010

	Native Am	Asian	Pacific Islander	Hispanic	Black	White
Male				7		
Female				4		1

2010-2011

	Native Am	Asian	Pacific Islander	Hispanic	Black	White
Male				8		2
Female				1		3

2011-2012

	Native Am	Asian	Pacific Islander	Hispanic	Black	White
Male				5		3
Female				2		

2012-2013

	Native Am	Asian	Pacific Islander	Hispanic	Black	White
Male				2		3
Female				1		

2013-2014

	Native Am	Asian	Pacific Islander	Hispanic	Black	White
Male				4		1
Female			1	1	1	

2014-2015

	Native Am	Asian	Pacific Islander	Hispanic	Black	White
Male				4	1	2
Female						

Galt Joint Union ESD
Board Policy
Suspension And Expulsion/Due Process

BP 5144.1

Students

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

(cf. 5131 - Conduct)

(cf. 5144 - Discipline)

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be those specified in law and administrative regulation.

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Except for single acts of a grave nature or offenses for which suspension or expulsion is required by law, suspension or expulsion shall be used only when the student involved has a history of misconduct and other means of correction have failed to bring about proper conduct or the student's presence causes a continuing danger to himself/herself or others.

To correct the behavior of students who are subject to discipline, the Superintendent or designee, to the extent allowed by law, shall use alternative disciplinary measures that keep students in school during the school day.

(cf. 1020 - Youth Services)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6164.5 - Student Success Teams)

Alternatives to suspension or expulsion also shall be used with students who are truant, tardy, or otherwise absent from assigned school activities.

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Chronic Absence and Truancy)

Suspended or expelled students shall be denied the privilege of participation in all extracurricular activities during the period of suspension or expulsion.

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5)

(cf. 5119 - Students Expelled from Other Districts)

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

Removal from Class by a Teacher and Parental Attendance

When suspending a student from class for committing an obscene act, engaging in habitual profanity or vulgarity, disrupting school activities, or otherwise willfully defying valid staff authority, the teacher of the class may require any parent/guardian who lives with the student to attend a portion of the school day in the class from which the student is being suspended, to assist in resolving the classroom behavior problems. (Education Code 48900.1)

Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the student and his/her parents/guardians and to improve classroom behavior.

Any teacher requiring parental attendance pursuant to this policy shall apply the policy uniformly to all students within the classroom. (Education Code 48900.1)

When a teacher requires parental attendance, the principal shall send a written notice to the parent/guardian stating that his/her attendance is required pursuant to law. (Education Code 48900.1)

A parent/guardian who has received a written notice shall attend class as specified in the notice. After completing the classroom visit and before leaving school premises, the parent/guardian also shall meet with the principal or designee. (Education Code 48900.1)

When a parent/guardian does not respond to the request to attend school, the principal or designee shall contact him/her by telephone, mail, or other means that maintains the confidentiality of the student's records.

(cf. 5125 - Student Records)

District regulations and school-site rules for student discipline shall include procedures for implementing parental attendance requirements. Parents/guardians shall be notified of this policy prior to its implementation. (Education Code 48900.1)

(cf. 5145.6 - Parental Notifications)

Supervised Suspension Classroom

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised classroom suspension program which meets the requirements of law. The use of such alternatives does not preclude off-campus suspensions.

Decision Not to Enforce Expulsion Order

On a case-by-case basis, the enforcement of an expulsion order may be suspended by the Board pursuant to the requirements of law and administrative regulation.

Legal Reference:

EDUCATION CODE

212.5 Sexual harassment

1981 Enrollment of students in community school

17292.5 Program for expelled students

32261 Interagency School Safety Demonstration Act of 1985

35146 Closed sessions (re suspensions)

35291 Rules (for government and discipline of schools)

35291.5 Rules and procedures on school discipline

48660-48667 Community day schools

48900-48927 Suspension and expulsion

48950 Speech and other communication

49073-49079 Privacy of student records

CIVIL CODE

47 Privileged communication

48.8 Defamation liability

CODE OF CIVIL PROCEDURE

1985-1997 Subpoenas; means of production

GOVERNMENT CODE

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Policy GALT JOINT UNION SCHOOL DISTRICT

adopted: June 27, 2012 Galt, California

Galt Joint Union ESD
Administrative Regulation
Suspension And Expulsion/Due Process

AR 5144.1

Students

Definitions

Suspension from school means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level.
2. Referral to a certificated employee designated by the principal to advise students.
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910. Removal from a particular class shall not occur more than once every five school days.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision, of school personnel. (Education Code 48925)

Day means a calendar day unless otherwise specifically provided. (Education Code 48925)

School day means a day upon which the schools of the district are in session or weekdays during the summer recess. (Education Code 48925)

Student includes a student's parent/guardian or legal counsel. (Education Code 48925)

Principal's designee means one or more administrators or, if there is not a second administrator at one school site, a certificated person specifically designated by the principal, in writing, to assist with disciplinary procedures. Only one such person may be designated at any time as the principal's primary designee and only one such person may be designated as secondary designee for the school year. The names of such persons shall be on file in the principal's office. (Education Code 48911)

School property, for the purposes described in Education Code 48900, includes, but is not limited to, electronic files and databases. (Education Code 48900(u))

Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (Education Code 35291, 48900.1, 48980)

(cf. 5144 - Discipline)

(cf. 5145.6 - Parental Notifications)

Grounds for Suspension and Expulsion

Any student, including a student with disabilities, may be subject to suspension or expulsion when it is determined that he/she:

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

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense. (Education Code 48900(a))

A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, such a student may be suspended or expelled pursuant to Education Code 48900(a) when he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(t))

2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence. (Education Code 48900(b))

(cf. 5131 - Conduct)

(cf. 5131.7 - Weapons and Dangerous Instruments)

3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind. (Education Code 48900(c))

(cf. 5131.6 - Alcohol and Other Drugs)

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant. (Education Code 48900(d))

5. Committed or attempted to commit robbery or extortion. (Education Code 48900(e))

6. Caused or attempted to cause damage to school property or private property. (Education Code 48900(f))

7. Stole or attempted to steal school property or private property. (Education Code 48900(g))

8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and

betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products. (Education Code 48900(h))

(cf. 5131.62 - Tobacco)

9. Committed an obscene act or engaged in habitual profanity or vulgarity. (Education Code 48900(i))

10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5. (Education Code 48900(j))

11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))

(cf. 5131.4 - Student Disturbances)

12. Knowingly received stolen school property or private property. (Education Code 48900(l))

13. Possessed an imitation firearm. (Education Code 48900(m))

Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4. (Education Code 48900(n))

15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness. (Education Code 48900(o))

16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (Education Code 48900(p))

17. Engaged in, or attempted to engage in, hazing. (Education Code 48900(q))

Hazing means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))

18. Made terrorist threats against school officials and/or school property. (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of \$1,000, with

the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)

A student in grades 4-12 is also subject to suspension or recommendation for expulsion when it is determined that he/she:

19. Committed sexual harassment as defined in Education Code 212.5. (Education Code 48900.2)

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

(cf. 5145.7 - Sexual Harassment)

20. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233. (Education Code 48900.3)

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

(cf. 5145.9 - Hate-Motivated Behavior)

21. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment. (Education Code 48900.4)

(cf. 5145.3 - Nondiscrimination/Harassment)

22. Engaged in an act of bullying, including, but not limited to, bullying by means of an electronic act, directed toward a student or school personnel. (Education Code 48900(r))

Bullying means one or more acts by a student or group of students that constitute sexual harassment pursuant to Education Code 48900.2, as defined in item #19 above; hate violence pursuant to Education Code 48900.3, as defined in item #20 above; or harassment, threats, or intimidation pursuant to Education Code 48900.4, as defined in item #21 above. (Education Code 32261)

Electronic act means the transmission of a communication, including, but not limited to, a message, text, sound, image, or post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. (Education Code 32261)

(cf. 1114 - District-Sponsored Social Media)

(cf. 5131.2 - Bullying)

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any district school or within any other school district, at any time, including, but not limited to, the following: (Education Code 48900)

1. While on school grounds
2. While going to or coming from school

(cf. 5131.1 - Bus Conduct)

3. During the lunch period, whether on or off the school campus

(cf. 5112.5 - Open/Closed Campus)

4. During, going to, or coming from a school-sponsored activity

Removal from Class by a Teacher and Parental Attendance

A teacher may remove any student from his/her class for the remainder of the day and the following day for any act listed in "Grounds for Suspension and Expulsion" above. (Education Code 48910)

When removing a student from his/her class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which he/she has been removed. (Education Code 48910)

As soon as possible, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the removal. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. (Education Code 48910)

A student removed from class shall not be returned to class during the period of removal without the approval of the teacher of the class and the principal. (Education Code 48910)

A student removed from class shall not be placed in another regular class during the period of removal. However, if a student is assigned to more than one class per day, he/she may be placed in any other regular classes except those held at the same time as the class from which the student was removed. (Education Code 48910)

The teacher of any class from which a student is removed may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

Pursuant to Board policy, a teacher may require the parent/guardian of a student whom the teacher has removed to attend a portion of a school day in his/her child's classroom. When a teacher makes this request, the principal shall send the parent/guardian a written notice that the parent/guardian's attendance is requested pursuant to law. (Education Code 48900.1)

The notice shall specify that the attendance may be on either the date the student is scheduled to return to class or within one week thereafter.

This notice shall also:

1. Inform the parent/guardian when his/her presence is expected and by what means he/she may arrange an alternate date
2. State that if the parent/guardian does not have a means of transportation to school, he/she may ride the school bus with the student
3. Ask the parent/guardian to meet with the principal after the visit and before leaving school, as required by Education Code 48900.1

Suspension by Superintendent, Principal, or Designee

The Superintendent, principal, or designee may suspend a student for any of the acts listed in "Grounds for Suspension and Expulsion" above. A student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct in the student. (Education Code 48900.5)

However, the Superintendent, principal, or designee may impose a suspension upon a first offense if he/she determines that the student violated items #1-5 listed in "Grounds for Suspension and Expulsion" above or if the student's presence causes a danger to persons or property or threatens to disrupt the instructional process. (Education Code 48900.5)

In addition, the Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity to be: (Education Code 48915)

1. Possessing, as verified by a district employee, selling, or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
2. Brandishing a knife as defined in Education Code 48915(g)
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in item #14 under "Grounds for Suspension and Expulsion" above
5. Possessing an explosive as defined in 18 USC 921

Upon finding that the student committed any of the above acts, the Board shall expel the student. (Education Code 48915)

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days unless the suspension is extended pending expulsion. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48911, 48912)

(cf. 6184 - Continuation Education)

The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903)

Suspensions shall be initiated according to the following procedures:

1. **Informal Conference:** Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, presented with the evidence against him/her, and given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911)

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of the conference. The conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school. (Education Code 48911)

2. **Administrative Actions:** All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)

3. **Notice to Parents/Guardians:** At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

In addition, the notice may state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

4. **Parent/Guardian Conference:** Whenever a student is suspended, school officials may meet with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

While the parent/guardian is required to respond without delay to a request for a conference about his/her child's behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied readmission solely because the parent/guardian failed to attend the conference. (Education Code 48911)

5. Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision. (Education Code 48911)

Any extension of the original period of suspension shall be preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension. Extension of the suspension may be made only if the Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)

Suspension by the Board

The Board may suspend a student for any of the acts listed in "Grounds for Suspension and Expulsion" above and within the limits specified in "Suspension by Superintendent, Principal, or Designee" above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester if any of the acts listed in "Grounds for Suspension and Expulsion" occurred. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold closed sessions if a public hearing would lead to disclosure of information violating a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

(cf. 9321 - Closed Session Purposes and Agendas)

The Board shall provide the student and his/her parent/guardian with written notice of the closed session by registered or certified mail or personal service. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

Supervised Suspension Classroom

Students for whom an expulsion action has not been initiated and who pose no imminent danger or threat to the school, students, or staff may be assigned to a supervised suspension classroom in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

1. The supervised suspension classroom shall be staffed in accordance with law.
2. The student shall have access to appropriate counseling services.
3. The supervised suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.
4. Each student shall be responsible for contacting his/her teacher(s) to receive assignments to be completed in the supervised suspension classroom. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

At the time a student is assigned to a supervised suspension classroom, the principal or designee shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification shall be made in writing. (Education Code 48911.1)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

The Board shall expel, as required by law, any student found to have committed any offense listed below under "Mandatory Recommendation and Mandatory Expulsion." (Education Code 48915)

For all other grounds listed above under "Grounds for Suspension and Expulsion," the Board shall order a student expelled upon the recommendation of the Superintendent, principal, or designee, only if the Board makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

Mandatory Recommendation for Expulsion

Unless the Superintendent, principal, or designee finds that expulsion is inappropriate due to particular circumstances, the Superintendent, principal, or designee shall recommend a student's expulsion for any of the following acts: (Education Code 48915(a))

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife as defined in Education Code 48915(g), explosive, or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance, as listed in Health and Safety Code 11053-11058, except for the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis

4. Robbery or extortion
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

Mandatory Recommendation and Mandatory Expulsion

The Superintendent, principal, or designee shall recommend that the Board expel any student found at school or at a school activity to be: (Education Code 48915(c))

1. Possessing, as verified by a district employee, selling, or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the firearm from a certificated school employee, with the principal or designee's concurrence
2. Brandishing a knife as defined in Education Code 48915(g) at another person
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
4. Committing or attempting to commit a sexual assault or committing a sexual bove acts, the Board shall expel the student. (Education Code 48915)

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether he/she should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed one of the acts listed under "Grounds for Suspension and Expulsion." (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

After a determination that one of the grounds listed above under "Grounds for Suspension and Expulsion" has occurred, the Superintendent, principal, or designee shall offer the student and his/her parent/guardian the

option to waive a hearing and stipulate to the expulsion. The stipulation agreement shall be in writing and shall be signed by the student and his/her parent/guardian.

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of his/her right to: (Education Code 48918.5)

1. Receive five days' notice of his/her scheduled testimony at the hearing
2. Have up to two adult support persons of his/her choosing present at the hearing at the time he/she testifies
3. Have a closed hearing during the time he/she testifies

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

1. The date and place of the hearing.
2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based.
3. A copy of district disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment. This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).

(cf. 5119 - Students Expelled from Other Districts)

5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney advisor.

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Nonattorney advisor means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

Conduct of Expulsion Hearing

1. **Closed Session:** Notwithstanding the provisions of Government Code 54953 and Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public unless another student's privacy rights would be violated. (Education Code 48918(c))

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

2. **Record of Hearing:** A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))

3. **Subpoenas:** Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with the Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before

the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below. (Education Code 48918(i))

4. Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion" above. (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. While no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

5. Testimony by Complaining Witnesses: The following procedures shall be observed when hearings involve allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)

- a. Any complaining witness shall be given five days' notice before being called to testify.
- b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during his/her testimony.
- c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
- d. The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.
- e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.
- f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.

(1) The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.

(2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.

(3) The person conducting the hearing may:

(a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness

(b) Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours

(c) Permit one of the support persons to accompany the complaining witness to the witness stand

6. Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. Alternatively, the Board may appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918(d))

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue its decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated. The Superintendent or designee shall place the student in a classroom instructional program, any other instructional program, a rehabilitation program, or any combination of these programs after consulting with district staff, including the student's teachers, and with the student's parent/guardian. The decision to not recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the

findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion for a period of one year. (Education Code 48917, 48918)

Final Action by the Board

Whether the expulsion hearing is conducted in closed or public session by the Board, a hearing officer, or an administrative panel, the final action to expel shall be taken by the Board at a public meeting. (Education Code 48918(j))

(cf. 9321.1 - Closed Session Actions and Reports)

If the Board conducts the hearing and reaches a decision not to expel, this decision shall be final and the student shall be reinstated immediately.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any act listed under "Mandatory Recommendation and Mandatory Expulsion" above, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)

1. Periodic review, as well as assessment at the time of review, for readmission
2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion" (Education Code 48900.8)
2. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian (Education Code 48916)

3. Notice of the right to appeal the expulsion to the County Board of Education (Education Code 48918)
4. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)
5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

Decision Not to Enforce Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

1. The student's pattern of behavior
2. The seriousness of the misconduct
3. The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program

The suspension of the enforcement of an expulsion shall be governed by the following:

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)
3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)
4. When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)
5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)
6. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's

obligation to inform any new district in which the student seeks to enroll of his/her status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))

7. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code 48917)

Right to Appeal

The student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation. (Education Code 48919)

The student shall submit a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board. The district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance. In addition, law enforcement authorities shall be notified regarding any acts by students regarding the possession, sale, or furnishment of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

Post-Expulsion Placements

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

1. Appropriately prepared to accommodate students who exhibit discipline problems
2. Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at such a site
3. Not housed at the school site attended by the student at the time of suspension

(cf. 6158 - Independent Study)

(cf. 6185 - Community Day School)

When the placement described above is not available and when the County Superintendent so certifies, students expelled for acts described in items #6-13 and #19-21 under "Grounds for Suspension and Expulsion" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

Readmission After Expulsion

Readmission procedures shall be as follows:

1. On the date set by the Board when it ordered the expulsion, the district shall consider readmission of the student. (Education Code 48916)
2. The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
3. The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session if information would be disclosed in violation of Education Code 49073-49079. If a written request for open session is received from the parent/guardian or adult student, it shall be honored.
4. If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.
5. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code 48916)
6. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school. (Education Code 48916)
7. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)

Maintenance of Records

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record, and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

(cf. 5125 - Student Records)

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

(cf. 5119 - Students Expelled from Other Districts)

Outcome Data

The Superintendent or designee shall maintain the following data: (Education Code 48900.8, 48916.1)

1. The number of students recommended for expulsion
2. The specific grounds for each recommended expulsion
3. Whether the student was subsequently expelled
4. Whether the expulsion order was suspended
5. The type of referral made after the expulsion
6. The disposition of the student after the end of the expulsion period

Regulation GALT JOINT UNION SCHOOL DISTRICT
approved: June 27, 2012 Galt, California

Galt Joint Union ESD
Administrative Regulation
Suspension And Expulsion/Due Process (Students With Disabilities)

AR 5144.2

Students

A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act (IDEA) is subject to the same grounds for suspension and expulsion which apply to students without disabilities.

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

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been officially identified as a student with disabilities pursuant to IDEA and who has engaged in behavior that violated the district's code of student conduct may assert any of the protections under IDEA only if the district had knowledge that the student is disabled before the behavior that precipitated the disciplinary action occurred. (20 USC 1415(k)(5); 34 CFR 300.534)

The district shall be deemed to have knowledge that the student has a disability if one of the following conditions exists: (20 USC 1415(k)(5); 34 CFR 300.534)

1. The parent/guardian has expressed concern to district supervisory or administrative personnel in writing, or to a teacher of the student, that the student is in need of special education or related services.
2. The parent/guardian has requested an evaluation of the student for special education pursuant to 34 CFR 300.300-300.311.

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

3. The teacher of the student or other district personnel has expressed specific concerns directly to the district's director of special education or to other supervisory district personnel about a pattern of behavior demonstrated by the student.

The district would be deemed to not have knowledge that a student is disabled if the parent/guardian has not allowed the student to be evaluated for special education services or has refused services. In addition, the district would be deemed to not have knowledge if the district conducted an evaluation pursuant to 34 CFR 300.300-300.311 and determined that the student was not an individual with a disability. When the district is deemed to not have knowledge of the disability, the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behavior. (20 USC 1415(k)(5); 34 CFR 300.534)

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures pursuant to 34 CFR 300.530, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities. (20 USC 1415(k)(5); 34 CFR 300.534)

Suspension

The Superintendent or designee may suspend a student with a disability for up to 10 consecutive school days for a single incident of misconduct, and for up to 20 school days in a school year, as long as the suspension(s) does not constitute a change in placement pursuant to 34 CFR 300.536. (Education Code 48903; 34 CFR 300.530)

The principal or designee shall monitor the number of days, including portions of days, in which a student with a valid individualized education program (IEP) has been suspended during the school year.

(cf. 6159 - Individualized Education Program)

The district shall determine, on a case-by-case basis, whether a pattern of removals of a student from his/her current educational placement for disciplinary reasons constitutes a change of placement. A change of placement shall be deemed to have occurred under any of the following circumstances: (34 CFR 300.536)

1. The removal is for more than 10 consecutive school days.
2. The student has been subjected to a series of removals that constitute a pattern because of all of the following:
 - a. The series of removals total more than 10 school days in a school year.
 - b. The student's behavior is substantially similar to his/her behavior in previous incidents that resulted in the series of removals.
 - c. Additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another, indicate a change of placement.

If the removal has been determined to be a change of placement as specified in items #1-2 above, the student's IEP team shall determine the appropriate educational services. (34 CFR 300.530)

Services During Suspension

Any student suspended for more than 10 school days in the same school year shall continue to receive services during the term of the suspension. School personnel, in consultation with at least one of the student's teachers, shall determine the extent to which services are needed as provided in 34 CFR 300.101(a), so as to enable the student to continue to participate in the general education curriculum in another setting and to progress toward meeting the goals as set out in his/her IEP. (20 USC 1412(a)(1)(A); 34 CFR 300.530)

If a student with disabilities is excluded from school bus transportation, the student shall be provided with an alternative form of transportation at no cost to the student or his/her parent/guardian, provided that transportation is specified in his/her IEP. (Education Code 48915.5)

(cf. 3541.2 - Transportation for Students with Disabilities)

Interim Alternative Educational Placement Due to Dangerous Behavior

The district may unilaterally place a student with a disability in an appropriate interim alternative educational setting for up to 45 school days, without regard to whether the behavior is a manifestation of the student's disability, when the student commits one of the following acts while at school, going to or from school, or at a school-related function: (20 USC 1415(k)(1)(G); 34 CFR 300.530)

1. Carries or possesses a weapon, as defined in 18 USC 930
2. Knowingly possesses or uses illegal drugs
3. Sells or solicits the sale of a controlled substance as identified in 21 USC 812(c), Schedules I-V
4. Inflicts serious bodily injury upon another person as defined in 18 USC 1365

The student's interim alternative educational setting shall be determined by his/her IEP team. (20 USC 1415(k)(1)(G), 34 CFR 300.531)

On the date the decision to take disciplinary action is made, the parents/guardians of the student shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)

A student who has been removed from his/her current placement because of dangerous behavior shall receive services to the extent necessary to allow him/her to participate in the general education curriculum and to progress toward meeting the goals set out in his/her IEP. As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

Manifestation Determination

The following procedural safeguards shall apply when a student is suspended for more than 10 consecutive school days, when a series of removals of a student constitutes a pattern, or when a change of placement of a student is contemplated due to a violation of the district's code of conduct:

1. Notice: On the date the decision to take disciplinary action is made, the parents/guardians of the student shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)

(cf. 5145.6 - Parental Notifications)

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

2. Manifestation Determination Review: Immediately if possible, but in no case later than 10 school days after the date the decision to take disciplinary action is made, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

At the manifestation determination review, the district, the student's parent/guardian, and relevant members of the IEP team (as determined by the district and parent/guardian) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by

the parents/guardians, to determine whether the conduct in question was either of the following: (20 USC 1415(k)(1)(E); 34 CFR 300.530)

- a. Caused by or had a direct and substantial relationship to the student's disability
- b. A direct result of the district's failure to implement the student's IEP, in which case the district shall take immediate steps to remedy those deficiencies

If the manifestation review team determines that a condition in either #a or #b above was met, the conduct shall then be determined to be a manifestation of the student's disability. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

3. Determination that Behavior is a Manifestation of the Student's Disability: When the conduct has been determined to be a manifestation of the student's disability, the IEP team shall conduct a functional behavioral assessment, unless a functional behavioral assessment had been conducted before the occurrence of the behavior that resulted in the change of placement, and shall implement a behavioral intervention plan for the student. If a behavior intervention plan has already been developed, the IEP team shall review the behavioral intervention plan and modify it as necessary to address the behavior. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

The student shall be returned to the placement from which he/she was removed, unless the parent/guardian and district agree to a change of placement as part of the modification of the behavioral intervention plan. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

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

4. Determination that Behavior is Not a Manifestation of the Student's Disability: If the manifestation determination review team determines that the student's behavior was not a manifestation of his/her disability, the student may be disciplined in accordance with the procedures for students without disabilities. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

The student shall receive services to the extent necessary to participate in the general education curriculum in another setting and to allow him/her to progress toward meeting the goals set out in his/her IEP. As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

(cf. 6158 - Independent Study)

(cf. 6185 - Community Day School)

Due Process Appeals

If the parent/guardian disagrees with any district decision regarding placement under 34 CFR 300.530 (suspension and removal for dangerous circumstances) or 34 CFR 300.531 (interim alternative placement), or the manifestation determination under 34 CFR 300.530(e), he/she may appeal the decision by requesting a hearing. The district may request a hearing if the district believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. In order to request a hearing, the requesting party shall file a complaint pursuant to 34 CFR 300.507 and 300.508(a) and (b). (20 USC 1415(k)(3); 34 CFR 300.532)

Whenever a hearing is requested as specified above, the parent/guardian or the district shall have an opportunity for an expedited due process hearing consistent with requirements specified in 34 CFR 300.507, 300.508 (a)-(c), and 300.510-300.514.

If the student's parent/guardian or the district has initiated a due process hearing under 34 CFR 300.532 as detailed above, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45-day time period, whichever occurs first, unless the parent/guardian and district agree otherwise. (20 USC 1415(k)(4); 34 CFR 300.533)

Readmission

Readmission procedures for students with disabilities shall be the same as those used for all students. Upon readmission, an IEP team meeting shall be convened.

Suspension of Expulsion

The Governing Board's criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to all other students. (Education Code 48917)

Notification to Law Enforcement Authorities

Law enforcement notification requirements involving students with disabilities shall be the same as those specified for all students in AR 5144.1 - Suspension and Expulsion/Due Process.

(cf. 5131.7 - Weapons and Dangerous Instruments)

Report to County Superintendent of Schools

The Superintendent or designee shall report to the County Superintendent of Schools when any special education student has been expelled or suspended for more than 10 school days. The report shall include the student's name, last known address, and the reason for the action. (Education Code 48203)

Legal Reference:

EDUCATION CODE

35146 Closed sessions re: suspensions

35291 Rules of governing board

48203 Reports of severance of attendance of disabled students

48900-48925 Suspension and expulsion

56000 Special education; legislative findings and declarations

56320 Educational needs; requirements

56321 Development or revision of individualized education program

56329 Independent educational assessment

56340-56347 Individualized education program teams

56505 State hearing

PENAL CODE

245 Assault with deadly weapon

626.2 Entry upon campus after written notice of suspension or dismissal without permission

626.9 Gun-Free School Zone Act

626.10 Dirks, daggers, knives, razors, or stun guns

UNITED STATES CODE, TITLE 18

930 Weapons

1365 Serious bodily injury

UNITED STATES CODE, TITLE 20

1412 State eligibility

1415 Procedural safeguards

UNITED STATES CODE, TITLE 21

812 Controlled substances

UNITED STATES CODE, TITLE 29

706 Definitions

794 Rehabilitation Act of 1973, Section 504

CODE OF FEDERAL REGULATIONS, TITLE 34

104.35 Evaluation and placement

104.36 Procedural safeguards

300.1-300.818 Assistance to states for the education of students with disabilities, especially:

300.530-300.537 Discipline procedures

COURT DECISIONS

Schaffer v. Weast, (2005) 546 U.S. 549

Parents of Student W. v. Puyallup School District, (1994 9th Cir.) 31 F.3d 1489

M.P. v. Governing Board of Grossmont Union High School District, (1994) 858 F.Supp. 1044

Honig v. Doe, (1988) 484 U.S. 305

Management Resources:

FEDERAL REGISTER

Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845

WEB SITES

California Department of Education, Special Education: <http://www.cde.ca.gov/sp/se>

U.S. Department of Education, Office of Special Education Programs:

<http://www.ed.gov/about/offices/list/osers/osep>

Regulation GALT JOINT UNION SCHOOL DISTRICT

approved: July 28, 2010 Galt, California



Board Meeting Agenda Item Information

Meeting Date: 12/15/15	Agenda Item: 131.686 Consent Calendar
Presenter: Karen Schauer	Action Item: XX Information Item:

a. Approval of the Agenda

b. Minutes: November 18, 2015 Regular Board Meeting

c. Payment of Warrants:

Certificated/Classified Payrolls Dated: 11/30/15, 12/10/15

Vendor Warrant Numbers: 16353066-16353105, 16353627-16353632, 16354232-16354287, 16355288-16355301

d. Personnel

1. Resignations/Retirement:

Name	Position	Effective Date
Coleman, Carol	Preschool Inst. Asst.	12/30/15
Figueroa, Richard	Psychologist	10/14/15
Hall, John	Yard Supervisor	11/5/15
Jara, Denise	Yard Supervisor	11/3/15
Martinez, Kristie	Preschool Inst. Asst.	12/7/15
Quitter, Dana	Special Ed Inst. Asst.	11/20/15

2. Leave of Absence Requests:

Name	Position	Effective Date
Carillo, Courtney	Teacher	1/6/16-2/24/16
Dickinson, Theresa	Bus Driver	8/21/15-12/7/15
Gomez, Lorena	Yard Supervisor	11/9/15-12/21/15
Holbrook, Robert	Maintenance Worker	8/21/15-12/1/15
Hyske, Hilary	Speech Therapist	8/19/15-1/4/16
Jauregui, Kathleen	Inst. Asst.	9/21/15-12/16/15
Martinez, Kristie	Inst. Asst.	8/25/15-12/24/15
Mendez, Norma	Bilingual Inst. Asst.	10/19/15-11/30/15
Peters, Sheena	Psychologist	12/19/15-6/14/16
Sanchez, Maria	Custodian	11/4/15-1/28/16
Valle, Gabriela	Bilingual Inst. Asst.	8/24/15-6/14/16
Whitford, Jamie	Special Ed Inst. Asst.	1/4/16-6/14/16
Wittman, Cassandra	Teacher	9/8/15-1/4/16

Galt Joint Union Elementary School District

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

131.686 Consent Calendar Continued

12/15/15

3. New Hires:

Name	Position	Site
Garcia, Nicole	Sub Teacher	NA
Bachmann, Albert	Sub Custodian/Groundskeeper	NA
Floyd, Jeanine	Yard Supervisor	RO
Smith, Jaimie	Yard Supervisor	VO
Stout, John	Bus Driver	Transportation
Sayre, Nathan	Custodian	LC
Blake Amber	Teacher	RO
Seamons, Jackie	Snack Program	MMS
Henriquez, Evelyn	Cashier	VO
Frantson, Eric	Math IA	MMS
Freitas, Alma	Yard Supervisor	MMS
Figueroa, Richard	Psychologist	DO
Nelson, Catherine	Sp Ed IA	GE
Hall, John	Yard Supervisor	MMS
Baldwin, Al	Yard Supervisor	GE
Velasquez-Garcia, Blanca	Yard Supervisor	RO
Cabrera, Magalhy	ASES IA	MMS

e. Donations

Greer

- PG&E donated \$1,000.00 toward Science Camp fund
- Greer Partners in Education donated \$3,844.35 towards the purchase of LEGO robots
- Wal-Mart donated \$1,000 in gift cards, approximately 80 binders, 300 composition notebooks and multiple student incentive prizes for site use

Lake Canyon

- Raley's donated \$289.24 towards site use
- Kelton Crawford donated \$602.00 through the PG&E Corporation Campaign for the Community Program for site use
- Katie Sickels donated \$250.02 through the PG&E Corporation Campaign for the Community Program for site use
- Jon Adams made a monetary donation through the PG&E Corporation Campaign for the Community Program for site use

Marengo Ranch

- Mandy Garner made a monetary donation for site use

River Oaks

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

Valley Oaks

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

McCaffrey

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

f. Parker & Covert LLP Legal Services Agreement

g. Dannis Woliver Kelley Legal Services Agreement

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

Wednesday, November 18, 2015
Galt City Hall Chambers
380 Civic Drive, Galt, CA 95632

Board Members Present

John Gordon
Kevin Papineau
Matthew Giblin
Wesley Cagle
Grace Malson- absent

Administrators Present

Karen Schauer	Claudia Del Toro-Anguiano
Robert Nacario	Stephanie Simonich
Thomas Barentson	Jennifer Porter
Jamie Hughes	Judith Hayes
Donna Gill	David Nelson

MINUTES

A. Closed Session was called to order at 5:49 p.m. by John Gordon.

Addison Covert and Megan Covert Russell entered closed session at 5:51 p.m.

Wesley Cagle entered closed session at 6:08 p.m.

1. CONFERENCE WITH REAL PROPERTY NEGOTIATORS, Government Code §54956.8
 - Property: 148-0090-016, 032, 035, 038, 055 & 059, Galt, CA
2. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6
Agency Negotiator: Karen Schauer, Robert Nacario, Claudia Del Toro-Anguiano, Tom Barentson
 - Employee Agency: (GEFA) Galt Elementary Faculty Association
 - Employee Agency: (CSEA) California School Employee Association
 - Non-Represented Employees
3. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE, Government Code §54957

B. Closed Session Adjourned at 7:06 p.m. The open meeting was called to order at 7:10 p.m. by John Gordon followed by the flag salute. He announced no action taken in closed session.

C. Public Comment

1. Al Baldwin addressed the Board regarding the replacement of the Nutri Kids program software with Meals Plus.

D. Reports

Superintendent

1. Karen Schauer provided a Race To The Top: Bright Future for Galt Students Initiative Update. She stated that ideas and feedback from Galt's 3rd Annual Galt Education Summit would be sent out to participants by the end of the week. She indicated next steps include reviewing the ideas and feedback for future city or school district planning and collaboration efforts.
2. Dr. Schauer reported the District is working with the Galt High School District (GHSD) on a Career Technical Incentive Grant. The grant could provide release time for middle school teachers to collaborate with the high school district. In addition to the technical grant, both GJUESD and GHSD have applied for a California Language & Learning Innovation Collaboration (CALLI) grant. The priorities of the grant application include improving instruction for English learners and improve the collaboration/articulation between McCaffrey Middle School and the GHSD.

Dr. Schauer recognized Emily Peckham for her participation in a nationwide webinar with educational researchers on the use of Gallup strengths in our district. She also thanked Board members, specifically Wesley Cagle, for their support in the use of Gallup strengths.

Educational Services Director

1. Padmanaban Balamani from Entappia Application (App) shared information on a parent communication app that he has created for school districts to share information with parents via an app on their phone or personal tablets.

Judi Hayes stated that her school has been piloting the app and supports its use as it has broadened communication with parents.

2. Robert Nacario reported on a T-Mobile pilot for home chromebook access. He indicated that the cost of equipment is \$100 per device with a monthly subscription fee of \$8.50. The pilot will include students with the greatest need as determined by administrators. Servicing of the devices would be performed by T-Mobile and filtering of internet content would be provided by the school district.

Business Services Director

1. Tom Barentson recognized supervisors from fiscal services, maintenance, transportation and food services prior to giving his reports. He indicated that these departments are working diligently to improve communication and customer service.

Mr. Barentson reported the fiscal services department has just completed their routine audit. There were no significant findings.

Mr. Barentson reported on Facilities Master Plan Prioritization. He indicated that next steps include identifying funding sources and the potential of a facilities bond election.

Mr. Barentson provided updates on the new maintenance, operations, and transportation office. He indicated that the modular building is complete and shop plans are being considered.

Mr. Barentson provided an update on security as it relates to maintenance and operations. He indicated that the District is considering security as it completes the Facilities Master Plan. The District is also considering the pilot of a new security system at two schools. Marengo Ranch Elementary School and Valley Oaks Elementary School.

Mr. Barentson reported on transportation. He indicated that an additional bus route has been added to expand learning opportunities for students. Additionally, a collaboration meeting was held with GHSD to discuss transportation needs.

Mr. Barentson reported on food services. He indicated that the district needed to change the computer software used by the food services department to a web-based program due to interoperability challenges. The transition has resulted in a temporary increase in workload for the department.

E. Recommended Actions

1. Routine Matters/New Business

131.677 A motion was made by Matthew Giblin to approve the Consent Calendar, seconded by Kevin Papineau and unanimously carried. Consent Calendar

a. Approval of the Agenda

b. Minutes: October 28, 2015 Regular Board Meeting

c. Certificated/Classified Payrolls Dated: 10/13/15, 10/22/15, 10/30/15, 11/3/15
Vendor Warrant Numbers: 16352083-16352138, 16350979-16351068, 16314733-16314826, 1631237-16314240

d. Personnel

1. Resignations/Retirement – accepted the following:

Last	First	Position	Resignation/Retirement
Hall	John	Yard Duty	11/5/15
Jara	Denise	Yard Duty	11/3/15
Quitter	Dana	Spec Ed IA	11/20/15

2. New Hires- approved the following:

Last	First	Position	Location
Cowey	Troy	Classified Sub	
Dettmann	Ellen	Classified Sub	
Devoogd	Kristen	Classified Sub	
Henriquez	Rebecca	ASES IA	Greer
Hibbard	Debra	Classified Sub	

Laporte	Vicki	Food Service	McCaffrey
Maclennon	Noele	Substitute Teacher	
Martindale	Chad	Spec Ed IA	River Oaks
Munoz	Jose Salvador	Classified Sub	
Okolo	Chioma	Substitute Teacher	
Rojas	Joe	Custodian	Valley Oaks
Russell	Michelle	Classified Sub	
Valencia	Krystal	Classified Sub	
Weeks	Ivan	Classified Sub	

e. LPA Professional Services Agreement for Facilities Master Plan Prioritization

- | | | |
|---------|--|--|
| 131.678 | Consent Calendar (continued) – Items Removed for Later Consideration: No items removed. | CC Items
Removed |
| 131.679 | A motion was made by Kevin Papineau to approve Piggyback on the Shasta Union High School District Contract with the Ray Morgan Company for Office Equipment and Related Technology and Services, seconded by Matthew Giblin and unanimously carried | Ray Morgan
Contract |
| 131.680 | A motion was made by Wesley Cagle to approve the Nature Conservancy Contract, a District of Columbia Non-profit Corporation, Agreement to Support Environmental Education for GJUESD Students at the Cosumnes River Preserve, seconded by Matthew Giblin and unanimously carried | Nature
Conservancy
Contract |
| 131.681 | Nominations for CSBA (California School Boards Association) Delegate Assembly, Subregion 6-B did not carry due to lack of a motion | CSBA
Delegate
Assembly |
| 131.682 | A motion was made by Kevin Papineau to Establish December 15, 2015 at 7:00p.m. at Vernon E. Greer Elementary School Bright Future Learning Center as the Annual Organizational Meeting and Regular Monthly Meeting per Education Code §35143, seconded by Matthew Giblin and unanimously carried | Annual Org
Mtg Date |
| 131.683 | A motion was made by Wesley Cagle to approve Government Financial Strategies, Inc. Agreement to Provide Financial Planning and Advisory Services to GJUESD, seconded by Kevin Papineau and unanimously carried | GFA
Agreement |

F. Pending Agenda Items

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

G. Adjournment

The meeting adjourned at 8:50 p.m.

Clerk

Date



CONSENT CALENDAR BUSINESS SERVICES DIRECTOR

Legal Counsel Changes

Prior to the Thanksgiving holiday we were notified by Addison Covert, our attorney from Kronick, Moskovitz, Tiedmann, & Girard (KMTG) who has represented GJUESD on Facility and Developer issues for many years, that he, Stacey Toledo, and Megan Covert Russell would be leaving the firm as of December 1st and opening the new Sacramento office of Parker-Covert. The law offices of Parker-Covert have been serving school districts and other education entities since 1978 in Southern California.

Separately, several other education attorneys from KMTG, including Christian Keiner, have resigned to join the law firm Dannis Woliver Kelly, a firm that specializes in education law, with their main office in San Francisco. Chris has served our district in negotiations and human resources as well as facilitating (with GEFA) the Interest Based Bargaining training program that we are working on.

District staff is recommending that we enter into contracts with the two new firms that our current legal representatives have joined. Each of their new firms have agreed to continue at the same fee structure we had at KMTG for the 2016 year. Each of the contracts has been reviewed by the Sacramento County Office of Education legal counsel.

AGREEMENT FOR LEGAL SERVICES

This Agreement for Legal Services is entered into between Parker & Covert LLP (“P&C”), and Galt Joint Union Elementary School District (“Client”) as of the date last set forth herein.

By signing and returning this Agreement for Legal Services, Client indicates its acceptance of the terms set forth in this document.

1. SCOPE OF AGREEMENT

Client retains P&C to provide legal services and collective bargaining services to Client as assigned by Client.

2. DUTIES OF P&C AND CLIENT

P&C DUTIES

P&C shall provide those legal services reasonably required to represent Client in the matter described above. P&C shall also take reasonable steps to keep Client informed of significant developments and to respond to Client’s inquiries.

While the attorney with whom Client originally met may be primarily responsible for completing the work on Client’s matter, that attorney may also delegate work to other attorneys, paralegals, law clerks, and office personnel with P&C, if he or she determines that such delegation is appropriate in representation of Client’s interests. If Client so requests, Client will be consulted before any delegation is made.

P&C may, with Client’s prior consent, select and hire attorneys, investigators, consultants, and experts to assist in the preparation and presentation of Client’s case. While any such persons will report exclusively to P&C to preserve the Attorney-Client privileges, they will be employed by Client.

P&C is not authorized or obligated to perform any services for Client until P&C has received an original-signed copy of this Agreement for Legal Services from Client.

CLIENT’S DUTIES

Client will cooperate with P&C, keep P&C informed of developments related to the subject matter for which Client has engaged P&C, perform the obligations Client has agreed to perform under this Agreement, and pay statements from P&C in a timely manner.

3. BILLING RATES

Client agrees to pay for legal services at the rates set forth in the attached Schedule of Rates. P&C's fees will be calculated based on those hourly rates, billed in increments of 1/4th of an hour for legal staff involved, multiplied by the hours devoted on Client's behalf. These rates are subject to adjustment at the beginning of each fiscal year. P&C will give written notice of rate adjustments at least thirty (30) days prior to the effective date thereof, and the new rates will be instituted only in consultation with Client. These rates are based principally on experience, specialization, and training.

P&C will charge for all time worked on a matter, including travel time portal-to-portal, time waiting in court, and time spent in meetings, unless otherwise agreed to in writing.

4. COSTS AND EXPENSES

Whenever practical, Client shall directly pay for major costs and expenses, in addition to P&C's fees, either by advancing such costs or expenses to P&C, or by paying third parties directly. Upon demand, Client shall advance funds to P&C or directly pay third parties, as specified by P&C.

In all other cases, Client shall reimburse P&C for all costs and expenses incurred by P&C, including, but not limited to, the following: costs of serving pleadings, filing fees and other charges assessed by courts and other public agencies, court reporters' fees, jury fees, witness fees, long distance telephone calls, messenger and other delivery fees, postage, photocopying, parking, mileage, travel expenses (including air fare at coach rates, lodging, meals, and ground transportation), research, investigation expenses, consultants' fees, expert witness fees, and other costs.

P&C shall itemize all costs incurred on each periodic statement.

5. STATEMENTS

P&C shall send Client a statement for fees and costs incurred every month. However, when the fees and costs for a particular month are minimal, they may be carried over to the next month's statement. Client shall pay statements from P&C within thirty (30) days after each statement's date.

P&C's statements shall clearly state the basis thereof, including the amount, rate, and basis for calculation (or other method of determination) of P&C's fees.

P&C shall provide a statement to Client, upon Client's request, no later than ten (10) days following the request. Client is entitled to make subsequent requests for statements at intervals of no less than thirty (30) days following the initial request.

6. DISCLAIMER OF GUARANTEE

By signing this Agreement, Client acknowledges that P&C has made no promises or guarantees to Client about the outcome of Client's matter, and nothing in this Agreement shall be construed as such a promise or guarantee.

7. DISCHARGE AND WITHDRAWAL

Either party may terminate this Agreement upon written notice to the other party. If Client or P&C elects to terminate this Agreement, P&C shall be paid for all fees and costs that have accrued up to the time of termination.

P&C and Client each agree to sign any documents reasonably necessary to complete P&C's discharge or withdrawal.

8. LEGAL ACTION UPON DEFAULT

If Client does not pay the balance when due, or if Client breaches any other term of this Agreement, P&C may demand that the entire unpaid balance be paid immediately and, as provided by law, commence any legal action for collection of the balance due.

Client and P&C agree that all legal proceedings related to the subject matter of this Agreement shall be maintained in courts sitting within the State of California, County of Sacramento. Client and P&C consent and agree that the jurisdiction and venue for proceedings relating to this Agreement shall lie exclusively with such courts. Further, the prevailing party in any such dispute shall be entitled to reasonable costs, including attorneys' fees.

9. ARBITRATION OF FEE DISPUTE

If a dispute arises between P&C and Client regarding attorneys' fees and costs under this Agreement, and P&C files suit in any court, or begins an arbitration proceeding other than through the State Bar or a local bar association under Business and Professions Code sections 6200-6206, Client will have the right to stay that suit or arbitration proceeding by timely electing to arbitrate the dispute through the State Bar or local bar association under Business and Professions Code sections 6200-6206. If Client elects to so arbitrate the dispute, P&C will submit the matter to that arbitrator.

10. COMPLETION OF SERVICES

Upon the completion of P&C's services, all unpaid charges for services rendered, and costs incurred or advanced through the completion date, shall become immediately due and payable.

11. CLIENT FILES

At Client's request, upon the termination of services under this Agreement, P&C will promptly release all of Client's papers and property (subject to any applicable protective orders or non-disclosure agreements).

12. DESTRUCTION OF CLIENT FILE

If Client does not request the return of Client's papers and property, P&C will retain Client's file for a period of seven (7) years from the last date of service in the matter described above. After seven (7) years, P&C may have Client's file destroyed. Client acknowledges that it will not be notified prior to the destruction of its papers and property, and Client consents to the same. If Client desires to have Client's file maintained beyond seven (7) years after Client's matter is concluded, Client must make separate arrangements with P&C.

13. COMMENCEMENT OF SERVICES

P&C's obligation to provide legal services shall commence upon P&C's receipt of an original-signed copy of this Agreement for Legal Services.

14. COMMUNICATIONS

Communications pursuant to this Agreement shall be sent to the following:

Client

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

P&C

P. Addison Covert, Partner
Parker & Covert LLP
2520 Venture Oaks Way, Suite 190
Sacramento, CA 95833-4228
Telephone: (916) 245-8677

15. INSURANCE

Pursuant to Business and Professions Code section 6148, Client is hereby informed that P&C maintains errors and omissions insurance coverage.

16. MODIFICATION BY SUBSEQUENT AGREEMENT

This Agreement may be modified only by a written instrument signed by both parties.

I understand and accept the foregoing terms.

CLIENT

Galt Joint Union Elementary School District

December __, 2015

By _____
Dr. Karen Schauer
Superintendent

P&C

Parker & Covert LLP

December 2, 2015

By 
P. Addison Covert
Partner

SCHEDULE OF RATES

As of December 1, 2015

Partners.....	\$210
Attorneys.....	\$200
Paralegals.....	\$150

Expenses, including mileage, long distance telephone charges, photocopying and delivery charges, will also be billed. A detailed schedule of these charges can be provided upon request. Our usual billing procedure is to submit a monthly itemization of the time and services charged with the names of the attorneys and paralegals whose time is being billed. However, we have a highly sophisticated and flexible billing system which can produce statements specific to each client's billing needs. Please let us know of any specific desires or needs you have in this respect.

AGREEMENT FOR PROFESSIONAL SERVICES

This Agreement is made and entered into this 15th day of December, 2015, by and between the Galt Joint Union Elementary District, hereinafter referred to as District, and Dannis Woliver Kelley, a professional corporation, hereinafter referred to as Attorney.

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

District appoints Attorney to represent, advise, and counsel it from December 15, 2015, through and including June 30, 2016, and continuing thereafter as approved. Any services performed during the period between the above commencement date and the date of Board action approving this Agreement are hereby ratified by said Board approval. Attorney agrees to prepare periodic reviews of relevant court decisions, legislation, and other legal issues. Attorney agrees to keep current and in force at all times a policy covering incidents of legal malpractice.

District shall be truthful with Attorney, cooperate with Attorney, keep Attorney informed of developments, perform the obligations it has agreed to perform under this Agreement and pay Attorney bills in a timely manner.

Except as hereinafter provided, District agrees to pay Attorney two hundred twenty-five dollars (\$225) to three hundred ten dollars (\$310) per hour for shareholders, special counsel and of counsel; one hundred eighty-five dollars (\$185) to two hundred twenty-five dollars (\$225) per hour for associates; and one hundred twenty dollars (\$120) to one hundred forty dollars (\$140) per hour for paralegals and law clerks. The rate for Gregory J. Dannis will be three hundred thirty-five dollars (\$335) per hour. Attorneys who previously performed services to the District through KMTG will be billed at each's December 2015 rate until December 31, 2016.

Rates for individual attorneys may vary within the above ranges depending on the level of experience and qualifications and the nature of the legal services provided. Substantive communications advice (telephone, voice-mail, e-mail) is billed in a minimum increment of one-tenth (.1) of an hour, except for the first such advice in any business day, which is charged in a minimum of three-tenths (.3) of an hour. In the course of travel it may be necessary for Attorney to work for and bill other clients while in transit. If, during the course of representation of District, an insurance or other entity assumes responsibility for payment of all or partial fees of Attorney on a particular case or matter, District shall remain responsible for the difference between fees paid by the other entity and Attorney's hourly rates as specified in this Agreement unless otherwise agreed by the parties.

Agreements for legal fees at other than the hourly rate set forth above may be made by mutual agreement for special projects or particular scopes of work.

District further agrees to reimburse Attorney for actual and necessary expenses and costs with respect to providing the above services, including support services such as copying costs, express postage, and facsimile transmittals. District agrees that such actual and necessary expenses may vary according to special circumstances necessitated by request of District or emergency conditions which occasionally arise. All costs passed through to District shall be billed at Attorney's actual cost.

District further agrees to pay for major costs and expenses by paying third parties directly including, but not limited to, costs of serving pleadings, filing fees and other charges assessed by courts and other public agencies, arbitrators' fees, court reporters' fees, jury fees, witness fees, investigation expenses, consultants' fees, and expert witness fees. Upon mutual consent of District and Attorney, Attorney may pay for such costs and expenses and District shall advance costs and expenses to Attorney.

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

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

It is expressly understood and agreed to by both parties that Attorney, while carrying out and complying with any of the terms and conditions of this Agreement, is an independent contractor and is not an employee of the District.

Because Attorney represents many school and community college districts, county offices of education, joint powers authorities, SELPAs and other educational entities, conflicts of interest may arise in the course of Attorney's representation. If Attorney becomes aware of any potential or actual conflicts of interest, Attorney will inform the District of the conflict and comply with the legal and ethical requirements to fulfill its duties of loyalty and confidentiality to District. If District has any question about whether Attorney has a conflict of interest in its representation of District in any matter, it may contact Attorney or other legal counsel for clarification.

District or Attorney may terminate this Agreement by giving thirty (30) days written notice of termination to the other party.

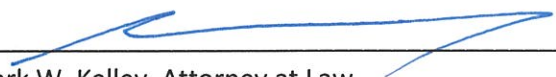
IN WITNESS WHEREOF, the parties hereto have signed this Agreement for Professional Services.

Galt Joint Union Elementary District

Dr. Karen Schauer, Superintendent

Date


DANNIS WOLIVER KELLEY



Mark W. Kelley, Attorney at Law

12/8/15
Date

DANNIS WOLIVER KELLEY



Christian M. Keiner, Attorney at Law

12/8/15
Date

At its public meeting of _____, 2015, the Board approved this Agreement and authorized the Board president, Superintendent or Designee to execute this Agreement.



Board Meeting Agenda Item Information

Meeting Date: 12/15/15	Agenda Item: 131.687 Consent Calendar (continued)- Items Removed For Later Consideration
Presenter: Karen Schauer	Action Item: XX Information Item:

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



Board Meeting Agenda Item Information

Meeting Date: 12/15/15	Agenda Item: 131.688 Board Consideration of Approval of Single Plans for Student Achievement
Presenter: Robert Nacario	Action Item: XX Information Item:

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.

The plans will be adjusted throughout the school year based upon trimester student performance data.

The school single plans for student achievement will be posted on the GJUESD web site for employee and community reference.

The Single Plan for Student Achievement

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

CDS Code: 34673480107946

District: Galt Joint Union ESD

Principal: Judith Hayes

Revision Date: April 18, 2012

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

The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

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

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 issue of bullying and its impact on student engagement. 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 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 Edivation system, instructional materials, training opportunities and conferences, webinars, and PD 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 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 Common Core State Standards (CCSS) and the Next Generation Science Standards (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 Personalized Learning Plans (personal goal-setting) through the use of Edivation 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 seven 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 Common Core State Standards (CCSS) and the Next Generation Science Standards (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 Edviate, 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 (personal goal-setting) through the use of Edviation 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. Each PLC is afforded time weekly for planning and collaboration. All staff collaboration is aligned to support the implementation of the current content standards (Common Core State Standards and Next Generation Science Standards) 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. 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), Service Learning, and First Five. In addition, 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 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 instructional assistants. 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. Personalized Learning Plans 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 parenting classes and provides access to community based tutors. Lake Canyon provides instructional assistants 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 parenting classes 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 parenting classes 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. 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 Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	66	65	98.5	65	2417.1	14	29	35	22
Grade 4	83	82	98.8	82	2429.1	12	17	24	46
Grade 5	91	89	97.8	89	2496.6	19	25	28	28
Grade 6	94	93	98.9	93	2499.5	5	31	34	29
All Grades	334	329	98.5	329		12	26	30	32

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	12	62	25	17	46	37	12	71	17	20	58	20
Grade 4	15	44	41	16	41	43	11	65	24	13	51	35
Grade 5	19	45	36	25	48	27	20	61	19	29	54	17
Grade 6	15	46	39	10	53	38	12	73	15	16	62	22
All Grades	16	48	36	17	47	36	14	67	19	20	57	23

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 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 personalized learning plans.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	66	65	98.5	65	2409.3	11	22	37	31
Grade 4	83	82	98.8	82	2441.7	5	23	44	28
Grade 5	91	89	97.8	89	2470.3	8	11	31	49
Grade 6	94	93	98.9	93	2495.0	11	15	31	43
All Grades	334	329	98.5	329		9	17	36	39

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	17	43	40	15	43	42	22	52	26
Grade 4	11	40	49	11	46	43	9	43	49
Grade 5	9	35	56	9	38	53	8	48	44
Grade 6	13	32	55	11	52	38	14	44	42
All Grades	12	37	51	11	45	44	12	47	41

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	2014-15 CELDT (Annual Assessment) Results											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
K			***** *	***								*****
1			7	37	8	42	1	5	3	16		19
2	1	4	9	35	12	46	4	15				26
3	2	7	8	29	15	54	2	7	1	4		28
4			5	31	8	50	1	6	2	13		16
5	3	23	6	46	4	31						13
6			4	80	1	20						5
Total	6	5	42	38	48	44	8	7	6	5		110

Conclusions based on this data:

1. This data will inform the instruction and personalized learning plans 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	2014-15 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			5	22	2	9	8	35	8	35	23
1			7	30	9	39	3	13	4	17	23
2	1	4	9	32	13	46	4	14	1	4	28
3	3	10	9	30	15	50	2	7	1	3	30
4			6	35	8	47	1	6	2	12	17
5	3	23	6	46	4	31					13
6			5	71	1	14			1	14	7
Total	7	5	47	33	52	37	18	13	17	12	141

Conclusions based on this data:

1. This data will inform the instruction and personalized learning plans 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		
	2012-13	2013-14	2014-15
Number of Annual Testers	107	104	110
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	107	104	110
Number Met	62	60	63
Percent Met	57.9%	57.7%	57.3%
NCLB Target	57.5	59.0	60.5%
Met Target	Yes	No	No

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	115	18	118	11	110	22
Number Met	23	--	25	--	32	--
Percent Met	20.0%	--	21.2%	--	29.1%	--
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	No	*	No	--	Yes	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		

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.

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:

SUBJECT: All
LCAP/LEA GOAL: 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.
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.
Data Used to Form this Goal: Academic performance growth goals on PLPs will be indicated by Measures of Academic Progress (MAP) score comparisons. State progress indicator baselines are established by the California Assessment of Student Performance and Progress (CAASPP). Annual Measurement Achievement Objectives (AMAOs) for English Learner (EL) students will be measured by California English Language Development Test (CELDT) until transition to the English Language Proficiency Assessments for California (ELPAC). Data will be used to reclassify EL students no later than 6th grade for all ELs enrolled in GJUESD since grade 1. Current reclassification rate is 26.3%. Chronic absence and truancy will be measured by truancy rates and district attendance analysis of chronic absence. While actual Average Daily Attendance is 96 %, truancy rate is currently 26%. Positive learning environment indicators will be suspension rates. Suspension/expulsion rate is 0.1%. Students' physical health and fitness will be indicated by percentages of students in the Healthy Fitness Zone (HFZ) as measured by the Physical Fitness Test (PFT). 35% students need improvement in Body Composition while 66% of students need improvement in Aerobic Capacity. Grade level reading for Personalized Learning Plan (PLP) goals will be measured by District Reading Assessments (DRAs).

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 26.3% with a new target of 28%. Chronic absence and truancy will be measured by truancy rates and district attendance analysis of chronic absence. While actual Average Daily Attendance is 96 %, truancy rate is currently 26%. Positive learning environment indicators will be suspension rates. Suspension/expulsion rate is 0.1%. Students' physical health and fitness will be indicated by percentages of students in the Healthy Fitness Zone (HFZ) as measured by the Physical Fitness Test (PFT). 35% students need improvement in Body Composition while 66% of students need improvement in Aerobic Capacity. Grade level reading for Personalized Learning Plan (PLP) goals will be measured by District Reading Assessments (DRAs).

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.	'15-'16 school year	Principal	Extended Day support	1000-1999: Certificated Personnel Salaries	Title I	800.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
26.3% of English learners less than 5 years will achieve or exceed proficiency again this school year . English learners will show annual growth from 56.1% to 60.5% 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.	'15'16 school year	Principal	EL support	2000-2999: Classified Personnel Salaries	Title I	800.00
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.	'15'16 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.	'15'16 school year	Principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
AMO Maintain 0% expulsion rate. Reduce suspension rate from 1% to .5%. 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 with families to develop preventative measures to reduce suspension.	'15'16 school year	Principal	Anti Bullying Speaker	0001-0999: Unrestricted: Locally Defined	Donations	300.00
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.	'15'16 school year	Principal	FitnessGram Software	4000-4999: Books And Supplies	Title I	1000.00
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.	'15'16 school year	Principal	Leveled Readers	4000-4999: Books And Supplies	Title I	800.00

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:

SUBJECT: All
LCAP/LEA GOAL:
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.
SCHOOL 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.
Data Used to Form this Goal:
Academic growth and achievement will be indicated by Measures of Academic Progress (MAP) score comparisons. State progress indicator baselines are established by the California Assessment of Student Performance and Progress (CAASPP). Annual Measurement Achievement Objectives (AMAOs) for English Learner (EL) students will be measured by California English Language Development Test (CELDT) until transition to the English Language Proficiency Assessments for California (ELPAC). Data will be used to reclassify EL students no later than 6th grade for all ELs enrolled in GJUESD since grade 1. Current reclassification rate is 26.3%. Chronic absence and truancy will be measured by truancy rates and district attendance analysis of chronic absence. While actual Average Daily Attendance is 96 %, truancy rate is currently 26%. Positive learning environment indicators will be suspension rates. Suspension/expulsion rate is 0.1%. Students' physical health and fitness will be indicated by percentages of students in the Healthy Fitness Zone (HFZ) as measured by the Physical Fitness Test (PFT). 35% students need improvement in Body Composition while 66% of students need improvement in Aerobic Capacity. Grade level reading for Personalized Learning Plan (PLP) goals will be measured by District Reading Assessments (DRAs).
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 26.3% and will increase to a target of 28%.

Chronic absence and truancy will be measured by truancy rates and district attendance analysis of chronic absence. While actual Average Daily Attendance is 96 %, truancy rate is currently 26%.

Positive learning environment indicators will be suspension rates. Suspension/expulsion rate is 0.1%.

Students' physical health and fitness will be indicated by percentages of students in the Healthy Fitness Zone (HFZ) as measured by the Physical Fitness Test (PFT). 35% students need improvement in Body Composition while 66% of students need improvement in Aerobic Capacity.

Grade level reading for Personalized Learning Plan (PLP) goals will be measured by District Reading Assessments (DRAs).

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 Professional Learning Communities(PLCs) and aligned with the CCSS. 100% of all students are taught with CCSS math units developed by the New York State Education Department. These Engage New York units were developed through the state's Race To The Top (RTTT) grant. 100% of students are exposed to units developed through the NGSS lens.	'15-'16 school year	Principal	Materials and Supplies	4000-4999: Books And Supplies	Title I	67.87
			Materials and Supplies	4000-4999: Books And Supplies	Title I	557.25
			Materials and Supplies	4000-4999: Books And Supplies	Title I	564.06
			Materials and Supplies	4000-4999: Books And Supplies	Title I	234.63
			Materials and Supplies	4000-4999: Books And Supplies	Title I	62.66
			Materials and Supplies	4000-4999: Books And Supplies	Title I	110.67
			Materials and Supplies	None Specified	Title I	24.72
			Materials and Supplies	4000-4999: Books And Supplies	Title I	158.20
			Materials and Supplies	4000-4999: Books And Supplies	Title I	49.04
			Materials and Supplies	4000-4999: Books And Supplies	Title I	161.94

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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.	'15-'16 school year	Principal	Technology	0001-0999: Unrestricted: Locally Defined	Title I	5000.00
			Technology Programs	4000-4999: Books And Supplies	Title I	716.00
			Technology	4000-4999: Books And Supplies	Title I	6272.58
			Technology Programs	4000-4999: Books And Supplies	Title I	2499.00
			Technology Programs	4000-4999: Books And Supplies	Title I	2250.00
			Technology	4000-4999: Books And Supplies	Title I	1045.43
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.	'15-'16 school year	Principal				

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:

SUBJECT: All
LCAP/LEA GOAL:
Processes and measures for continuous improvement and accountability are applied throughout Lake Canyon, including personalized evaluation processes.
SCHOOL GOAL #3:
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.
Data Used to Form this Goal:
Academic growth and achievement to inform continuous improvement will be indicated by Measures of Academic Progress (MAP) score comparisons. State progress indicator baselines are established by the California Assessment of Student Performance and Progress (CAASPP). Annual Measurement Achievement Objectives (AMAOs) for English Learner (EL) students will be measured by California English Language Development Test (CELDT) until transition to the English Language Proficiency Assessments for California (ELPAC). Data will be used to reclassify EL students no later than 6th grade for all ELs enrolled in GJUESD since grade 1. Current reclassification rate is 26.3%. Chronic absence and truancy will be measured by truancy rates and district attendance analysis of chronic absence. While actual Average Daily Attendance is 96 %, truancy rate is currently 26%. Positive learning environment indicators will be suspension rates. Suspension/expulsion rate is 0.1%. Students' physical health and fitness will be indicated by percentages of students in the Healthy Fitness Zone (HFZ) as measured by the Physical Fitness Test (PFT). 35% students need improvement in Body Composition while 66% of students need improvement in Aerobic Capacity. Grade level reading for Personalized Learning Plan (PLP) goals will be measured by District Reading Assessments (DRAs).

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. State progress indicator baselines are established by the California Assessment of Student Performance and Progress (CAASPP). Annual Measurement Achievement Objectives (AMAOs) for English Learner (EL) students will be measured by California English Language Development Test (CELDT) until transition to the English Language Proficiency Assessments for California (ELPAC). Data will be used to reclassify EL students no later than 6th grade for all ELs enrolled in GJUESD since grade 1. Current reclassification rate is 26.3% and will increase to a target of 28%. Chronic absence and truancy will be measured by truancy rates and district attendance analysis of chronic absence. While actual Average Daily Attendance is 96 %, truancy rate is currently 26%. Positive learning environment indicators will be suspension rates. Suspension/expulsion rate is 0.1%. Students' physical health and fitness will be indicated by percentages of students in the Healthy Fitness Zone (HFZ) as measured by the Physical Fitness Test (PFT). 35% students need improvement in Body Composition while 66% of students need improvement in Aerobic Capacity. Grade level reading for Personalized Learning Plan (PLP) goals will be measured by District Reading Assessments (DRAs).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>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.</p> <p>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.</p>	'15-'16 school year	Principal	Release time	None Specified	Title I Part A: Professional Development (PI Schools)	238.15
			Conference and travel	0001-0999: Unrestricted: Locally Defined	Title I Part A: Professional Development (PI Schools)	5000.00
			BTSN	2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	45.95
			Translations	2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	100.00
			Translations	2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	100.00
			Release time	None Specified	Title I Part A: Professional Development (PI Schools)	119.07
			Release time	None Specified	Title I	59.54
<p>100% of educators engage in professional growth goal setting. The provision of professional development opportunities valued and maximized.</p>	'15-16 school year	Principal	Professional development for educators and staff	0001-0999: Unrestricted: Locally Defined	Educator Effectiveness	35000.00
			Professional development	2000-2999: Classified Personnel Salaries	Title I	100.00

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:

SUBJECT: All
LCAP/LEA GOAL:
Maintenance, grounds, custodial staff maintain school facilities that are safe, hazard free, clean, and equipped for 21st Century Learning
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 centered around civic, college and career readiness. Student strengths and interests will be included in the registration process.
Data Used to Form this Goal:
Academic performance growth goals on PLPs will be indicated by Measures of Academic Progress (MAP) score comparisons. State progress indicator baselines are established by the California Assessment of Student Performance and Progress (CAASPP). Annual Measurement Achievement Objectives (AMAOs) for English Learner (EL) students will be measured by California English Language Development Test (CELDT) until transition to the English Language Proficiency Assessments for California (ELPAC). Data will be used to reclassify EL students no later than 6th grade for all ELs enrolled in GJUESD since grade 1. Current reclassification rate is 26.3%. Chronic absence and truancy will be measured by truancy rates and district attendance analysis of chronic absence. While actual Average Daily Attendance is 96 %, truancy rate is currently 26%. Positive learning environment indicators will be suspension rates. Suspension/expulsion rate is 0.1%. Students' physical health and fitness will be indicated by percentages of students in the Healthy Fitness Zone (HFZ) as measured by the Physical Fitness Test (PFT). 35% students need improvement in Body Composition while 66% of students need improvement in Aerobic Capacity. Grade level reading for Personalized Learning Plan (PLP) goals will be measured by District Reading Assessments (DRAs).

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. State progress indicator baselines are established by the California Assessment of Student Performance and Progress (CAASPP). Annual Measurement Achievement Objectives (AMAOs) for English Learner (EL) students will be measured by California English Language Development Test (CELDT) until transition to the English Language Proficiency Assessments for California (ELPAC). Data will be used to reclassify EL students no later than 6th grade for all ELs enrolled in GJUESD since grade 1. Current reclassification rate is 26.3% and will increase to a target of 28%. Chronic absence and truancy will be measured by truancy rates and district attendance analysis of chronic absence. While actual Average Daily Attendance is 96 %, truancy rate is currently 26%. Positive learning environment indicators will be suspension rates. Suspension/expulsion rate is 0.1%. Students' physical health and fitness will be indicated by percentages of students in the Healthy Fitness Zone (HFZ) as measured by the Physical Fitness Test (PFT). 35% students need improvement in Body Composition while 66% of students need improvement in Aerobic Capacity. Grade level reading for Personalized Learning Plan (PLP) goals will be measured by District Reading Assessments (DRAs).

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.	'15-'16 school year	Principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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. Access to 21st century skills will be maximized as extended day programming centers around civic, college and career readiness.	'15-'16 school year	Principal	Extended Day pay certificated	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	5000.00

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.			IAs	2000-2999: Classified Personnel Salaries	Title I	
			BIAs	2000-2999: Classified Personnel Salaries	Title I	
			Coaches	1000-1999: Certificated Personnel Salaries	Title I	
			Compass Odyssey	0000: Unrestricted	District Funded	
			NGSS supplies/materials	4000-4999: Books And Supplies	District Funded	
			Lexia Core 5	0000: Unrestricted	District Funded	

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in all subjects
SCHOOL 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
Utilize adopted curriculum and technology tools in instruction in the adopted standards.	'15-16 school year	principal	Adopted Curriculum	4000-4999: Books And Supplies	District Funded	
Provide hardware and software to meet aid in instruction and implementation of adopted standards.	'15-'16	principal	hardware and software	4000-4999: Books And Supplies	District Funded	

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in all subjects.
SCHOOL GOAL #3:
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.	'15-'16 school year	Principal	Edivation system	0000: Unrestricted	District Funded	
			Professional Development	0000: Unrestricted	District Funded	
Classified staff will have access to meaningful observation, evaluation, and professional development resources and opportunities.	'15-16 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.	'15-'16 school year	Principal	salaries	2000-2999: Classified Personnel Salaries	District Funded	
Custodians, maintenance, and grounds are maintained and safe.	'15-'16 school year	Principal	salaries	2000-2999: Classified Personnel Salaries	District Funded	
Technology is supported by information technology support staff.	'15-'16 school year	Principal	salaries	2000-2999: Classified Personnel Salaries	District Funded	

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Donations	300.00
Educator Effectiveness	35,000.00
LCFF - Supplemental	5,000.00
Title I	23,333.59
Title I Part A: Parent Involvement	245.95
Title I Part A: Professional Development (PI Schools)	5,357.22

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0001-0999: Unrestricted: Locally Defined	45,300.00
1000-1999: Certificated Personnel Salaries	5,800.00
2000-2999: Classified Personnel Salaries	1,145.95
4000-4999: Books And Supplies	16,549.33
None Specified	441.48

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
0001-0999: Unrestricted: Locally Defined	Donations	300.00
0001-0999: Unrestricted: Locally Defined	Educator Effectiveness	35,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	5,000.00
0001-0999: Unrestricted: Locally Defined	Title I	5,000.00
1000-1999: Certificated Personnel Salaries	Title I	800.00
2000-2999: Classified Personnel Salaries	Title I	900.00
4000-4999: Books And Supplies	Title I	16,549.33
None Specified	Title I	84.26
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	245.95
0001-0999: Unrestricted: Locally Defined	Title I Part A: Professional Development (PI	5,000.00
None Specified	Title I Part A: Professional Development (PI	357.22

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	3,700.00
Goal 2	19,774.05
Goal 3	40,762.71
Goal 4	5,000.00

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
Judith Hayes	X				
Fred Sheldon		X			
Valerie Seamons		X			
Cathy Aschwanden		X			
Julie Jennings				X	
Lyn Cotton Smith				X	
Andrea Johnson				X	
Amy Havens				X	
Numbers of members of each category:	1	3		4	

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
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 .

Attested:

Judith Hayes		
Typed Name of School Principal	Signature of School Principal	Date
Typed Name of SSC Chairperson	Signature of SSC Chairperson	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: December 2015

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: Jennifer Porter
Position: Principal
Phone Number: 209 745-5470
Address: 1000 Elk Hills Drive
Galt, CA 95632
E-mail Address: jporter@galt.k12.ca.us

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.

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 increased by seventeen students this year and stands at 562.

Current enrollment numbers:

Kinder	72
1st grade	66
2nd grade	69
3rd grade	67
4th grade	89
5th grade	93
6th grade	103

Student enrollment by subgroup:

Black or African American	14 = 0.2%
American Indian or Alaska Native	20 = 0.3%
Asian	20 = 0.3%
Filipino	15 = 0.2%
Hispanic or Latino	251 = 44%
Native Hawaiian or Pacific Islander	6 = 0.1%
White	256 = 45%
Socioeconomically Disadvantaged	288 = 51%
English Learners	78 = 14%
Students with Disabilities	100 = 17%

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. 2014 Fall survey results indicate that 63% of the students are hopeful, 73% of the students are engaged, and 70% of the students report a sense of well-being. 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 have conducted comprehensive needs assessments in order to strengthen student achievement in the areas of English Language Arts 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 continues to provide focus for high student achievement. Every PLC, with the guidance from administration and curriculum coaches, will establish learning goals, outcomes/expectations for ELA & Mathematics. Curriculum Coaches provide professional development and support the implementation of the California Common Core State Standards.

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)

Curriculum Coaches provide professional development and support the implementation of the California Common Core State Standards. The focus for professional development is structured to prepare staff for the implementation of the California Common Core State Standards (CCSS). The 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 CCCSS.

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 and curriculum coaches, 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-6. For ELA, current adopted materials are utilized, but adapted to align with CCCSS. Bridge materials are developed and utilized by PLC's 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 with new materials in a trial, pilot program to evaluate the effectiveness of the programs. 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 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. 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 RFEF 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, English Language Advisory Council, 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 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 RFEF 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. As a result, only four part-time IA's and one full-time IA is assigned to Marengo Ranch. Goal 1 addresses extended day opportunities for staff salaries in order to work with students beyond the school day.

PLC time to examine relevant data and reflect on continuous improvement is a barrier and is addressed in Goal 1 under the action of release time for teachers to meet.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	82	80	97.6	80	2424.2	26	21	21	31
Grade 4	93	91	97.8	91	2442.1	16	19	24	41
Grade 5	100	98	98.0	98	2481.9	15	28	26	32
Grade 6	83	83	100.0	83	2508.3	8	30	36	25
All Grades	358	352	98.3	352		16	24	27	32

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	30	33	38	25	45	28	19	65	16	23	63	15
Grade 4	18	45	37	15	42	42	14	67	19	12	51	37
Grade 5	18	36	46	18	45	33	10	71	18	24	56	19
Grade 6	8	55	36	17	52	31	16	65	19	17	61	22
All Grades	18	42	39	19	46	34	14	67	18	19	57	24

Conclusions based on this data:

1. Strengths: Nearly 50% of all 3rd graders met or exceeded standards in ELA, Listening Skills ((82% met standards) and Research/Inquiry ((77% met standards) were relative strengths
2. Areas to focus on: Only 36% of 4th graders met or exceeded standards in ELA, 39% of all students did not meet standards in the area of Reading
3. Standards nearly met ranged from 21-36 %. Further analysis into how close students were to meeting the standards is needed.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	82	80	97.6	80	2421.5	11	35	31	23
Grade 4	93	92	98.9	91	2413.7	2	8	46	43
Grade 5	100	98	98.0	98	2460.6	4	15	41	40
Grade 6	83	83	100.0	83	2518.8	17	23	33	28
All Grades	358	353	98.6	352		8	20	38	34

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	16	55	29	20	50	30	15	59	26
Grade 4	3	25	71	2	47	51	7	40	54
Grade 5	5	37	58	8	45	47	3	55	42
Grade 6	19	39	42	23	52	25	17	49	34
All Grades	11	38	51	13	48	39	10	51	39

Conclusions based on this data:

1. Strengths: 46% of all 3rd graders met or exceeded math standards, and 40% of 6th graders met or exceeded math standards, 23-28% of 3rd and 6th graders (respectively) did not meet math standards.
2. Areas to Focus on: 10% of 4th graders met or exceeded math standards, and 19% of 5th graders met or exceeded math standards.
3. Concepts and Procedures application resulted on 11% of the students exceeding math standards, while 51% of the students were below standards.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					3	75	1	25			4
1	1	10	2	20	4	40			3	30	10
2	2	18	4	36	2	18	3	27			11
3	2	14	3	21	7	50	1	7	1	7	14
4			2	20	7	70	1	10			10
5			3	50	2	33			1	17	6
6			***** *	***							*****
Total	5	9	16	28	25	44	6	11	5	9	57

Conclusions based on this data:

1. 30 students made annual growth on the CELDT
2. 6 fewer students made growth on the CELDT from the previous year.
3. 52.6% of EL's met the AMAO 1

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	60	55	57
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	60	55	57
Number Met	33	36	30
Percent Met	55.0%	65.5%	52.6%
NCLB Target	57.5	59.0	60.5%
Met Target	No	Yes	No

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	61	10	59	8	59	8
Number Met	18	--	17	--	14	--
Percent Met	29.5%	--	28.8%	--	23.7%	--
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	Yes	*	Yes	--	No	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No

Conclusions based on this data:

1. Strategic instructional focus is needed for ELD in order to support student growth and English proficiency attainment
2. Designated ELD instruction with coach support is needed at Marengo Ranch
3. AMAO 2 target was missed by only one student

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	663	615	
Percent with Prior Year Data	100.0	100.0	
Number in Cohort	663	615	
Number Met	359	343	
Percent Met	54.1	55.8	
NCLB Target	57.5	59.0	60.5%
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	646	162	637	129		
Number Met	127	80	126	60		
Percent Met	19.7	49.4	19.8	46.5		
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	No	Yes	No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Met Target for AMAO 3	No	No	

Conclusions based on this data:

1. The number of annual testers declined from 12-13 to 13-14
2. AMAO targets were not met in 13-14

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:

SUBJECT: All
LCAP/LEA GOAL:
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.
SCHOOL GOAL #1:
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)).
Data Used to Form this Goal:
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 PLP's. Students With Disabilities (SWD) 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) 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. 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 PLP's 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 60.5% on the CELDT = 30 out of 57 students met annual growth targets for a total of 52.6%

AMAO 2 - Attaining English Proficiency of at least 24.2% on the CELDT (Less than two years) = 14 out of 59 students attained English proficiency for a total of 23.7%. The goal was missed by only one student.

Truancy rate: 36.4%, 222 students. 10 students fewer than the previous year. Information is based on the 13/14 school year.

2014-2015: 4 suspensions, 3 students for a total of 8 days of suspension and no expulsions

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%. All other scores range between 84.8% and 100%.

64% of Marengo students will meet 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 PLP's.	September for new students and for all 4th graders Previous strengths assessment results are recorded annually on PLP's for students in grades 5 and 6	Teachers are responsible for giving the strengths assessment 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 PLP's. 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	Blended to extended learning opportunities for students	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	4,000.00
100% of students will meet or exceed PLP goals: Spring data: All MRE students who met or exceeded PLP goals: Reading - 66.14% Math - 69.2% Language - 70% Release time for teachers to analyze MAP data and plan actions to meet the personalized needs of all students	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	Release time	None Specified	Title I Part A: Allocation	2,000.00

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 60.5% on the CELDT</p> <p>30 out of 57 students met annual growth targets for a total of 52.6%</p> <p>Designated ELD instruction with lead EL teacher and coach support will target instructional strategies and learner needs</p> <p>Release time for ELD team planning</p> <p>Purchase materials and technology to support 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, Lead EL teachers</p>	<p>Bilingual IA</p> <p>Release time</p> <p>Materials and technology</p>	<p>2000-2999: Classified Personnel Salaries</p> <p>None Specified</p> <p>4000-4999: Books And Supplies</p>	<p>Title III</p> <p>Title I Part A: Allocation</p> <p>Title I Part A: Allocation</p>	<p>3,948.00</p> <p>1,000.00</p> <p>2,000.00</p>
<p>AMAO 2 - Attaining English Proficiency of at least 24.2% on the CELDT (Less than two years)</p> <p>14 out of 59 students attained English proficiency for a total of 23.7%. The goal was missed by only one student.</p> <p>Designated ELD instruction with lead EL teacher and coach support will target instructional strategies and learner needs</p> <p>Release time for ELD team planning</p> <p>Purchase materials and technology to support 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, Lead EL teachers</p>	<p>*Same Title III funding</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Decrease truancy rate by 1% while maintaining attendance rates of 96% or greater.</p> <p>2014-2015</p> <p>Attendance rate: 96.29% Chronic absences: 33 students 10 white students 18 Hispanic students 3 Free/Reduced lunch 1 English learner 1 Special education</p> <p>Truancy rate: 36.4%, 222 students. 10 students fewer than the previous year. Information is based on the 13/14 school year.</p> <p>Automated calling system, office staff phone calls home, administration contact with parents as well as school site incentives will aim to increase attendance rate and reduce the chronic absence and truancy rates.</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
<p>Suspension and expulsion rate will decrease by 1%</p> <p>2014-2015 suspension rates dropped dramatically from 2013-2014.</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>Clear, consistent expectations and follow through with school-wide behavior guidelines will continue to be a school focus.</p>	Daily throughout the year	Administration, teachers, office staff, students, and parents				
<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%.</p> <p>All other scores range between 84.8% 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				

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>2015 3rd Trimester DRA:</p> <p>Overall - 64%</p> <p>Latino - 53%</p> <p>White - 66%</p> <p>SES - 54%</p> <p>English Learner - 31%</p> <p>RFEP - 76%</p> <p>GATE - 99%</p> <p>SPED - 36%</p> <p>Deeper analysis of DRA scores and strategies to target students for intervention will be critical components to meeting the 84% target.</p> <p>Purchase new edition of SIPPS program that is aligned to Common Core Standards</p> <p>Provide training for staff to implement the program</p> <p>Release time for teachers to review data and plan instruction</p> <p>Purchase technology tools to complement the new program (I-pads)</p>	DRA's are administered each trimester	Administration, teachers, coach	Instructional Assistants	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	12,625.00
			Release time	None Specified	Title I Part A: Allocation	2,000.00
			Materials and technology	None Specified	Title I Part A: Allocation	5,000.00

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:

SUBJECT: All
LCAP/LEA GOAL:
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.
SCHOOL GOAL #2:
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.
Data Used to Form this Goal:
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.
Findings from the Analysis of this Data:
All staff have received professional development and training in NGSS 100% of the students are taught with Eureka Math/Engage New York materials There is a need to increase technological resources to support 100% of the students throughout the day Service learning participation is 100% at Marengo.
How the School will Evaluate the Progress of this Goal:
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 (PLC's) and aligned with CCCSS.</p> <p>All Marengo students are taught using CCCSS standards.</p> <p>ELA site team formed this year to support instructional practices.</p> <p>Reading conference for ELA team to develop close reading strategies</p>	Ongoing throughout the school year	Teachers, coaches, administration	Reading conference fees and substitutes	None Specified	Title I Part A: Allocation	2193.00
<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>Math site team formed this year to support instructional practices.</p>	Ongoing throughout the school year	Teachers, coaches, administration	Coach Support	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	22,745.00

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 utilize technological resources as needed in order to support academic growth</p> <p>Grade level teams share technology resources such as chromebooks, or specialized equipment. All classrooms have wireless internet access.</p> <p>Blended to extended learning environments for students in K and 1st grade: Starfall</p> <p>Purchase technology to support academic growth</p>	Ongoing throughout the school year	Administration, teachers, students	Starfall Program	None Specified	Title I Part A: Allocation	270.00
			Technology	None Specified	Title I Part A: Allocation	3,818.00
<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:

SUBJECT: All
LCAP/LEA GOAL:
Goal 3 - Processes and measures for continuous improvement and accountability are applied throughout the Local Education Agency (LEA) including personalized evaluation processes.
SCHOOL GOAL #3:
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
Data Used to Form this Goal:
All learners have access to inter-operable systems.
Findings from the Analysis of this Data:
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.
How the School will Evaluate the Progress of this Goal:
The progress of the goal will be evaluated through feedback from various stakeholders. All AMO's 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 Effectiveness System.	Completed with opportunities for teacher feedback throughout the school year	District staff and site administration				
<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, and students	Translations/BOA	2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,016.00
<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				

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 learning resources and opportunities. Educators engage in professional growth goal setting and are supported by the provision of professional development opportunities that are valued and maximized.	Ongoing throughout the school year	Administration, teachers, coach	Professional learning	None Specified	Educator Effectiveness	30,000.00

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:

SUBJECT: All
LCAP/LEA GOAL:
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
SCHOOL GOAL #4:
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.
Data Used to Form this Goal:
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.
Findings from the Analysis of this Data:
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> <p>Marengo will apply for the award again this year.</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
Investigate and incorporate alternative learning spaces to optimize student learning Outdoor learning Standing desks	Ongoing and throughout the school year	Administration and teachers				

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:
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 60.5% on the CELDT</p> <p>30 out of 57 students met annual growth targets for a total of 52.6%</p> <p>Designated ELD instruction with lead EL teacher and coach support will target instructional strategies and learner needs</p>	<p>CELDT assessment is given in the fall, ELD instruction is ongoing throughout the school year.</p>	<p>ELD teachers, BIA's, administration, Lead EL teachers</p>	<p>Bilingual I/A</p>	<p>2000-2999: Classified Personnel Salaries</p>	<p>Title III</p>	<p>3,948.00</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 24.2% on the CELDT (Less than two years)</p> <p>14 out of 59 students attained English proficiency for a total of 23.7%. The goal was missed by only one student.</p> <p>Designated ELD instruction with lead EL teacher and coach support will target instructional strategies and learner needs</p>	<p>CELDT assessment is given in the fall, ELD instruction is ongoing throughout the school year.</p>	<p>ELD teachers, BIA's, administration, Lead EL teachers</p>	<p>*Same funding source listed above</p>			
<p>84% of Marengo students will meet grade level standards as measured by District Reading Assessments (DRA)</p> <p>2015 3rd Trimester DRA:</p> <p>Overall - 64% Latino - 53% White - 66% SES - 54% English Learner - 31% RFEP - 76% GATE - 99% SPED - 36%</p> <p>Deeper analysis of DRA scores and strategies to target students for intervention will be critical components to meeting the 84% target.</p>	<p>DRA's are administered each trimester</p>	<p>Administration, teachers, coach</p>	<p>I/A cost</p>	<p>2000-2999: Classified Personnel Salaries</p>	<p>Title I Part A: Allocation</p>	<p>12,625.00</p>

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in all subjects
SCHOOL GOAL #2:
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.</p> <p>Math site team formed this year to support instructional practices.</p>	Ongoing throughout the school year	Administration, teachers, coach	Coach support	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	22,745.00

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I Part A: Allocation	57,651.00	0.00
Title III	3,948.00	0.00
Title I Part A: Parent Involvement	1,016.00	0.00
Educator Effectiveness	30,000.00	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Educator Effectiveness	30,000.00
Title I Part A: Allocation	57,651.00
Title I Part A: Parent Involvement	1,016.00
Title III	3,948.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	26,745.00
2000-2999: Classified Personnel Salaries	17,589.00
4000-4999: Books And Supplies	2,000.00
None Specified	46,281.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
None Specified	Educator Effectiveness	30,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	26,745.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	12,625.00
4000-4999: Books And Supplies	Title I Part A: Allocation	2,000.00
None Specified	Title I Part A: Allocation	16,281.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,016.00
2000-2999: Classified Personnel Salaries	Title III	3,948.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	32,573.00
Goal 2	29,026.00
Goal 3	31,016.00

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	
Tahnru Mort				X	
Tom Silva				X	
Katie Sutton				X	
Kendall Sutton					X
Devan Rappleye		X			
Shirley McCoy		X			
Tracy Watt		X			
Laura Papineau		X			
Numbers of members of each category:	1	4		4	1

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 Oct. 5, 2015.

Attested:

Jennifer Porter

Typed Name of School Principal

Signature of School Principal

Date

Katie Sutton

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: June 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

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.

This table shows the percentage of our learners that are hopeful, engaged, and have a sense of well-being. Percentages have increased in all three areas. We are waiting for 2015 data. This data is shared with all key stakeholders and taken into consideration when planning programs and support for our learners.

Hope 2013/2014: 51%/59%

Engagement 2013/2014: 70%/79%

Well-Being 2013/2014: 62%/67%

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)

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 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. Due to a known teaching shortage in the state of CA for Special Education (SPED) teachers, we currently have one SPED classroom that is not staffed with a highly qualified teacher. Administration has aligned a mentor to support this teacher.

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 Standards, Engage New York Math, RALLI for ELs, NGSS, technology, and personalizing learning. Teachers have three professional development days and three planning days. Monthly staff meetings and 5th Wednesdays are also dedicated to trainings. Teachers are offered a menu of options to meet their individual goals related to professional development each trimester.

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 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 has conducted a comprehensive needs assessment in conjunction with the District Advisory Committee 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. 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 instructional assistants. Students will access Compass Courseware or Khan Academy for a minimum of 120 minutes weekly. These online resources 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 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, 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
- ~Scholarships for field trips
- ~Clothing closet
- ~Support with health services
- ~Counseling/Social Worker
- ~Parenting Classes
- ~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 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 Learners. 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 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 English Learner 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. There is a need to recruit district mentor teachers to support interns.

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. 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 Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	85	85	100.0	65	2433.2	26	34	22	18
Grade 4	82	79	96.3	79	2460.0	27	20	18	35
Grade 5	85	82	96.5	82	2499.0	18	26	32	24
Grade 6	93	89	95.7	89	2523.1	13	36	31	19
All Grades	345	335	97.1	315		21	29	26	24

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	25	46	29	22	55	23	22	66	12	22	60	18
Grade 4	24	35	41	22	52	27	16	63	20	30	47	23
Grade 5	16	52	32	27	50	23	13	70	17	27	60	13
Grade 6	17	53	30	20	56	24	13	67	19	17	69	15
All Grades	20	47	33	23	53	24	16	67	17	24	59	17

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.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	85	85	100.0	85	2431.7	19	28	36	16
Grade 4	82	79	96.3	79	2434.5	8	13	43	37
Grade 5	85	82	96.5	82	2465.7	4	15	40	41
Grade 6	93	90	96.8	90	2501.6	10	26	27	38
All Grades	345	336	97.4	336		10	21	36	33

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	27	45	28	31	44	26	24	64	13
Grade 4	10	27	63	14	51	35	11	38	51
Grade 5	5	40	55	6	37	57	5	50	45
Grade 6	14	39	47	13	47	40	13	52	34
All Grades	14	38	48	16	44	40	13	51	35

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. We are anticipating more learner growth in the area of math this year. This is the second year using Eureka math and teachers are feeling more comfortable with the program and the pacing of the lessons.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					***** *	***	***** *	***			*****
1			7	30	9	39	5	22	2	9	23
2			6	24	13	52	5	20	1	4	25
3			3	13	14	58	5	21	2	8	24
4			9	36	9	36	6	24	1	4	25
5	1	17	3	50	2	33					6
6			***** *	***							*****
Total	1	1	30	28	48	45	22	21	6	6	107

Conclusions based on this data:

1. Based on CELDT growth, all but one 6th grade student has been reclassified English proficient. 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.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2014-15 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			1	4	6	23	10	38	9	35	26
1			7	29	9	38	5	21	3	13	24
2			6	24	13	52	5	20	1	4	25
3			3	13	14	58	5	21	2	8	24
4			9	36	9	36	6	24	1	4	25
5	1	17	3	50	2	33					6
6			***** *	***							*****
Total	1	1	31	23	53	40	31	23	16	12	132

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		
	2012-13	2013-14	2014-15
Number of Annual Testers	117	102	107
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	117	102	107
Number Met	60	48	60
Percent Met	51.3%	47.1%	56.1%
NCLB Target	57.5	59.0	60.5%
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	124	18	119	9	121	10
Number Met	22	--	21	--	25	--
Percent Met	17.7%	--	17.6%	--	20.7%	--
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	No	*	No	--	No	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	Yes		

Conclusions based on this data:

1. Our learners did make growth as measured by the CELDT from 2013 to 2014, but we did not make enough growth to meet the NCLB targets.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	663	615	
Percent with Prior Year Data	100.0	100.0	
Number in Cohort	663	615	
Number Met	359	343	
Percent Met	54.1	55.8	
NCLB Target	57.5	59.0	60.5%
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	646	162	637	129		
Number Met	127	80	126	60		
Percent Met	19.7	49.4	19.8	46.5		
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	No	Yes	No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Met Target for AMAO 3	No	No	

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:

SUBJECT: All Subjects
LCAP/LEA GOAL:
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.
SCHOOL GOAL #1:
Personalized learning plans will be developed collaboratively by administration, teachers, parents, and students to meet the academic growth needs of all learners.
Data Used to Form this Goal:
Academic performance growth goals on PLPs will be indicated by Measures of Academic Progress (MAP) scores. 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). Grade level reading for Personalized Learning Plan (PLP) goals will be measured by District Reading Assessments (DRAs).
Findings from the Analysis of this Data:
Based on 2014 CELDT data, there was an increase in EL students meeting AMAO 1 and 2. DRAs: By the end of 3rd grade, 87% of all students were meeting DRA benchmarks. The achievement gap is closing in grades 1-3. The achievement gap is larger in grades 4-6. Truant students increased by 22. Suspension rates continue to drop. HFZ: There has been a significant decrease in the percentage of students in grade 5 in the needs improvement category according to the PFT.

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 Baseline API will be determined based on 2014-2015 CAASPP
- 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. Support special education intern teachers by providing a certificated mentor on site. Admin will collaborate with intern college support providers.	1 year	administration and support staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action 1.3: Fall 2015 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. 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 2016 testing windows. Teachers will determine if students met, exceeded, or did not meet their individual growth goals based on spring 2016 MAP scores. 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.	1 year	All staff, parents, and students	Parent trainings	2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	67.20
			LH Language Support	4000-4999: Books And Supplies	Title I	104.11
Action 1.4: SBAC reports will be shared with staff, students, and parents and used as baseline data.	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	BTSN Translations	2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	570.00
			ELAC Meeting	1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	55.00
			4/5 Language Rotations	4000-4999: Books And Supplies	Title I	3,915.84
			2nd grade ELD Rotations	4000-4999: Books And Supplies	Title I	644.73
			1st grade ELD Rotations	4000-4999: Books And Supplies	Title I	84.88

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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				
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	11,965.00
			Support staff	1000-1999: Certificated Personnel Salaries	Title I	23,010.00
			Support staff	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	76,940.00
			Support staff	2000-2999: Classified Personnel Salaries	Title III	7,505.00
			Extended Day	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	3,000.00
			IA/BIA Extra Time	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	3,000.00
			SIPPS Materials	4000-4999: Books And Supplies	Title I	238.70
			Read Naturally Materials	4000-4999: Books And Supplies	Title I	279.93

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:

SUBJECT: All Subjects
LCAP/LEA GOAL:
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.
SCHOOL GOAL #2:
100% of students will meet PLP growth goals in reading, math, language, and student engagement. The school will continue to narrow the achievement gap for all significant subgroups.
Data Used to Form this Goal:
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.
Findings from the Analysis of this Data:
When analyzing MAP scores, the percentage of students "on track" is higher in reading and language when 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.
How the School will Evaluate the Progress of this Goal:
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 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. AMO 2.3 100% of teachers will receive professional learning for implementation of the NGSS. Site lead teachers will implement NGSS lessons. 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 supplemental CCSS curriculum.	1 year	All staff				
Action 2.2: Math adoption will be monitored and evaluated through classroom observations, module pacing, and assessment scores.	1 year	Administration and teachers	Supplemental Math Materials	4000-4999: Books And Supplies	Title I	97.32
Action 2.3: Site funds will be used to purchase NGSS supplies and supplemental curriculum.	1 year	Administration and teachers	5th grade NGSS Curriculum	4000-4999: Books And Supplies	Title I	548.63
			4th grade NGSS Curriculum	4000-4999: Books And Supplies	Title I	556.33
			1st grade NGSS Curriculum	4000-4999: Books And Supplies	Title I	445.50
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	Title I	6,030.40
			Discovery Education	4000-4999: Books And Supplies	Title I	1,600.00
			Edivate Online Classes	1000-1999: Certificated Personnel Salaries	Title I	203.25
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:

SUBJECT: All Subjects
LCAP/LEA GOAL:
Processes and measures for continuous improvement and accountability are applied throughout the Local Education Agency (LEA) including personalized evaluation processes.
SCHOOL GOAL #3:
Administration will use Edivate to document classroom observations and educator personalized growth plans. Biweekly, educators will update their gradebooks in Illuminate Parent Portal.
Data Used to Form this Goal:
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.
Findings from the Analysis of this Data:
Last year, we found that Edivate was not user friendly for teachers to use to document their professional growth goals. Teachers will not be using Edivate this year. Administration will be completing this step using a new template in Edivate.
How the School will Evaluate the Progress of this Goal:
AMO 3.1 All administrators and teachers will develop personalized growth plans. Administrators 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				
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:

SUBJECT: All Subjects
LCAP/LEA GOAL:
Maintenance, grounds, custodial, food services, and health staff maintain school facilities that are safe, healthy, hazard free, clean, and equipped for 21st Century Learning.
SCHOOL GOAL #4:
The school will work collaboratively with district supervisors to maintain high standards for our school facilities.
Data Used to Form this Goal:
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.
Findings from the Analysis of this Data:
Cuts in routine and deferred maintenance have resulted in disrepair and negative community feedback regarding school facilities.
How the School will Evaluate the Progress of this Goal:
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

SUBJECT: Centralized Services for Planned Improvements in Student Performance in All Subjects
SCHOOL GOAL #1:
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. Edivate will be used to document the outcome of these meetings.	1 year	Certificated staff	CABE Conference Teacher #000139		Educator Effectiveness	278.00

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	100,079.78	17,139.78
Title I Part A: Parent Involvement	1,258.00	565.80
Title III	7,505.00	0.00
Title I	71,323.00	21,598.38
Educator Effectiveness	38,000.00	38,000.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF - Supplemental	82,940.00
Title I	49,724.62
Title I Part A: Parent Involvement	692.20
Title III	7,505.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	26,268.25
2000-2999: Classified Personnel Salaries	100,047.20
4000-4999: Books And Supplies	14,546.37

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	3,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	79,940.00
1000-1999: Certificated Personnel Salaries	Title I	23,213.25
2000-2999: Classified Personnel Salaries	Title I	11,965.00
4000-4999: Books And Supplies	Title I	14,546.37
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	55.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	637.20
2000-2999: Classified Personnel Salaries	Title III	7,505.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	131,380.39
Goal 2	9,481.43

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			X	
Jenny Culp		X			
Maria West		X		X	
Alyson Willey		X			
Monica Brixey				X	
Michelle Russell				X	
Teresa Vuinovic				X	
Deseri Cordero			X	X	
Numbers of members of each category:	1	3	1	6	

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 October 27, 2015.

Attested:

Lois Yount

Typed Name of School Principal

Signature of School Principal

Date

Jenny Culp

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date



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Action Planning Chart School Year 2015-16

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
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?
1) #101 School is implementing the district wellness policy and providing feedback to the district regarding its progress annually	a. Wellness committee meets to review the district policy to determine steps for action plan. b. Update Action Plan and continue implementing c. Review Action Plan with SSC	a. Wellness Committee b. Wellness Committee c. Donna Gill	a. 9/8/15 b. 10/7/15 10/28/15 1/13/16 3/9/16 5/11/16 c. Spring 2016	*Wellness committee members *Money	*Agendas *Completed Plan *Implementation *Task Accomplished

**Action Planning Chart
Partners and Stakeholders Document**

<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"> • Jog A Thon • Sugar Free popsicle celebrations • Popcorn Celebrations • Fall Festival Activities <p>b. Parents bringing healthy lunches to "Picnic on the Grounds"</p> <p>c. Display opportunities on school website</p>	<p>a. PTA</p> <p>a. School Staff</p> <p>a. Custodian</p> <p>b. Parents</p> <p>c. Gill & Valencia</p>	<p>a. 10/2/15</p> <p>b. 9/24/15 & 5/27/16</p> <p>c. On-going</p>	<p>a. PTA donations</p> <p>a. Parent & community support</p>	<p>*Flyers & Communications sent to home & staff</p> <p>*Photos taken at events</p> <p>*Implementation of tasks</p> <p>*Completion of Tasks</p>
Action Step	Steps to Achievement	Lead Person(s)	By When?	Resources	Evidence of Success
<p>3) #104 Students have the opportunity to provide input to the implementation of wellness policy activities</p>	<p>a. Students running in Running for Rhett</p> <p>b. Intermediate Student Garden</p> <p>c. Primary Student Garden</p> <p>d. Friday Sing</p> <p>e. Engage NY Sprint Warm-ups</p>	<p>a. Student Council</p> <p>b. Jennifer Sunseri</p> <p>c. Jason Hays</p> <p>d. Mark Frizzi</p> <p>e. Wellness Committee will give teachers warm-up ideas</p>	<p>a. Nov 2015 and Spring 2016</p> <p>b. Once a week</p> <p>c. Once a week</p> <p>d. Once a month</p> <p>e. Once a</p>	<p>a. Student Council Funds</p> <p>c. Donations</p> <p>d. Videos provided by Healthy Generations</p> <p>e. Websites</p> <p>f. PTA and</p>	<p>*Students will share their miles at Friday Sing.</p> <p>*Students will supply the staff room with fresh vegetables (Fall & Spring)</p> <p>*Observing students during PE classes</p> <p>*Students will be using warm-up during their math sprint lesson.</p> <p>* Students will have an</p>

**Action Planning Chart
Partners and Stakeholders Document**

	<p>f. Assemblies:</p> <ul style="list-style-type: none"> • The Ned Show(character education) • Anti-Bullying (TBD) • Anti-Tobacco (TBD) • The Best Me (healthy eating and exercise) 	f. Wellness Committee	<p>month</p> <p>f. Ned Show- 10/23/15</p> <p>Anti-bullying- TBD</p> <p>Anti-Tobacco- TBD</p> <p>The Best Me TBD</p>	district grant will fund	<p>opportunity to engage in a Q & A session during assemblies</p> <p>*Follow-up curriculum will be utilized in the classroom</p>
4) #109 School has secured funds or resources to support wellness for students and staff	<p>a. Review Action Plan</p> <p>b. Determine funding from budget</p> <p>c. PTA donations</p>	<p>a & b. Wellness Committee</p> <p>c. Administration</p>	<p>a. 10/7/15</p> <p>b. 10/28/15</p> <p>c. on-going</p>	<p>a. To be determined</p> <p>b. To be determined</p> <p>c. To be determined</p>	<p>*Spreadsheet reflecting funds</p> <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	<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 made from scratch, BFLC &</p>	<p>a. Wellness Committee</p> <p>b. District Manager</p> <p>c. Mark Frizzi</p> <p>d. PTA</p> <p>e. Cafeteria staff</p>	<p>a. 10/30/15</p> <p>b. Updated monthly</p> <p>c. 4th Friday of each month</p> <p>d. 10/2/15</p> <p>e. Every day</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>* 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**

<p>healthy eating and benefits of physical activities</p>	<p>SOAR snack</p> <ul style="list-style-type: none"> • Protein • Carbs • Vegetables • Fruit • Milk <p>f. BFLC after school program 20 minutes</p> <ul style="list-style-type: none"> • Basketball • Soccer • Jungle Gym <p>g. Staff/Student Salad Bar</p> <p>h. 200 minutes of PE every 10 instructional days</p> <p>i. Go Noodle</p>	<p>f. BFLC support staff</p> <p>g. Cafeteria staff</p> <p>h. PE Specialist & Structured classroom PE</p> <p>i. Staff</p>	<p>f. 20 minutes daily</p> <p>g. Daily</p> <p>h. Daily/Weekly</p> <p>i. Daily/Weekly</p>	<p>d. PTA Funds</p> <p>e. Students & Assistants</p> <p>f. BFLC support staff; funded by RTTT grant</p> <p>g. Purchased by staff and student during lunches</p> <p>h. School Equipment</p> <p>i. Free web based program</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. Running for Rhett</p>	<p>a. Wellness Committee</p> <p>b. Mark Frizzi</p>	<p>a. 9/23/15 1/20/16 3/16/16 5/18/16</p> <p>b. 11/1/15</p>	<p>a. Participating staff members bring healthy food items</p> <p>b. Staff members participate in annual Running for Rhett run</p>	<p>*Sign-up sheets</p> <p>* Staff members less stressful and more energetic</p>

**Action Planning Chart
Partners and Stakeholders Document**

Partners and Stakeholders We Need to Involve

Action Step	Partner/Stakeholder	The "Ask"	Lead Person(s)	By When?
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	10/1/15
Anti-Bullying Assembly	GJUESD Social Worker and Outreach Counselor	Donate time to educating students on bully prevention strategies and provide grant money for assembly and classroom materials.	Donna Gill	TBD
The Ned Show	Bright Future Learning Center	Sell yo-yos after school to fund The Ned Show Assembly	Donna Gill	10/26/15-10/30/15

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:

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

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 2015-2016 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 thru the Principal's Pat on the Back program, 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 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.

All students are challenged to meet individual growth goals identified in their 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, 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 district assessments drives instruction and the need for enrichment and interventions.

- Number of Students: 576
- 4 students in Transitional Kindergarten
- 65 students in Kindergarten, 21.7 per teacher
- 76 students in 1st grade, 19 per teacher
- 80 students in 2nd grade, 20 per teacher
- 92 students in 3rd grade, 23 per teacher
- 72 students in 4th grade, 24 per teacher

- 81 students in 5th grade, 27 per teacher
- 76 students in 6th grade, 25.3 per teacher

Student Profile:

- 313 Male students and 263 Female students
 - 456 Hispanic/Latino students (79%)
 - 91 White students (16%)
 - 6 American Indian students (1%)
 - 4 Filipino students (<1%)
 - 4 African-American/Black students (<1%)
 - 3 Vietnamese students (<1%)
 - 3 Asian Indian students (<1%)
 - 3 Other Pacific Islander students (<1%)
 - 1 Other Asian (<1%)
 - 1 Declined to State (<1%)
- 265 students are English Learners (46%), 514 students are Socio-Economically Disadvantaged (89%), 62 students qualify for Migrant Education services (10.7%).

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: Gallup Strengths Survey. The results of this survey show some positives (increased use of computers in class/BFLC, high level of satisfaction with the BFLC and after-school clubs, high level of satisfaction with service learning, assemblies, guest speakers, mentoring, and field trips) and areas of improvement (43% said they didn't know anything about having a PLP instead of a report card, drop in student awareness about Strengths-Explorer survey to learn about personal strengths, and a drop in student belief that the school is clean).

Parent Survey: Surveys were conducted with our parent groups, ELAC (English Learner Advisory Committee) and PTO (Parent/Teacher Organization), as well as an All-Parent survey. The results of these surveys 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 meet with the Principal and Site Administration two (2) different times 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 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 and during ELD (English Language Development). Additionally, the surveys 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.

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.

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 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, will 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.

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 two years) 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 Common Core State Standards. The focus for professional development is structured to prepare staff for the continued implementation of the California Common Core State Standards (CCSS). The 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 CCCSS.

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 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, 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-6. For ELA, current adopted materials are utilized, but adapted to align with CCCSS. Bridge materials are developed and utilized by PLC's 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 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, Bilingual Instructional Assistants, and online courseware. After-school support are also available through the Bright Future Learning Center 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 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 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 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 are provided through Title I and Title III 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 1:1 computer technology in grades 4-6 classrooms make it difficult for consistent, daily use of technology in the classrooms. 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 Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	88	85	96.6	85	2378.7	6	18	35	41
Grade 4	95	93	97.9	93	2413.2	6	14	29	51
Grade 5	90	85	94.4	85	2438.8	1	22	25	52
Grade 6	98	98	100.0	98	2486.9	3	22	41	34
All Grades	371	361	97.3	361		4	19	33	44

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	4	49	47	7	55	38	6	62	32	5	65	31
Grade 4	8	44	48	5	48	46	8	67	26	5	45	27
Grade 5	5	39	56	6	45	49	1	66	33	9	61	29
Grade 6	9	44	47	8	56	36	4	77	19	9	70	20
All Grades	6	44	50	7	51	42	5	68	27	7	60	27

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 highest mark.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	88	87	98.9	87	2392.3	1	21	40	38
Grade 4	95	93	97.9	93	2397.1	1	6	32	60
Grade 5	90	87	96.7	87	2434.1	0	9	30	61
Grade 6	98	98	100.0	98	2467.5	1	11	40	48
All Grades	371	365	98.4	365		1	12	36	52

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	10	43	47	10	45	45	5	54	41
Grade 4	2	15	83	8	41	52	3	35	61
Grade 5	1	26	72	3	26	70	2	46	52
Grade 6	3	35	62	2	44	54	2	42	56
All Grades	4	30	66	6	39	55	3	44	53

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 highest marks.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					***** *	***	***** *	***			*****
1	1	2	19	35	24	44	5	9	6	11	55
2			5	8	30	51	12	20	12	20	59
3	1	2	9	21	17	40	9	21	6	14	42
4			9	24	17	45	8	21	4	11	38
5	1	3	7	24	17	59	3	10	1	3	29
6			7	47	8	53					15
Total	3	1	56	23	114	47	39	16	29	12	241

Conclusions based on this data:

1. The level at which the highest percentage of Valley Oaks students performed was Intermediate, with 47% and 114 students (Grades 1-6).
2. The majority of Valley Oaks scored below the goal of Early Advanced and Advanced (76% scored at Intermediate, Early Intermediate, or Beginning).
3. There is an achievement gap between where we desired 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	2014-15 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K	1	2	5	9	24	43	16	29	10	18	56
1	1	2	19	33	24	42	5	9	8	14	57
2			6	10	31	51	12	20	12	20	61
3	1	2	9	20	17	39	9	20	8	18	44
4			9	24	17	45	8	21	4	11	38
5	2	6	7	22	17	53	3	9	3	9	32
6			7	44	8	50	1	6			16
Total	5	2	62	20	138	45	54	18	45	15	304

Conclusions based on this data:

1. Twenty-two (22%) 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 45% of all students falling in that range.
3. Fewer EL students are taking the CELDT in the 4-6 grades, as that is an indication of students being reclassified Fluent English Proficient.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	228	222	241
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	228	222	241
Number Met	117	118	112
Percent Met	51.3%	53.2%	46.5%
NCLB Target	57.5	59.0	60.5%
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	233	51	240	44	236	52
Number Met	38	17	42	10	41	16
Percent Met	16.3%	33.3%	17.5%	22.7%	17.4%	30.8%
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	No	No	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		

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 three (3) years has not shown an average of just over 50%.
3. While those English Learner students who have received 5+ years of instruction achieve proficiency at a higher rate than those with less than 5 years of instruction, the results are still not meeting the target.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	663	615	
Percent with Prior Year Data	100.0	100.0	
Number in Cohort	663	615	
Number Met	359	343	
Percent Met	54.1	55.8	
NCLB Target	57.5	59.0	60.5%
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	646	162	637	129		
Number Met	127	80	126	60		
Percent Met	19.7	49.4	19.8	46.5		
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	No	Yes	No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Met Target for AMAO 3	No	No	

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 neither an increase nor decrease 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, but did not meet the percent proficient rate goal for 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:

SUBJECT: All Subjects
LCAP/LEA GOAL:
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.
SCHOOL GOAL #1:
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.
Data Used to Form this Goal:
<ul style="list-style-type: none">• 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) when deployed.• 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.• 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, middle school dropout 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:
<ul style="list-style-type: none">• Based on 2014 CELDT data, there was a decrease in EL students achieving AMAO 1 (annual growth), while the percentage of EL students achieving AMAO 2 (attaining English Proficiency) remained virtually the same.• District Reading Assessments (DRAs): Valley Oaks as a school continues to score lower than the district mean on DRAs.• Truant students and suspension/expulsion rates have decreased by over the past two years.• The percentage of students meeting four or more of the six fitness standards has shown improvement.

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 Baseline API will be determined based on 2014-2015 CAASPP
- 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 Maintain 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 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. Support special education teachers by providing access to district-level IEP training and support, as well as any county trainings or private workshops.	2015-2016 school year	<ul style="list-style-type: none"> • Teacher(s) • Administration • Sp. Education Teachers • Speech/Language Pathologists • Psychologist 	Workshop/Conference Cost	5000-5999: Services And Other Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	200.00
			Release Time/Substitutes	1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	250.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Action 1.3: Fall 2015 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 Grade 4 (and other individual teachers) will "pilot" meeting 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. 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 2016 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>	2015-2016 school year	<ul style="list-style-type: none"> Teachers Administration 	Release Time for Teachers to goal set with Students	1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	500.00
Action 1.4: SBAC reports will be shared with staff, students, and parents and used as baseline data.	Beginning of 2015-2016 school year	<ul style="list-style-type: none"> Teachers Administration 	No Funding Cost			0.00

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.

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.

Instructional Assistants will work with small student groups in areas of literacy (with emphasis on K-3).

Bilingual Instructional Assistants will work with small student groups, including Newcomer students, in areas of literacy (with emphasis on K-3 ABP).

Designated ELD instruction with lead EL teacher and coach support will target instructional strategies and learner needs.

Release time for PLC ELD planning.

Valley Oaks will purchase materials and technology to support ELD instruction.

Valley Oaks will purchase materials (and possible training) to support writing instruction.

- Literacy Coach
- Instructional Assistants
- Bilingual Instructional Assistants
- Administration

Release Time for ELD planning	Personnel Salaries 1000-1999: Certificated Personnel Salaries	and Neglected Title I Part A: Basic Grants Low-Income and Neglected	600.
ELD Instructional Materials / Technology	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	500.
Bilingual Instructional Assistants	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	73900.
Bilingual Instructional Assistants	2000-2999: Classified Personnel Salaries	Title III Part A: Language Instruction for LEP Students	16102.
Instructional Assistants	2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	9855.
Instructional Assistants	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	66615.
Curriculum Coach (Literacy)	1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	23015.
Writing Instructional Materials / Training	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	8000.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Actions 1.8 and 1.9: In order to reduce chronic absenteeism and truancy, office staff will make calls, send letters to families of students with attendance difficulties. Conferences will be held by administration and/or School Social Worker with parents of students with attendance difficulties to work on solutions.</p> <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 classes with best attendance in the school.</p>	2015-2016 School Year	<ul style="list-style-type: none"> Office Staff Teachers Administration Social Worker 	<p>Student Awards/Incentives</p> <p>Newsletter/School flyer Translations</p>	<p>4000-4999: Books And Supplies</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>2000.</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>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 4th grade pilot 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 Anti-bullying/Positive Behavior and Choices assemblies.</p> <p>Alternatives to suspensions, such as buddy classrooms, removal of student privileges, and conferences with parents, will be used before a suspension is given.</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>	2015-2016 School Year	<ul style="list-style-type: none"> Office Staff Yard Supervisors Teachers Administration 	<p>Yard Supervisor Training / Materials</p> <p>Student Incentives/Awards</p> <p>Anti-Bullying/Positive Behavior Assembly</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>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>500.</p> <p>300.</p> <p>1000.</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<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>	2015-2016 School Year	<ul style="list-style-type: none"> PE teacher Classroom teachers Admin 	PE Equipment	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	500.

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>	2015-2016 School Year	<ul style="list-style-type: none"> Curriculum Coach Classroom Teachers Instructional Assistants Administration 	<p>Release Time/Substitutes</p> <p>SIPPS Materials (3rd Edition)</p> <p>Supplementary Materials</p>	<p>1000-1999: Certificated Personnel Salaries</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>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p>	<p>800.</p> <p>7000.</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:

SUBJECT: All Subjects
LCAP/LEA GOAL:
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.
SCHOOL GOAL #2:
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.
Data Used to Form this Goal:
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.
Findings from the Analysis of this Data:
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.
How the School will Evaluate the Progress of this Goal:
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. 2.2 100% of all students are taught with CCSS math units developed by the Eureka Math (Engage New York) 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. Site lead teachers will implement NGSS lessons. 2.4 100% of all students utilize technological resources as needed in order to support academic growth. 2.5 Maintain service learning participation at 100%.

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>	2015-2016 School Year	Teachers, Administration	Supplemental CCSS curriculum	4000-4999: Books And Supplies	LCFF - Supplemental	2000.
<p>Action 2.2: All Valley Oaks students are taught using the Eureka math/Engage NY materials.</p> <p>Math adoption will be monitored and evaluated through classroom observations, module pacing, and assessment scores.</p>	2015-2016 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>	2015-2016 School Year	Teachers, Administration	No additional cost to Valley Oaks	None Specified		0.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Action 2.4: Site funds will be used to support online learning to differentiate instructional support.</p> <p>Efforts will be made to have 1:1 student-chromebook ratio in grades 3-6.</p> <p>There will be a "pilot" 6th grade class 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>	2015-2016 School Year	Teachers, Administration, BFLC Technician	<p>RenLearn (AR, STAR Reading)</p> <p>Materials for Chromebooks for pilot 6th grade class</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>Title I Part A: Basic Grants Low-Income and Neglected</p>	<p>6500.</p> <p>800.</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>	2015-2016 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.

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:

SUBJECT: All Subjects
LCAP/LEA GOAL:
Goal 3: Processes and measures for continuous improvement and accountability are applied throughout the Local Education Agency (LEA) including personalized evaluation processes.
SCHOOL GOAL #3:
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.
Data Used to Form this Goal:
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.
Findings from the Analysis of this Data:
It was reported that last year, the Edivate template was not user-friendly for teachers to use to document their professional growth goals. Teachers will not be using Edivate this year. Administration will be completing this step using a new template in Edivate and will then share that with the teachers.
How the School will Evaluate the Progress of this Goal:
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
<p>Action 3.1: All certificated staff will have access to meaningful observation, evaluation, and professional learning resources and opportunities.</p> <p>Educators engage in professional growth goal setting and are supported by professional development opportunities that are valued and maximized. Educators have money to spent specifically on their professional growth area over the course of two years.</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>	1st Trimester, 2015-2016 School Year	Administration, Teachers	Educator Professional Growth Plan (Conferences, Workshops, Materials, Trainings, Release Time)	None Specified	Educator Effectiveness	33000.
<p>Action 3.2: In order to fully integrate the Student Information System (Illuminate), Administrators and Office Staff will be trained on how to utilize Illuminate.</p>	August 2015	Administration, Office Staff	No additional cost to site			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Action 3.3: In order to continue providing families access to data through parent and student portals, information was provided to parents at Back to School Night. Login and access information will also be sent home to parents in English and Spanish.</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 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>	2015-2016 School Year	Administration, Teachers, Office Staff	<p>Translation 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>530.</p> <p>800.</p> <p>410.</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<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 reviews SPSA twice annually.</p> <p>Surveys will be conducted for staff and students.</p>	2015-2016 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:

SUBJECT: All Subjects
LCAP/LEA GOAL:
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.
SCHOOL GOAL #4:
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.
Data Used to Form this Goal:
Valley Oaks is one of the oldest schools in the district, having been built in 1966. Cuts in routine and deferred maintenance 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.
Findings from the Analysis of this Data:
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.
How the School will Evaluate the Progress of this Goal:
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.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action 4.1: In order to maintain a rating of "Good" by the Facilities Inspection Tool, Valley Oaks will identify, monitor, and complete on-going routine repairs and deferred maintenance projects are identified, monitored and completed using state rules and guidelines.	2015-2016 School Year	Administration, Teachers, Custodial Staff, District Maintenance and Operations	Tools/Materials for repairs/maintenance	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	300.
Action 4.2: In order to maintain zero Williams facilities complaints, regular campus inspections by site custodial staff, site administration, and district staff will ensure that the campus facility issues are addressed and maintained.	2015-2016 School Year	Administration, Teachers, Custodial Staff, District Maintenance and Operations	No Cost to site			0
Action 4.3: Breakfast, lunch, and after school menus will follow federal nutritional guidelines.	2015-2016	Administration, Kitchen Staff, District Food Servies	No Cost to site			0

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 Subject Areas
SCHOOL GOAL #1:
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 October 31, 2015	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.	October 2015 to June 2017	Administration Each Certificated Staff Member (33)	Educator Effectiveness Funds (Professional Learning Focus Area(s))	None Specified	Educator Effectiveness	33000.00

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I Part A: Basic Grants Low-Income	125,328.00	54,108.00
Title I Part A: Parent Involvement	2,210.00	0.00
Title III Part A: Language Instruction for	16,102.00	0.00
Educator Effectiveness	33,000.00	0.00
LCFF - Supplemental	189,139.00	46,094.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Educator Effectiveness	33,000.00
LCFF - Supplemental	143,045.00
Title I Part A: Basic Grants Low-Income and Neglected	71,220.00
Title I Part A: Parent Involvement	2,210.00
Title III Part A: Language Instruction for LEP Students	16,102.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	26,665.00
2000-2999: Classified Personnel Salaries	169,302.00
4000-4999: Books And Supplies	35,410.00
5000-5999: Services And Other Operating Expenditures	200.00
5800: Professional/Consulting Services And Operating	1,000.00
None Specified	33,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
None Specified	Educator Effectiveness	33,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	141,045.00
4000-4999: Books And Supplies	LCFF - Supplemental	2,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and	26,665.00
2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and	10,355.00
4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and	33,000.00
5000-5999: Services And Other Operating	Title I Part A: Basic Grants Low-Income and	200.00
5800: Professional/Consulting Services And	Title I Part A: Basic Grants Low-Income and	1,000.00
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	410.00
2000-2999: Classified Personnel Salaries	Title III Part A: Language Instruction for LEP	16,102.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	219,637.00
Goal 2	9,700.00
Goal 3	35,940.00
Goal 4	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				
Rudy Gonzales		X			
Jan Crandell		X			
Monica Garcia				X	
Nadia Gamez				X	
Kimberly Jensen				X	
Bhimlesh Cheema				X	
Numbers of members of each category:	1	2		4	

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

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 .

Attested:

David Nelson

Typed Name of School Principal

Signature of School Principal

Date

Jan Crandell

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

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:

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 an inspirational and personalized lifelong journey. At Vernon E. Greer Elementary we continually strive to create a positive and engaging educational experience. We wish our students a successful year of achieving their social, emotional, physical, and academic goals by capitalizing on their strengths and exploring their interests.

School Profile

"My Personal Plan...My Personal Best!" is the slogan adopted by Vernon E. Greer Elementary School 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 525 is made up of 33% White and 57% Hispanic. This includes 22% who are English Learners, 13% 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 ELD to all ELs using research-based routines and strategies from CRLP RALLI. Our teachers are also involved in the Next Generation Science Standards 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, and well-being. 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).

2015 Spring surveys were conducted with students, parents, and teachers. This is the second year surveys have been administered to gather information on 1.) understanding or 2.) satisfaction related to personalized learning efforts. Findings are organized around major topics related to the RTT and LCAP efforts. For many topics, data were collected in both the 2014 and 2015 surveys.

Analysis has been completed for the Greer Learner 2015 survey which is attached to this document. Highlighted findings:

Nearly half of students (48.7%) indicated that they know a lot about students in their school having PLPs instead of report cards. This represents a large increase from the 8.6% of students who indicated that they had this level of knowledge in 2014.

Students (92.6%) reported using the computer in their classroom for ELA learning, an increase from the 84.3% of students who reported this usage in 2014.

Representing an increase over the 2014 results, 60.5% of students in 2015 reported that they know a lot about the enrichment experiences offered at their school. The majority of students (75.3%) indicated that they are satisfied with the in-school enrichment opportunities available to them.

In 2015, over half of students (57.2%) reported that they know a lot about how their academic learning is related to the CCSS and college and career readiness—an increase from the percentage of students that indicated this level of knowledge in 2014 (36.1%).

Down slightly from 2014, in 2015, the majority of students agreed that their school is clean.

Similar to 2014, in 2015, a large majority of students (91.6%) agreed that their school has a variety of learning spaces for students that help them to learn best inside, outside, and through online learning.

Additional analysis of the parent and teacher surveys are being conducted.

A Greer Focus Group was conducted on February 4, 2015. This stakeholder group was conducted as a listening circle. A diverse group of 5th and 6th graders discussed open-ended questions relating to the RTTT initiatives with teachers and parents listening. At the end of the session ideas were generated to address issues. These included: student input in designing interest groups during a choice time; additional ideas for after school clubs; asking students what makes learning fun (survey/class meetings); providing more technology (iPads, more chrome book time, interactive time with other students); choice in how to use technology; students teaching teachers about apps/programs that make learning fun; providing time for teachers to learn technology; reducing amount squeezed into a day ~focus learning and streamline to connect; making learning into fun games; longer school year; block learning time per week; bigger rooms; running water in every learning space (e.g. sinks in classrooms); restructure playgrounds and outside areas for collaborative or reflecting areas; school garden/farm; improve access to basin for recess; shade structure on playground; frequent monitoring of bathrooms-yard supervisors with checklist; and, more PE time.

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 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. The District Reading Assessments have minimum competency trimester benchmarks.

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, and other program changes needed. 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, 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 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 Edviation (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)

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. Our teachers are also involved in the Next Generation Science Standards 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 Learning for our teachers has been personalized, as well, and has supported the successful implementation of the common core standards with a focus on personalization. Our school district has provided Professional Learning opportunities with a "menu" approach. Teachers and support staff are encouraged to attend a learning session that caters to their personal learning needs. A feedback survey for teachers is provided following each learning event. 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)

Curriculum coaches will support teachers in the classroom through modeling and facilitating the sharing of best practices. Our school currently has a cadre of eight instructional assistants that provide reading skill practice in small groups. We focus these supports and interventions primarily in our TK-3rd grades. However, depending upon the need, our instructional assistants provide intervention in the upper grades, as well. Our para-professionals are provided training throughout the year based on the needs of our learners. This training is completed by our district curriculum coaches.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Grade level Professional Learning Communities provide collaboration every Wednesday with a focus on student learning. A range of work is completed during these early release days, 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)

Every Professional Learning Community, with the guidance from District Curriculum Coaches will clarify learning outcomes/expectations for ELA & Mathematics. District Curriculum Coaches will provide continued unit and lesson development training. District Curriculum Coaches will help to calibrate grade level expectations across the district in every school. Students will be provided differentiated instruction and support through the development and implementation of Personalized Learning Plans.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Recommended instructional minutes are adhered to. Additionally, blended learning is student-centered in its approach, allowing students and schools to use time and resources more flexibly than in traditional school environments. It is important to note that blended learning is not just about integrating online content or using new technologies. Blended learning requires an effective teacher to guide and support student learning.

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 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 in all classrooms to all students.

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 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), Service Learning, and First Five. Additionally, we have developed a comprehensive Response to Intervention (RtI) process. 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 instruction practices include using the principles of Understanding by Design at the unit level and the principles of the Formative Assessment Process at the lesson level. Additionally, blended learning is utilized to improve the ability to personalize learning for every learner. It improves learner engagement and motivation and has the potential for individual progress of mastery with choice. Blended learning is where the learning takes place online and face-to-face 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 2:30pm - 6:00 pm.

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 (BFLC) - 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 Bright Future Learning Center 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 - 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)

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.

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

The Greer learner population of 525 is made up of 33% White and 57% Hispanic. This includes 22% who are English Learners, 13% who are identified with disabilities, and 62% socio-economically disadvantaged.

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: time for teacher collaboration, planning, and visitations; and 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 Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	77	75	97.4	75	2406.8	12	25	28	35
Grade 4	79	76	96.2	76	2429.9	8	21	22	49
Grade 5	82	82	100.0	82	2494.2	11	40	22	27
Grade 6	63	61	96.8	61	2495.0	3	23	46	28
All Grades	301	294	97.7	294		9	28	29	35

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	15	43	43	13	52	35	12	72	16	16	57	27
Grade 4	11	45	45	8	51	41	12	64	24	9	55	36
Grade 5	17	51	32	16	60	24	17	68	15	21	61	18
Grade 6	11	44	44	3	56	41	10	74	16	11	77	11
All Grades	14	46	40	11	55	35	13	69	18	15	62	23

Conclusions based on this data:

1. This is the first year of the CCSS assessment CAASPP. This baseline information shows that not all of our students are mastering the grade level CCSS in English Language Arts/Literacy.
2. We look forward to the the CAASPP 2016 to deepen our understanding of the growth our students will make towards mastery of grade level CCSS.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	77	75	97.4	73	2410.7	0	29	43	25
Grade 4	79	78	98.7	78	2451.7	6	18	55	21
Grade 5	82	82	100.0	82	2484.4	7	21	40	32
Grade 6	63	61	96.8	61	2479.6	2	10	49	39
All Grades	301	296	98.3	294		4	20	47	29

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	5	56	38	15	55	30	10	62	29
Grade 4	12	37	51	12	49	40	10	47	42
Grade 5	12	37	51	11	46	43	11	57	32
Grade 6	7	33	61	0	44	56	3	59	38
All Grades	9	41	50	10	49	41	9	56	35

Conclusions based on this data:

1. This is the first year of the CCSS assessment CAASPP. This baseline information shows that not all of our students are mastering the grade level CCSS in Mathematics.
2. We look forward to the the CAASPP 2016 to deepen our understanding of the growth our students will make towards mastery of grade level CCSS.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	105	92	73
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	105	92	73
Number Met	57	49	41
Percent Met	54.3%	53.3%	56.2%
NCLB Target	57.5	59.0	60.5%
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	106	23	97	19	93	8
Number Met	26	--	20	--	21	4
Percent Met	24.5%	--	20.6%	--	22.6%	50%
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	Yes	*	No	--	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	No	n/a
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	No	n/a

Conclusions based on this data:

1. AMAO 1 - Although there is an increase in the percentage of students meeting this goal (56.2%) from 2013-2014, we did not meet the 2014-2015 state target of 60.5%.
2. AMAO 2 - Although there is an increase in the percentage of students meeting this goal (22.6%) from 2013-2014, we did not meet the 2014-2015 state target of 24.2%.
3. AMAO 3 - Greer met participation rates in ELA and Math for the past 3 years (2012-2013 through 2014-2015).

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:

SUBJECT: All
LCAP/LEA GOAL:
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.
SCHOOL GOAL #1:
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.
Data Used to Form this Goal:
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:

Measures of Academic Progress Growth as measured by MAP spring 2014:

Reading- Spring MAP 2015 - School-wide Meeting/Exceeding – 66%

Hispanic - Not Met = 27%, Met = 18%, Exceeded = 44%

Caucasian - Not Met = 37%, Met = 20%, Exceeded = 36%

Low Income - Not Met = 30%, Met = 16%, Exceeded = 40%

EL - Not Met = 27%, Met = 18%, Exceeded = 46%

RFEP - Not Met = 32%, Met = 24%, Exceeded = 44%

Sp. Ed. - Not Met = 26%, Met = 17%, Exceeded = 50%

Foster - N/A

Math- Spring MAP 2015 - School-wide Meeting/Exceeding – 77%

Hispanic - Not Met = 22%, Met = 15%, Exceeded = 52%

Caucasian - Not Met = 22%, Met = 24%, Exceeded = 50%

Low Income - Not Met = 21%, Met = 18%, Exceeded = 46%

EL - Not Met = 21%, Met = 18%, Exceeded = 42%

RFEP - Not Met = 27%, Met = 22%, Exceeded = 51%

Sp. Ed. - Not Met = 19%, Met = 22%, Exceeded = 52%

Foster - N/A

CELDT

AMAO 1 - Percentage of English Learners Making Annual Progress in Learning English

% Meeting AMAO 1 at District / Site 56.2%

AMAO 2 - Percentage of ELs Attaining the English Proficient Level on the CELDT

(Less than 5 years) % in Cohort Attaining the English Proficient Level 22.6%

(5 Years or More) % in Cohort Attaining the English Proficient Level 50.0%

2014-2015 Greer R-FEP Rate is 16/118 ELs = 13.5%

Average Daily Attendance 14-15 was 96 %, 14-15 truancy rate was 26%.

Suspension rate 14-15 8/507=1%, expulsion rate 14-15 0/0=0%.

The percentage of students in grades 5 in the HFZ as measured by the Physical Fitness Test:

Aerobic Capacity 38/62=61%

Abdominal Strength 37/62=60%

Body Composition 54/62=87%

Trunk Extension Strength 59/62=95%

Upper Body Strength 45/62=72%

Flexibility 44/62=71%

Grade level reading targets Spring 2014 as measured by DRAs:

TK - 5/22=23% K - 42/61=69%

1st - 33/54=61% 2nd - 41/67=61%

3rd - 55/75=73% 4th - 58/76=76%

5th - 65/81=80% 6th - 43/61=70%

How the School will Evaluate the Progress of this Goal:

Data analysis, PLP progress, and dis-aggregated assessment results from:
 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.
 District Reading Assessments (DRA) - All learners will increase progress towards meeting DRA targets. 84% will meet grade level reading targets as measured by DRAs.
 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.
 Truancy rate will decrease by 1% or greater while maintaining attendance at 96% or greater.
 School suspension rate will decrease by 1%.
 Physical Fitness Test (PFT) - The percentage of students in the HFZ will increase by 3%.
 Social Emotional Surveys
 Smarter Balanced Performance Growth (growth information from 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 Personalized Learning Plan which will include baseline information from Measures of Academic Progress (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.	8/24/2015 - 6/15/2016	Teachers, coaches, Site Admin				
Increase number of students, school-wide and in subgroups, who will meet grade level reading targets (District Reading Assessments)	8/24/2015 - 6/15/2016	Teachers, coaches, Site Admin, Paraprofessionals				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<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>	8/24/2015 - 6/15/2016	Teachers, Paraprofessionals, Coaches, Site Administration	Release time for teachers to support RALLI implementation.	1000-1999: Certificated Personnel Salaries	School Wide Program (SWP)	
<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 worker will work with chronic and habitual learner truants and families.</p>	8/24/2015 - 6/15/2016	Secretary 1, Site Admin, Social Worker, Teachers	Attendance incentives	4000-4999: Books And Supplies	School Wide Program (SWP)	1000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<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. 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>	8/24/2015 - 6/15/2016	Social Worker, Site Admin, Teachers	Bully Prevention posters	4000-4999: Books And Supplies	School Wide Program (SWP)	90.00
			Provide .5 Instructional Assistant for ASES program to support 20:1 student ratio at each grade level	2000-2999: Classified Personnel Salaries	School Wide Program (SWP)	4,515.00
			Honor band participation	4000-4999: Books And Supplies	School Wide Program (SWP)	79.00
			Bucket Fillers Assembly	5800: Professional/Consulting Services And Operating Expenditures	School Wide Program (SWP)	587.00
			Behavior incentives	4000-4999: Books And Supplies	School Wide Program (SWP)	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Improved fitness will show through increased percentage of 5th grade learners in the Healthy fitness Zone (HFZ)</p> <p>Action description: Utilize FitnessGram software to monitor and support fitness goals. Ensure all students in each grade level receive the required number of physical education minutes during the school year. Provide all students opportunities to participate in physical activity breaks in classrooms, recess, and class transitions. Expand and implement First Tee program 1st - 6th grades. Implement school-wide running club after school. Implement a healthy fundraiser (Jog-a-thon) school-wide.</p>	8/24/2015 - 6/15/2016	Teachers, Site Admin		None Specified	School Wide Program (SWP)	
<p>Develop and provide learning supports through an Rtl process based on whole child learning needs.</p>	8/24/2015 - 6/15/2016	Teachers, Site Admin, Coaches, Para-professionals	<p>Release time for teachers involved in the monthly referral process.</p> <p>Additional IA time provided for specified learning supports.</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p>	<p>School Wide Program (SWP)</p> <p>School Wide Program (SWP)</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:

SUBJECT: ALL
LCAP/LEA GOAL:
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
SCHOOL GOAL #2:
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.
Data Used to Form this Goal:
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.
Findings from the Analysis of this Data:
See Findings from the Analysis in Goal 1. Additionally: Spring 2015 Science Assessment of 5th grade learners shows 45% of our learners at Proficient and above. Nine additional teachers have joined the NGSS cadre for early implementation for a total of ten.
How the School will Evaluate the Progress of this Goal:
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	8/24/2015 - 6/15/2016	Teachers, Site Admin, Coaches			School Wide Program (SWP)	
Maintain service learning participation opportunities for all students. Deepen service learning professional development with teachers and grade level spans	8/24/2015 - 6/15/2016	Teachers, Site Admin, Coaches			School Wide Program (SWP)	
Additional opportunities for selected learners to access extended day and ASES	8/24/2015 - 6/15/2016	Teachers, Site Admin, Coaches, ASES Coordinator	Certificated teachers provide instruction to selected students for academic acceleration - Tuesdays, Thursdays	1000-1999: Certificated Personnel Salaries	School Wide Program (SWP)	
English learner parent access to school information and student services through translation support	8/24/2015 - 6/15/2016	Teachers, Site Admin	Extra time for parent conferences and newsletter translations Parent meeting materials and supplies (ELAC, SSC, etc)	2000-2999: Classified Personnel Salaries 4000-4999: Books And Supplies	School Wide Program (SWP) School Wide Program (SWP)	650.00 300.00
Develop and provide learning supports through an RtI process based on whole child learning needs	8/24/2015 - 6/15/2016	Teachers, Site Admin				
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)	8/24/2015 - 6/15/2016	Teachers, Site Admin				
4th-6th grade levels are offering choice in learning (rotation schedule, Genius or Passion Hour, STEM, VAPA, Project-based strands)	8/24/2015 - 6/15/2016	Teachers, Site Admin	Partitions (movable walls) for project room	4000-4999: Books And Supplies	School Wide Program (SWP)	2,820.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue support of technology use by providing 1:1 Chromebook device use in 4th, 5th, 6th grades Increase and develop use of iPads at each grade level Expand new digital media center Supplemental technology to support CCSS and NGSS	8/24/2015 - 6/15/2016	Teachers, Site Admin	Supplemental tech accessories (headphones and earbuds)	4000-4999: Books And Supplies	School Wide Program (SWP)	550.00
			LEGO Education robots and software	4000-4999: Books And Supplies	School Wide Program (SWP)	2,400.00
Supplemental materials and services to support CCSS, ELD standards, and NGSS instructional programs	8/24/2015 - 6/15/2016	Teachers, Site Admin	Dimac whiteboards for group work	4000-4999: Books And Supplies	School Wide Program (SWP)	150.00
			Classroom instructional technology (screen, projectors)	4000-4999: Books And Supplies	School Wide Program (SWP)	1685.00
			Accelerated Reader renewal	5000-5999: Services And Other Operating Expenditures	School Wide Program (SWP)	775.00
			Classroom supplemental resources (Model Drawing for math instruction, 6th grade supplemental literature, SIPPS supplemental practice library)	4000-4999: Books And Supplies	School Wide Program (SWP)	1630.00
			Supplemental read-alouds for each grade level (RALLI)	4000-4999: Books And Supplies	School Wide Program (SWP)	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:

SUBJECT: ALL
LCAP/LEA GOAL:
Goal 3 - Processes and measures for continuous improvement and accountability are applied throughout the Local Education Agency (LEA) including personalized evaluation processes.
SCHOOL GOAL #3:
Continuous improvement opportunities are supported at Greer including the district personalized evaluation processes.
Data Used to Form this Goal:
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.
Findings from the Analysis of this Data:
See Findings from the Analysis in Goal 1 and from the survey analysis in Comprehensive Needs section.
How the School will Evaluate the Progress of this Goal:
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 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. Educator Effectiveness Funds of \$1000.00 are provided to each adult learner to support growth plans.	8/24/2015 - 6/15/2016	Site Admin, Teachers	Release time - sub cost	1000-1999: Certificated Personnel Salaries	Educator Effectiveness	110.00
			Books, periodicals, etc. related to professional growth plan	4000-4999: Books And Supplies	Educator Effectiveness	
			Conferences, workshops related to professional growth plan	5000-5999: Services And Other Operating Expenditures	Educator Effectiveness	950.00
Teachers meet with learners to individually set learning goals. The goal-setting process is supported with reflections and celebrations.	8/24/2015 - 6/15/2016	Site Admin, Teachers	Release time for conference schedule	1000-1999: Certificated Personnel Salaries	School Wide Program (SWP)	165.00
Continue providing families access to learner progress through the Illuminate parent and student portals. Learner progress information is uploaded to Parent Portal every 2 weeks.	8/24/2015 - 6/15/2016	Site Admin, Teachers				
Learning and engagement opportunities provided for parents during Back to School, parent conferences, Open House, Bright future learning Center, parent meetings, school-wide activities. English Learner parent access to school information and student services through translation support.	8/24/2015 - 6/15/2016	Site Admin, Teachers	language interpretation	2000-2999: Classified Personnel Salaries	School Wide Program (SWP)	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Educator workshops for continuous improvement related to school goals	8/24/2015 - 6/15/2016	Site Admin, Teachers	Participating in formative assessment workshop - subs and cost of workshop	1000-1999: Certificated Personnel Salaries	School Wide Program (SWP)	440.00
			Participating in formative assessment workshop - cost of workshop	5000-5999: Services And Other Operating Expenditures	School Wide Program (SWP)	570.00
Professional learning books and supplies as related to school goals	8/24/2015 - 6/15/2016	Site Admin, Teachers	Purchase books and supplies for professional development (Making Learning Personal, The Most Magnificent Thing)	4000-4999: Books And Supplies	School Wide Program (SWP)	950.00

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:

SUBJECT: All
LCAP/LEA GOAL:
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
SCHOOL GOAL #4:
The school will work collaboratively with the district supervisors to maintain high standards for our school facilities.
Data Used to Form this Goal:
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).
Findings from the Analysis of this Data:
See Findings from the Analysis in Goal 1 and from the survey analysis in Comprehensive Needs section.
How the School will Evaluate the Progress of this Goal:
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 education with Cal Waste education program for 2nd and 4th grades.	8/24/2015 - 6/15/2016	Site Admin				
On-going routine repairs and deferred maintenance projects are identified, monitored and completed using state rules and guideline	8/24/2015 - 6/15/2016	Site Admin, Maintenance Supervisor				
On-going monitor and inventory of site level textbook sufficiency.	8/24/2015 - 6/15/2016	Site Admin				

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 Reading and Math
SCHOOL GOAL #1:
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 targets (District Reading Assessments)	8/24/2015-6/15/2016	Coaches, Paraprofessionals, Site Admin	Provide staffing for certificated coaches	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	23,165.00
			Provide staffing for instructional assistants	2000-2999: Classified Personnel Salaries	Title III	6,705.00
			Provide staffing for instructional assistants	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	82,340.00

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	73,374.00	73,374.00
Title I Part A: Parent Involvement	1,294.00	1,294.00
LCFF - Supplemental	98,055.00	98,055.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Educator Effectiveness	1,060.00
School Wide Program (SWP)	20,356.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	6,771.00
Goal 2	11,460.00
Goal 3	3,185.00

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	
Maria Anaya			X		
Kitty Setberg		X			
Stacey Finley		X			
Kim Silveria		X			
Emily Peckham	X				
Numbers of members of each category:	1	3	1	3	

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 10/29/2015.

Attested:

Emily Peckham

Typed Name of School Principal

Signature of School Principal

Date

Kitty Setberg

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

GJUESD 2015 Spring Student Survey Results Vernon E. Greer Elementary School

Findings are organized around major topics related to the RTT and LCAP efforts. For many topics, data were collected in both the 2014 and 2015 surveys. For these topics, the reader can compare results longitudinally, across years. Findings for this year's student survey are presented in bold below.

1. Awareness of personalized learning plans implemented for every child

Which statement matches your current awareness of the following?	I don't know anything about this.	I know a little about this	I know a lot about this.	Total
Students at my school have a personalized learning plan (PLP) instead of a report card.	26.9 64.8	24.4 26.7	48.7 8.6	156 105
Student's personalized learning plan (PLP) includes information on trimester growth or performance progress.	16.6	31.9	51.5	163
Students at my school participated in personalized goal setting with their teachers.	10.0 26.3	38.8 48.3	51.2 25.4	170 118

Table summary: Students were asked about their awareness of the role of a personalized learning plan in their education. In 2015, nearly half of students (48.7%) indicated that they know a lot about students in their school having PLPs instead of report cards. This represents a large increase from the 8.6% of students who indicated that they had this level of knowledge in 2014. Half of students also indicated that they know a lot about their PLP including information on trimester growth or performance progress and about students participating in personalized goal setting with their teachers.

2. Awareness of blended and integrated technology opportunities

Do you agree or disagree with the following?	I Disagree	I Agree	I Don't Know	Total
I use the computer in my classroom to learn new things in math.	14.4	76.6	9.1	209
	15.2	84.8	0.0	138
I use the computer in my school's Bright Future Learning Center or school library to learn new things in math.	45.5	34.4	20.1	209
	41.4	58.6	0.0	116
I engage in online/virtual courses in my school's Bright Future Learning Center or school library to learn new things in math.	34.3	37.2	28.5	207
I use the computer in my classroom to learn new things in English Language Arts.	7.4	92.6	0.0	188
	15.7	84.3	0.0	134
I use the computer in my school's Bright Future Learning Center or school library to learn new things in English Language Arts.	45.2	54.8	0.0	168
	41.0	59.0	0.0	117
I engage in online/virtual courses in my school's Bright Future Learning Center or school library to learn new things in English Language Arts.	44.6	55.4	0.0	157

Table summary: Students were asked about their use of the computer in their classroom or school library or Bright Future Learning Center to engage in mathematics and ELA learning. In 2015, the highest percentage of students for this item (92.6%) reported using the computer in their classroom for ELA learning, an increase from the 84.3% of students who reported this usage in 2014. The majority of students (76.6%) also

reported using the computer in their classroom for math learning, down slightly from the 84.8% reporting this usage in 2014. In addition, similar to the 2014 results, slightly more than half of students reported using the computer or engaging in online/virtual courses in their school library or Bright Future Learning Center for ELA learning. Rather lower percentages of students indicated that they use the computer (34.4%) and engage in online virtual courses (37.2%) at their school library or Bright Future Learning Center for math learning.

3. Satisfaction with blended and integrated technology opportunities

How satisfied are you with the following?	Very dissatisfied	Dissatisfied	Satisfied	Very Satisfied	Total
Use of a computer in my classroom to learn new things in math	6.7	14.8	59.3	19.1	209
Use of a computer in my school's Bright Future Learning Center or school library to learn new things in math	12.8	26.6	46.3	14.3	203
Engagement in online/virtual courses in my school's Bright Future Learning Center or school library to learn new things in math	15.7	28.4	44.1	11.8	204
Use of the computer in my classroom to learn new things in English Language Arts	5.3	12.6	51.2	30.9	207
Use of a computer in my school's Bright Future Learning Center or school library to learn new things in English Language Arts	12.4	25.4	44.3	17.9	201
Engagement in online/virtual courses in my school's Bright Future Learning Center or school library to learn new things in English Language Arts	11.9	31.2	37.6	19.3	202

Table summary: In 2015, students were asked about their satisfaction with their use of the computer in their classroom and with their use of the computer and engagement in online/virtual courses in their school

library or Bright Future Learning Center. The majority of students reported they are satisfied with these opportunities, with reported levels of satisfaction highest for using the computer in the classroom for ELA (82.1%) and math (78.4%) learning.

4. Use of computer-adaptive formative assessments (MAP)

Which statement matches your current awareness of the following?	I don't know anything about this	I know a little about this	I know a lot about this	Total
Students at my school used the Strengths-Explorer talent survey to learn about their personal strengths.	13.3 8.7	28.9 45.7	57.8 45.7	173 138
Students at my school used the MAP assessment to measure their growth in learning over time.	5.1	15.3	79.6	196

Table summary: Students were asked about their use of the Strengths-Explorer talent survey and the MAP assessment. In 2015, the majority of students (79.6%) reported that they know a lot about the use of the MAP at their school to measure growth in learning over time. A smaller percentage of students (57.8%) reported knowing a lot about the use of the Strengths-Explorer talent survey at their school, representing an increase from the 45.7% of students who reported this level of knowledge in 2014.

5. Awareness of annual project-based service-learning experiences available

Which statement matches your current awareness of the following?	I don't know anything about this	I know a little about this	I know a lot about this	Total
My school offers service-learning opportunities, assemblies, guest speakers, mentoring opportunities and field trips that match my interests and strengths.	6.8	32.8	60.5	177
	9.6	41.2	49.3	136

Table summary: Students were asked about their awareness of enrichment experiences at their school, such as service-learning opportunities, assemblies, guest speakers, mentoring opportunities, and field trips. Representing an increase over the 2014 results, 60.5% of students in 2015 reported that they know a lot about the enrichment experiences offered at their school.

6. Satisfaction with annual project-based service-learning experiences available

How satisfied are you with the following?	Very dissatisfied	Dissatisfied	Satisfied	Very Satisfied	Total
Service-learning opportunities, assemblies, guest speakers, mentoring opportunities and field trips at my school that match my interests and strengths.	8.9	15.8	50.7	24.6	203

Table summary: In 2015, students were asked about their satisfaction with enrichment experiences at their school, such as service-learning opportunities, assemblies, guest speakers, mentoring opportunities, and field trips. The majority of students (75.3%) indicated that they are satisfied with the in-school enrichment opportunities available to them.

7. Awareness of extended learning opportunities (including clubs and afterschool opportunities)

Which statement matches your current awareness of the following?	I don't know anything about this	I know a little about this	I know a lot about this	Total
My school offers After School Clubs and other After School enrichment opportunities that match my interests and strengths.	7.9 14.9	35.8 31.9	56.3 53.2	190 141

Table summary: Students were asked about their awareness of after school enrichment opportunities available at their school. Similar to 2014, in 2015, slightly more than half of students (56.3%) indicated that they know a lot about the after school enrichment opportunities offered to them.

8. Satisfaction with extended learning opportunities (including clubs and afterschool opportunities)

How satisfied are you with the following?	Very dissatisfied	Dissatisfied	Satisfied	Very Satisfied	Total
After School Clubs and other After School enrichment opportunities at my school that match my interests and strengths.	8.8	22.0	46.3	22.9	205

Table summary: In 2015, students were asked about their satisfaction with the after school enrichment opportunities available at their school. The majority of students (69.3%) reported that they are satisfied with the after school enrichment opportunities offered.

9. Alignment of activities with CCSS and college and career readiness

Which statement matches your current awareness of the following?	I don't know anything about this	I know a little about this	I know a lot about this	Total
At my school our learning is related to the Common Core State Standards and college and career readiness.	15.1 21.8	27.7 42.0	57.2 36.1	166 119

Table summary: Students were asked about their awareness of the alignment of their academic learning to the CCSS and college and career readiness. In 2015, over half of students (57.2%) reported that they know a lot about how their academic learning is related to the CCSS and college and career readiness—an increase from the percentage of students that indicated this level of knowledge in 2014 (36.1%).

10. School cleanliness

Do you agree or disagree with the following?	I Disagree	I Agree	I Don't Know	Total
My school is clean.	19.1 13.6	80.9 86.4	0.0 0.0	183 125

Table summary: Students were asked about the cleanliness of their school. Down slightly from 2014, in 2015, the majority of students agreed that their school is clean.

11. School buildings and grounds support student needs

Do you agree or disagree with the following?	I Disagree	I Agree	I Don't Know	Total
My school has a variety of learning spaces for students that help them to learn best inside, outside and through online learning.	8.4	91.6	0.0	167
	6.7	93.3	0.0	105

Table summary: Students were asked about the facilities at their school. Similar to 2014, in 2015, a large majority of students (91.6%) agreed that their school has a variety of learning spaces for students that help them to learn best inside, outside, and through online learning.

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: October 6, 2015

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 October 28, 2015.

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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 has a staff of nearly 100 classified and certificated staff serving nearly 850 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 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 walk-throughs (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 Edivate (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 Edivate, 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 recognizes the need to prepare staff for the transition to Common Core State Standards (CCSS). 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 Personalized Learning 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 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.

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, math instructional assistant, ASES afterschool program, AVID, joint agreement with SCOE and MMS to provide a CARE program for students struggling in school, Curriculum Coaches, extended 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 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), Service Learning, and First Five.

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 a School Site Council along with an English Language Advisory Committee whose membership includes staff, student(s) and parents. At the site level, there are active Leadership and Curriculum and Instruction 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 Economic Impact Aid (EIA), Title I and Title III.

18. Fiscal support (EPC)

Title I, Title II, Title III, Centralized Services to provide support (BIAs, BOAs, IAs, Coach, Campus Monitor)

Description of Barriers and Related School Goals

1. Students inability to understand and use basic fundamental mathematics skills and concepts.
2. Students inability to plan and develop their thoughts into an organized and cohesive essay.
3. 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. Personalized Learning Plans (PLP) 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 blended learning environments while closing the achievement gap.
3. 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.

4. 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 Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 7	411	406	98.8	405	2511.5	5	27	32	36
Grade 8	439	427	97.3	425	2541.5	7	32	33	28
All Grades	850	833	98.0	830		6	30	33	32

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 7	13	43	44	13	50	38	9	65	26	14	56	30
Grade 8	18	48	35	16	54	30	9	65	26	16	60	24
All Grades	15	45	39	14	52	34	9	65	26	15	58	27

Conclusions based on this data:

1. Students need to participate in structured learning experiences that provide the opportunity for them to demonstrate the understanding of the text. 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 Content Area Language and Literacy (CALL) program.
2. Students 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 students will be addressed by all teachers participating in on-going training addressing the implementation and strategies of the Content Area Language and Literacy (CALL) program. 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

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 7	411	405	98.5	405	2503.5	8	16	33	42
Grade 8	439	429	97.7	429	2528.8	14	17	27	42
All Grades	850	834	98.1	834		11	17	30	42

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 7	14	32	53	9	58	33	11	68	21
Grade 8	17	31	52	15	55	30	13	48	39
All Grades	16	31	53	12	57	31	12	58	30

Conclusions based on this data:

1. Students 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. Students 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 College Preparatory Math Program (CPM) that is being piloted this year by all math teachers.
3. Teachers need to be clear and purposeful in their use of daily learning targets in order to monitor student 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	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
7	2	6	19	59	10	31	1	3			32
8	3	14	9	41	9	41			1	5	22
Total	5	9	28	52	19	35	1	2	1	2	54

Conclusions based on this data:

1. Students need to build academic literacy in all content areas to move towards re-designation. Students need to participate in structured learning experiences that provide the opportunity for them to demonstrate the understanding of the text. 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 Content Area Language and Literacy (CALL) program.
2. Students 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 students will be addressed by all teachers participating in on-going training addressing the implementation and strategies of the Content Area Language and Literacy (CALL) program. 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 (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	46	40	54
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	46	40	54
Number Met	30	32	36
Percent Met	65.2%	80.0%	66.7%
NCLB Target	57.5	59.0	60.5%
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	7	42	4	38	3	52
Number Met	--	25	--	27	--	31
Percent Met	--	59.5%	--	71.1%	--	59.6%
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	*	Yes	--	Yes	--	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		

Conclusions based on this data:

1. Efforts in the area of school wide literacy have resulted in McCaffrey Middle School EL 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 Content Area Language and Literacy (CALL) program. 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		
	2012-13	2013-14	2014-15
Number of Annual Testers	663	615	
Percent with Prior Year Data	100.0	100.0	
Number in Cohort	663	615	
Number Met	359	343	
Percent Met	54.1	55.8	
NCLB Target	57.5	59.0	60.5%
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	646	162	637	129		
Number Met	127	80	126	60		
Percent Met	19.7	49.4	19.8	46.5		
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	No	Yes	No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Met Target for AMAO 3	No	No	

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 Content Area Language and Literacy (CALL) program. 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:

SUBJECT: All Content Areas
LCAP/LEA GOAL:
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.
SCHOOL GOAL #1:
Personalized Learning Plans (PLP) developed collaboratively by administration, teachers, parents, and the student will inform the instructional plan developed for each learner to meet their academic growth needs.
Data Used to Form this Goal:
<ol style="list-style-type: none">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:

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 Personalized Learning Plan (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 1.1 Student strengths-based data incorporated into PLPs
 AMO 1.2 Maintain zero misassignments of teachers
 AMO 1.3 Continued IEP monitoring by Special Education
 AMO 1.4 MAP scores and strengths-based data will be used to set/adjust student growth targets on PLPs
 AMO 1.5 Cohort of EL students less than five years attaining English proficiency will increase no less than 5%
 AMO 1.6 Cohort of EL students greater than five years attaining English proficiency will increase no less than 4%
 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 district wide by .1%
 AMO 1.10 Maintain zero middle school dropouts
 AMO 1.11 The percentage of students in grade 7 in the HFZ will increase by 3% in all areas short of HFZ targets.
 Projected Outcomes: Aerobic Capacity 67.4%, Body Composition 55.8%, Abdominal Strength 97.6%, Trunk Extension 90.2%, Upper Body Strength 85.3%, Flexibility 78.3%.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action 1.1 Extend Advisory Period to 30 minutes to enable to incorporate student strengths to support individual PLP's Investigate the formation of True Teams (math, science, social studies, ELA, PE, and possibly exploratories) Visitations to model programs (ie. Lindsey, Madera, etc...)	'15-'16 school year	Admin / staff	Translation, both verbal and written, during school start-up, parent conferences, and ongoing needs	2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	2,129
			Reconfiguration of teams	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	5,000
			Visitation Expenses	5000-5999: Services And Other Operating Expenditures	Title I	4,000
Action 1.2 Any vacancies will be filled by Highly Qualified Teachers	'15-'16 school year	Admin	no cost			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action 1.3 Ensure IEP's are properly implemented by all staff	'15-'16 school year	Special Education Teachers, Regular Education Teachers, and Admin	No cost			0
Action 1.4 Use of baseline MAP scores to determine academic PLP growth of one year or more than one years growth. Provide supplemental materials for math and ELA.	'15-'16 school year	Admin / staff	Professional Development including Conferences and Workshops	5000-5999: Services And Other Operating Expenditures	Title I	0
Action 1.5 Cohort of EL students with less than 5 years in the United States that have not attained english proficiency will be provided ELD support class. Provide Professional Development.	'15-'16 school year	Admin / staff	No cost			0
Action 1.6 See Action 1.5	'15-'16 school year	Admin / staff	No cost			0
Action 1.7 Provide counseling services and Administrative support for students who are excessively truant. Use School Resource Officer, as needed Use the SART process and SARB referrals, as needed Provide incentives for Perfect Attendance	'15-'16 school year	Admin	No cost			0
Action 1.8 See Action 1.7	'15-'16 school year	Admin	No cost			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action 1.9 Provide positive behavior support programs: Strategies for Change School Counselor School Resources Officer Crime Prevention Coordinator Renaissance Sports\Clubs	'15-'16 school year	Admin	No cost			0
Action 1.10 Provide alternative programs, and also see Action 1.7 and 1.9	'15-'16 school year	Admin	No cost			0
Action 1.11 Professional Development, Fitness Books and additional equipment	'15-'16 school year	Admin / staff	No cost			0

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:

SUBJECT: All
LCAP/LEA GOAL:
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.
SCHOOL GOAL #2:
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.
Data Used to Form this Goal:
<ol style="list-style-type: none">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:

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 Personalized Learning Plan (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 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 curriculum developed by CPM materials being considered for adoption.

AMO 2.3 100% of middle school students are taught integrated Life, Earth, and Physical science units in order to begin transition to the NGSS.

AMO 2.4 100% of district teachers will receive professional learning for implementation of the NGSS.

AMO 2.5 100% of all students utilize technological resources as needed in order to support academic growth.

AMO 2.6 Increase service learning participation from 25% of McCaffrey Middle School students to 60%.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Action 2.1 Design Units of Study using currently 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.</p> <p>Instructional/Bilingual Assistants will support the development of literacy strategies that allow students to show growth towards being College and Career Ready.</p> <p>An independent reading program will be used to support student literacy growth as outlined by the ELA/ELD framework.</p>	'15-'16 school year	Admin / staff	Instructional Assistant for after school program (ASES)	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	8,445
			Bilingual Instructional Assistants (2)	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	33,465
			Bilingual Instructional Assistants (2)	2000-2999: Classified Personnel Salaries	Title III	2,805
			Renaissance Learning	5800: Professional/Consulting Services And Operating Expenditures	Title I	7,319
			Bilingual Office Assistant for translation as needed	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	5,285
			Release Time	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	5,000
<p>Action 2.2 100% of all students are taught with CCSS math units developed by College Preparatory Math (CPM).</p> <p>On-going Professional Development will be provided to all math instructors.</p> <p>Instructional Assistant will provide extra support for math classes, as needed.</p> <p>Provide supplemental materials.</p>	'15-'16 school year	Admin / Staff	Workshops / conferences / staff development needed to fully implement NGSS, CCSS and CPM	5000-5999: Services And Other Operating Expenditures	Educator Effectiveness	46,000
			Instructional assistant to work in selected math classes	2000-2999: Classified Personnel Salaries	Title I	16,890
			Supplemental Materials	4000-4999: Books And Supplies	Title I	5,000
			Release Time	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<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>On-going Professional Development will be provided to all math instructors.</p> <p>Provide supplemental materials.</p>	'15-'16 school year	Admin / staff	<p>Professional Development to fully implement CCSS and NGSS</p> <p>Supplemental Materials and Supplies</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>6,000</p> <p>5,000</p>
<p>Action 2.4 Provide technological resources as needed in order to support academic growth.</p> <p>Technology supplies and equipment.</p>	'15-'16 school year	Admin / staff	Hardware	4000-4999: Books And Supplies	LCFF - Supplemental	35,000
<p>Action 2.6 60% or higher of the total student population of McCaffrey Middle School will participate in service learning.</p> <p>Provide a service learning class.</p> <p>Provide supplies for service learning.</p>	'15-'16 school year	Admin / staff	<p>Teacher Salary</p> <p>Supplies</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p>	LCFF - Supplemental	17,365

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:

SUBJECT: All
LCAP/LEA GOAL:
Processes and measures for continuous improvement and accountability are applied throughout the Local Education Agency (LEA) including personalized evaluation processes.
SCHOOL GOAL #3:
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.
Data Used to Form this Goal:
<ol style="list-style-type: none">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 All administrators and teachers use the EES to develop personalized growth plans for all adult learners.
 AMO 3.2 Continue providing families access to data through parent and student portals.
 AMO 3.3 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
Aciton 3.1 All administrators will be trained in the use of the online Educator Effectiveness System (EES).	'15-'16 school year	Admin	No cost			0
Action 3.2 PMS parent and student portals will remain open to provide families real time performance data and school communication.	'15-'16 school year	Admin	No cost			0
Action 3.3 Continue to monitor SPSA data, community surveys for parents, students and staff along with input by the LEA and stakeholder groups to update yearly revision of the LCAP and annual update reporting.	'15-'16 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:

SUBJECT: All
LCAP/LEA GOAL:
Maintenance, grounds, custodial staff maintain school facilities that are safe, hazard free, clean, and equipped for 21st Century Learning.
SCHOOL GOAL #4:
McCaffrey Middle School will be a safe, healthy, clean, hazard free and well equipped campus for 21st Century Learning.
Data Used to Form this Goal:
<ol style="list-style-type: none">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.9. Student Survey given 2 times per year (December and May).
Findings from the Analysis of this Data:
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 Maintain zero Williams facilities complaints.
AMO 4.2 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
Action 4.1 Ensure that all students have access to state adopted materials.	'15-'16 school year	Admin / staff	No Cost			0
Action 4.2 School menus will be planned according to federal nutritional guidelines and monitored by the District Food Service Supervisor.	'15-'16 school year	Admin / Distric Food Supervisor	No cost			0

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 Common Core State Standards Implementation
SCHOOL GOAL #1:
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)	15-16 school year	Admin	No cost			0
A curriculum coach will be provided to support all certificated staff	15-16 school year	Admin	Salary	0000: Unrestricted	Title I	22,055
A campus monitor will be employed to insure campus safety	15-16 school year	Admin	No cost			0

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:
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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

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

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF - Supplemental	131,115	19,555.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Educator Effectiveness	46,000.00
LCFF - Supplemental	111,560.00
Title I	44,209.00
Title I Part A: Parent Involvement	2,129.00
Title III	2,805.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	24,365.00
2000-2999: Classified Personnel Salaries	69,019.00
4000-4999: Books And Supplies	45,000.00
5000-5999: Services And Other Operating Expenditures	61,000.00
5800: Professional/Consulting Services And Operating	7,319.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
5000-5999: Services And Other Operating	Educator Effectiveness	46,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	24,365.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	47,195.00
4000-4999: Books And Supplies	LCFF - Supplemental	35,000.00
5000-5999: Services And Other Operating	LCFF - Supplemental	5,000.00
2000-2999: Classified Personnel Salaries	Title I	16,890.00
4000-4999: Books And Supplies	Title I	10,000.00
5000-5999: Services And Other Operating	Title I	10,000.00
5800: Professional/Consulting Services And	Title I	7,319.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	2,129.00
2000-2999: Classified Personnel Salaries	Title III	2,805.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	11,129.00
Goal 2	195,574.00
Goal 4	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				
Nina McGroarty - Chairperson		X			
Yalda Rashid - Vice Chairperson		X			
Eva McCormick - Secretary			X		
Maria Ulloa				X	
Oraila Ramos				X	
Tessa Peterson					X
Numbers of members of each category:	1	2	1	2	1

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

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:

Ron Rammer

Typed Name of School Principal

Signature of School Principal

Date

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

GJUESD 2015 Spring Student Survey Results

Robert L. McCaffrey Middle School

Findings are organized around major topics related to the RTT and LCAP efforts. For many topics, data were collected in both the 2014 and 2015 surveys. For these topics, the reader can compare results longitudinally, across years. Findings for this year's student survey are presented in bold below.

1. Awareness of personalized learning plans implemented for every child

Which statement matches your current awareness of the following?	I don't know anything about this.	I know a little about this	I know a lot about this.	Total
Students at my school have a personalized learning plan (PLP) instead of a report card.	10.2 64.4	22.5 29.5	67.3 6.1	608 393
Student's personalized learning plan (PLP) includes information on trimester growth or performance progress.	9.0	28.8	62.2	611
Students at my school participated in personalized goal setting with their teachers.	21.2 48.7	48.2 39.0	30.7 12.3	548 359

Table summary: Students were asked about their awareness of the role of a personalized learning plan in their education. In 2015, more than half of students (67.3%) indicated that they know a lot about students in their school having PLPs instead of report cards. This represents a large increase from the 6.1% of students who indicated that they had this level of knowledge in 2014. The majority of students also indicated that they know a lot about their PLP including information on trimester growth or performance progress. A smaller percentage of students (30.7%) reported that they know a lot about students participating in personalized goal setting with their teachers in 2015, with about half of students indicating that they know a little about this; these responses reflect increased awareness of personalized goal setting over the 2014 results.

2. Awareness of blended and integrated technology opportunities

Do you agree or disagree with the following?	I Disagree	I Agree	I Don't Know	Total
I use the computer in my classroom to learn new things in math.	19.5 35.1	73.2 64.9	7.3 0.0	672 388
I use the computer in my school's Bright Future Learning Center or school library to learn new things in math.	57.5 43.7	26.1 56.3	16.4 0.0	671 339
I engage in online/virtual courses in my school's Bright Future Learning Center or school library to learn new things in math.	45.1	33.5	21.4	672
I use the computer in my classroom to learn new things in English Language Arts.	17.4 30.5	82.6 69.5	0.0 0.0	619 397
I use the computer in my school's Bright Future Learning Center or school library to learn new things in English Language Arts.	56.1 43.7	43.9 56.3	0.0 0.0	585 343
I engage in online/virtual courses in my school's Bright Future Learning Center or school library to learn new things in English Language Arts.	52.1	47.9	0.0	551

Table summary: Students were asked about their use of the computer in their classroom or school library or Bright Future Learning Center to engage in mathematics and ELA learning. In 2015, the highest percentage of students for this item (82.6%) reported using the computer in their classroom for ELA learning, an increase from the 69.5% of students who reported this usage in 2014. The majority of students (73.2%) also

reported using the computer in their classroom for math learning. In addition, similar to the 2014 results, around half of students reported using the computer or engaging in online/virtual courses in their school library or Bright Future Learning Center for ELA learning. Rather lower percentages of students indicated that they use the computer (26.1%) and engage in online virtual courses (33.5%) at their school library or Bright Future Learning Center for math learning.

3. Satisfaction with blended and integrated technology opportunities

How satisfied are you with the following?	Very dissatisfied	Dissatisfied	Satisfied	Very Satisfied	Total
Use of a computer in my classroom to learn new things in math	9.2	15.2	58.1	17.5	673
Use of a computer in my school's Bright Future Learning Center or school library to learn new things in math	17.1	33.2	43.3	6.4	672
Engagement in online/virtual courses in my school's Bright Future Learning Center or school library to learn new things in math	17.1	28.4	44.0	10.4	672
Use of the computer in my classroom to learn new things in English Language Arts	8.7	11.9	62.1	17.3	670
Use of a computer in my school's Bright Future Learning Center or school library to learn new things in English Language Arts	14.5	31.0	45.5	9.1	671
Engagement in online/virtual courses in my school's Bright Future Learning Center or school library to learn new things in English Language Arts	14.4	29.8	46.7	9.1	668

Table summary: In 2015, students were asked about their satisfaction with their use of the computer in their classroom and with their use of the computer and engagement in online/virtual courses in their school

library or Bright Future Learning Center. The majority of students reported they are satisfied with these opportunities, with reported levels of satisfaction highest for using the computer in the classroom for ELA (79.4%) and math (75.6%) learning.

4. Use of computer-adaptive formative assessments (MAP)

Which statement matches your current awareness of the following?	I don't know anything about this	I know a little about this	I know a lot about this	Total
Students at my school used the Strengths-Explorer talent survey to learn about their personal strengths.	22.8 20.9	48.5 48.8	28.8 30.3	584 416
Students at my school used the MAP assessment to measure their growth in learning over time.	5.4	19.7	74.9	633

Table summary: Students were asked about their use of the Strengths-Explorer talent survey and the MAP assessment. In 2015, the majority of students (74.9%) reported that they know a lot about the use of the MAP at their school to measure growth in learning over time. Similar to the 2014 results, a smaller percentage of students (28.8%) reported knowing a lot about the use of the Strengths-Explorer talent survey at their school.

5. Awareness of annual project-based service-learning experiences available

Which statement matches your current awareness of the following?	I don't know anything about this	I know a little about this	I know a lot about this	Total
My school offers service-learning opportunities, assemblies, guest speakers, mentoring opportunities and field trips that match my interests and strengths.	16.7	40.8	42.6	606
	19.2	33.0	47.8	427

Table summary: Students were asked about their awareness of enrichment experiences at their school, such as service-learning opportunities, assemblies, guest speakers, mentoring opportunities, and field trips. Down slightly from 2014, 42.6% of students in 2015 reported that they know a lot about the enrichment experiences offered at their school.

6. Satisfaction with annual project-based service-learning experiences available

How satisfied are you with the following?	Very dissatisfied	Dissatisfied	Satisfied	Very Satisfied	Total
Service-learning opportunities, assemblies, guest speakers, mentoring opportunities and field trips at my school that match my interests and strengths.	8.8	23.4	51.9	15.9	671

Table summary: In 2015, students were asked about their satisfaction with enrichment experiences at their school, such as service-learning opportunities, assemblies, guest speakers, mentoring opportunities, and field trips. The majority of students (67.8%) indicated that they are satisfied with the in-school enrichment opportunities available to them.

7. Awareness of extended learning opportunities (including clubs and afterschool opportunities)

Which statement matches your current awareness of the following?	I don't know anything about this	I know a little about this	I know a lot about this	Total
My school offers After School Clubs and other After School enrichment opportunities that match my interests and strengths.	11.5 8.8	43.2 43.3	45.3 47.9	616 443

Table summary: Students were asked about their awareness of after school enrichment opportunities available at their school. Similar to 2014, in 2015, almost half of students (45.3%) indicated that they know a lot about the after school enrichment opportunities offered to them.

8. Satisfaction with extended learning opportunities (including clubs and afterschool opportunities)

How satisfied are you with the following?	Very dissatisfied	Dissatisfied	Satisfied	Very Satisfied	Total
After School Clubs and other After School enrichment opportunities at my school that match my interests and strengths.	11.3	22.6	50.4	15.6	672

Table summary: In 2015, students were asked about their satisfaction with the after school enrichment opportunities available at their school. The majority of students (66.0%) reported that they are satisfied with the after school enrichment opportunities offered.

9. Alignment of activities with CCSS and college and career readiness

Which statement matches your current awareness of the following?	I don't know anything about this	I know a little about this	I know a lot about this	Total
At my school our learning is related to the Common Core State Standards and college and career readiness.	10.7 21.8	34.6 42.0	54.7 36.1	590 119

Table summary: Students were asked about their awareness of the alignment of their academic learning to the CCSS and college and career readiness. In 2015, over half of students (54.7%) reported that they know a lot about how their academic learning is related to the CCSS and college and career readiness—an increase from the percentage of students that indicated this level of knowledge in 2014 (36.1%).

10. School cleanliness

Do you agree or disagree with the following?	I Disagree	I Agree	I Don't Know	Total
My school is clean.	38.4 36.4	61.6 63.6	0.0 0.0	562 363

Table summary: Students were asked about the cleanliness of their school. Similar to 2014, in 2015, more than half of students agreed that their school is clean.

11. School buildings and grounds support student needs

Do you agree or disagree with the following?	I Disagree	I Agree	I Don't Know	Total
My school has a variety of learning spaces for students that help them to learn best inside, outside and through online learning.	21.3	78.7	0.0	550
	21.1	78.9	0.0	303

Table summary: Students were asked about the facilities at their school. Similar to 2014, in 2015, a large majority of students (78.7%) agreed that their school has a variety of learning spaces for students that help them to learn best inside, outside, and through online learning.

Robert L. McCaffrey Middle School

Local Control Accountability Plan (LCAP) Youth Voice Focus Group Facilitated by Youth Development Network



Themes Generated by the Groups:

MORE CHOICE

- Different activities for P. E. and ASES
- Students pick P. E. units
- How and where learning material is used
- Fast learners and slow learners in different groups

MORE STUDENT-TEACHER RELATIONSHIPS

- Teacher role-play in class
- Teachers available to talk
 - Open doors
 - Telling students we are there
 - More teachers involved in Fun Friday
- More adults (not teachers) local leaders to support students
- Dad's Club

HANDS ON ACTIVITIES

(Experimental Learning/Visual)

- Greater participation from persons who usually utilize these activities
- Real-life materials; make it REAL
- Examples during school hours/after school
- Have professionals model for students their areas of expertise

MORE OPPORTUNITIES

(Career Centered)

- Mentor how to complete an application
- Online resources
- Invite more professionals to school as motivational speakers, who give their personal stories
- Career Fair where kids choose the careers they want to hear about
- Survey students on careers of interest
- Career classes & advertising things



Board Meeting Agenda Item Information

Meeting Date: 12/15/15	Agenda Item: 131.689 Board Consideration of Approval of 2015/16 First Period Interim Report and Budget Revisions
Presenter: Tom Barentson, Myla Frantson	Action Item: XX Information Item:

The 1st Interim Report is based on the most recent Local Control Funding Formula (LCFF) data. We have numerous sources, including the County Office (SCOE), Fiscal Crisis and Management Assistance Team (FCMAT) and School Services of California (SSC) to project our LCFF earnings for the current year and succeeding years.

The enrollment at the beginning of the year was more than originally anticipated so the Average Daily Attendance (ADA) project for this and two subsequent years has been modified accordingly. Declining enrollment districts are funded on the prior year's ADA.

We have included a multi-year analysis based on recommendations from the above sources as well as our new enrollment projections. We anticipate that the District will continue to have declining enrollment over the next year, therefore it will make the necessary reductions in expenses to maintain 3% or more in unrestricted reserves through the 2016-2017 fiscal year.

The Governor's 2016-17 budget will be announced in early January. At that time we will prepare our 2nd Interim Report using more concrete projections for the future years.

The 1st Interim Report reflects a positive certification. We recommend approval.

Multi Year Financial Analysis

12/5/2015

15-16 1st Interim

Assumptions:

Step/Class = \$307,429 annually

Declining enrollment of approximately 29 ADA in 15-16 and 37 ADA in 16-17, increase of 8 ADA in 17-18

1.02% COLA in 15-16, 1.6% COLA in 16-17, 2.48% COLA in 17-18

3% Routine Repair/Maintenance in 15-16 and approximately 2.5% in 16/17 and 17/18

Assumes only 51% GAP increase in 15-16 and 35% GAP increase in 16-17/17-18

Assumes the 15-16 level of Personalized Learning Resources continue in 16-17 with Base or Supplemental and Concentration funding or RTTT funding set-aside

STRS increase of 1.85% additional in 2015-16 and beyond

PERS increase of 1.203% additional in 16/17 and 3.55% in 17/18

	Account Codes	Actual 2014-15	Projected 2015-16	Projected 2016-17	Projected 2017-18
A. REVENUES					
Revenue Limit Sources	8010-8099	26,323,682	28,701,226	29,669,509	30,381,452
Federal Revenues	8100-8299	4,608,604	4,253,536	2,393,225	2,393,225
Other State Revenues	8300-8599	1,613,873	3,714,467	1,408,419	1,408,419
Other Local Revenues	8600-8799	2,498,532	2,518,623	2,518,623	2,518,623
		35,044,691	39,187,852	35,989,776	36,701,719
Total Revenues					
B. EXPENDITURES					
Certificated Salaries	1000-1999	18,440,296	18,459,092	18,304,725	18,198,118
Classified Salaries	2000-2999	6,192,779	6,497,005	6,668,448	6,707,824
Employee Benefits	3000-3999	5,359,909	5,869,051	6,205,034	6,702,628
Books and Supplies	4000-4999	1,611,204	2,543,787	1,913,152	1,913,152
Services	5000-5999	2,588,061	4,873,621	3,969,886	3,874,998
Capital Outlay	6000-6999	12,318	433,889	83,889	83,889
Other Outgo	7100-7299	75,796	84,185	84,185	84,185
Direct/Indirect Costs	7300-7399	(127,889)	(99,890)	(99,890)	(99,890)
<i>Proposed Annual Savings</i>					
<i>Proposed Additional Budget Cuts</i>					
Total Expenses		34,152,474	38,660,740	37,129,429	37,464,904
Difference (Revenues-Expenses)		892,217	527,112	(1,139,653)	(763,185)
Prior Year Adjustments					
Transfers In		14,033	10,500	10,500	10,500
Other Sources		10,416	0	0	0
Transfers Out				0	0
Total Transfers		24,449	10,500	10,500	10,500
Net Increase(Decrease) in Fund Balance		916,666	537,612	(1,129,153)	(752,685)
Beginning Balance		3,590,975	4,507,641	5,045,253	3,916,099
Audit Adjustments					
Ending Balance		4,507,641	5,045,253	3,916,099	3,163,414
Econ. Uncertainties		1,024,574	1,159,822	1,113,883	1,123,947
Reserve %		3.00%	3.00%	3.00%	3.00%

Components of Reserve	Actual 2014-15	Projected 2015-16	Projected 2016-17	Projected 2017-18
Revolving Fund	20,000	20,000	20,000	20,000
Prepaid	9,048			
Restricted Beg. Balance:				
Restricted Carryover	602,766	299,200	164,386	29,572
Lottery Current to spend next year	62,100	62,100	62,100	62,100
District Technology	173,449	300,000	300,000	300,000
Reserve for Supplemental/Conc.		210,424	671,867	1,213,368
Reserve for Priorities				
Mandated One Time Carryover		444,888		
Future Uncertain Expense	2,615,704	2,548,818	1,583,864	414,427
	3,483,067	3,885,430	2,802,217	2,039,467
<i>Reserve for Future Priorities/Exp.</i>	8%	7%	4%	1%
3% Economic Uncertainties	1,024,574	1,159,822	1,113,883	1,123,947
<i>Reserve for Economic Uncertainties</i>	3%	3%	3%	3%
<i>Total Reserve</i>	13%	13%	11%	8%
	4,507,641	5,045,253	3,916,099	3,163,414 Balance

**Galt Joint Union Elementary School District
2015-16 1st Interim Budget Revision Assumptions**

<u>INCOME</u>	ASSUMPTIONS
Student ADA / LCFF Resources	<p>We are using the LCFF Calculator provided by FCMAT.</p> <p>2015-16 ADA projection is based on the current enrollment numbers of 3,664, which is an increase of 48 since the Unaudited Actuals in September. There was a decrease in Supplemental/Concentration funding due to the loss of free and reduced students. The net result of the enrollment increase and the loss of Supplemental Concentration resulted in a reduction of \$203,086.</p> <p>ENROLLMENT: 3,664 ADA: 3,523 COLA: 1.02% GAP Closure: 51.52%</p>
Federal Income	The Race to the Top Grant is in the final year of full funding.
State Income	The budget has been updated to include Educator Effectiveness amounts. The budget has been updated with 2014-15 carry over amounts.
Local Income	The budget has been updated with 2014-15 carry over amounts.
Transfers In	No changes have been made since the unaudited actuals budget.
<u>EXPENSES</u>	
Certificated Salaries	<p>The budget has been updated to include all new teachers hired into vacant positions.</p> <p>The budget continues to show no COLA added to any positions</p>
Classified Salaries	<p>The budget has been updated to include all new employees hired into vacant positions.</p> <p>The budget continues to show no COLA added to any positions</p>
Benefits	Benefits have been updated with any increase/decrease in statutory benefits
Supplies & Services	The budget has been updated to include the Educator Effectiveness amounts.

OTHER FUNDS	
Cafeteria	The budget has remained as budgeted during the Adopted Budget process.
Child Development	The budget has remained as budgeted during the Adopted Budget process.
Post-Employment Benefits	The budget has remained as budgeted during the Adopted Budget process.
Capital Facilities Fund	The budget has remained as budgeted during the Adopted Budget process.
Capital Project Fund	The budget has been updated to include the \$600,000 income from the JPA.

Galt Joint Union Elementary School District 2015-16 1st Interim Revision

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 FCMAT (Fiscal Crisis and Management Assistance Team) calculator.
- 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.
 - 2014-15: 3,693 (actual)
 - 2015-16: 3,664
 - 2016-17: 3,627 (This is an increase of 56 from the unaudited actuals budget assumptions. *Using the SCI projections from March 2015, we assumed a low to medium growth pattern, instead of the medium to high growth pattern assumed in the adopted budget*)
 - 2017-18: 3,635 (This is an increase of 62 from the unaudited actuals budget assumptions)
- COLA Projections:
 - 2015-16: 1.02%
 - 2016-17: 1.6%
 - 2017-18: 2.48%
- LCFF Gap Funding
 - 2015-16: 51.52%
 - 2016-17: 35.55%
 - 2017-18: 35.11%
- STRS Employer Rates
 - 2015-16: 10.73%
 - 2016-17: 12.58%
 - 2017-18: 14.43%
- PERS Employer Rates
 - 2015-16: 11.85%
 - 2016-17: 13.05%
 - 2017-18: 16.6%
- Free and Reduced percentages:
 - 2015-16: 67%
 - 2016-17: 67%
 - 2017-18: 67%
- Step and Column increases of \$307,429 annually are based on actual step and column for prior year. This represents both restricted and unrestricted increases. No COLA was included in the projections.

- 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.
- The One-Time Mandate Block Grant will have a \$444,888 remaining balance at the end of 2015-16. This has been incorporated into the 2016-17 budget projection expenses.
- The Routine Repair and Maintenance restricted account is funded at 3% of the total general fund adopted budget expenditures for 15-16, and approximately 2.5% in 16-17 and 17-18. 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 in 2015-16 is \$3,379,769, \$3,789,255 in 2016-17, and \$4,035,704 in 2017-18. The current expenditure budget in 2015-16 uses only \$3,169,345 in Supplemental/Concentration expenditures, so a carryover of \$210,424 is projected in 2015-16. Both 2016-17 and 2017-18 assume the same level of Supplemental/Concentration expenditures, so carryovers in this targeted area continue to grow each year. 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.
 - ✓ The 2015-16 One-time Mandate Block Grant income of \$1,963,000 will have a \$444,888 carryover into 2016-17. The remaining \$444,888 has been added to the 2016-17 budget projection. The budget for 2017-18 contains no One-Time Mandate Block Grant funding or expenses.
 - ✓ 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 each year for this purpose.
 - ✓ Any remaining reserve has been labeled as a reserve for Declining Enrollment and Personalized Learning Resources
 - ✓ The district's Reserve for Economic Uncertainties has been set at 3% annually

LCFF Calculator Universal Assumptions
Galt Joint Union Elementary (67348) - Galt Elementary School District 1st Interim

Summary of Funding								
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	
Target	\$ 32,572,618	\$ 32,458,032	\$ 31,577,640	\$ 31,636,228	\$ 32,081,104	\$ 32,994,714	\$ 32,602,810	
Floor	22,542,317	23,668,219	25,644,442	28,584,685	29,461,822	30,381,450	30,551,488	
Applied Formula: Target or Floor	FLOOR	FLOOR	FLOOR	FLOOR	FLOOR	FLOOR	FLOOR	
Remaining Need after Gap (informational only)	8,826,495	6,138,791	2,876,414	1,966,719	1,699,652	2,093,747	2,051,322	
Current Year Gap Funding	1,203,806	2,651,022	3,056,784	1,084,824	919,630	519,517	-	
Economic Recovery Target	-	-	-	-	-	-	-	
Additional State Aid	-	-	-	-	-	-	-	
Total Phase-In Entitlement	\$ 23,746,123	\$ 26,319,241	\$ 28,701,226	\$ 29,669,509	\$ 30,381,452	\$ 30,900,967	\$ 30,551,488	

Components of LCFF By Object Code								
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
8011 - State Aid	\$ 11,765,261	\$ 16,728,389	\$ 18,152,277	\$ 19,739,048	\$ 20,742,543	\$ 21,845,776	\$ 24,496,392	\$ 26,100,422
8011 - Fair Share	-	-	-	-	-	-	-	-
8311 & 8590 - Categoricals	3,922,139	-	-	-	-	-	-	-
8012 - EPA	4,085,697	3,933,129	4,945,315	4,511,111	4,475,900	4,084,610	1,953,509	-
Local Revenue Sources:								
8021 to 8089 - Property Taxes	-	3,084,605	3,221,649	4,451,066	4,451,066	4,451,066	4,451,066	4,451,066
8096 - In-Lieu of Property Taxes	-	-	-	-	-	-	-	-
Property Taxes net of in-lieu	3,137,710	3,084,605	3,221,649	4,451,066	4,451,066	4,451,066	4,451,066	4,451,066
TOTAL FUNDING	\$ 22,910,807	\$ 23,746,123	\$ 26,319,241	\$ 28,701,226	\$ 29,669,509	\$ 30,381,452	\$ 30,900,967	\$ 30,551,488
Excess Taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
EPA in excess to LCFF Funding	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Summary of Student Population								
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	
Unduplicated Pupil Population								
Agency Unduplicated Pupil Count	2,548.00	2,391.00	2,299.89	2,276.67	2,281.69	2,252.19	2,252.19	
COE Unduplicated Pupil Count	-	1.00	-	-	-	-	-	
Total Unduplicated pupil Count	2,548.00	2,392.00	2,299.89	2,276.67	2,281.69	2,252.19	2,252.19	
Rolling %, Supplemental Grant	67.2100%	65.9600%	64.9100%	63.4100%	62.7700%	62.7700%	62.7700%	
Rolling %, Concentration Grant	67.2100%	65.9600%	64.9100%	63.4100%	62.7700%	62.7700%	62.7700%	
FUNDED ADA								
Adjusted Base Grant ADA		<i>Prior Year</i>	<i>Prior Year</i>	<i>Prior Year</i>	<i>Prior Year</i>	<i>Current Year</i>	<i>Prior Year</i>	<i>Current Year</i>
Grades TK-3		1,596.22	1,558.73	1,467.42	1,447.11	1,473.58	1,473.58	1,501.66
Grades 4-6		1,222.65	1,242.82	1,263.30	1,264.68	1,142.66	1,142.66	1,099.66
Grades 7-8		845.25	848.17	809.04	811.32	878.45	878.45	848.10
Grades 9-12		-	-	-	-	-	-	-
Total Adjusted Base Grant ADA		3,664.12	3,649.72	3,539.76	3,523.11	3,494.69	3,494.69	3,449.42
Necessary Small School ADA		<i>Current year</i>	<i>Current year</i>	<i>Current year</i>	<i>Current year</i>	<i>Current year</i>	<i>Current year</i>	<i>Current year</i>
Grades TK-3		-	-	-	-	-	-	-
Grades 4-6		-	-	-	-	-	-	-
Grades 7-8		-	-	-	-	-	-	-
Grades 9-12		-	-	-	-	-	-	-
Total Necessary Small School ADA		-	-	-	-	-	-	-
Total Funded ADA		3664.12	3649.72	3539.76	3523.11	3494.69	3494.69	3449.42
ACTUAL ADA (Current Year Only)								
Grades TK-3		1,560.64	1,467.42	1,447.11	1,426.11	1,473.58	1,501.66	1,501.66
Grades 4-6		1,242.05	1,264.01	1,264.68	1,213.66	1,142.66	1,099.66	1,099.66
Grades 7-8		850.02	809.04	811.32	847.01	878.45	848.10	848.10
Grades 9-12		-	-	-	-	-	-	-
Total Actual ADA		3,652.71	3,540.47	3,523.11	3,486.78	3,494.69	3,449.42	3,449.42
Funded Difference (Funded ADA less Actual ADA)		11.41	109.25	16.65	36.33	-	45.27	-

Minimum Proportionality Percentage (MPP)								
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	
Current year estimated supplemental and concentration grant funding in the LCAP year	\$ 1,911,256	\$ 3,379,769	\$ 3,789,255	\$ 4,035,704	\$ 4,151,896	\$ 4,151,896	\$ 4,151,896	
Current year Minimum Proportionality Percentage (MPP)	7.92%	13.49%	14.80%	15.48%	15.68%	15.89%	15.89%	

LCFF Calculator Universal Assumptions
Galt Joint Union Elementary (67348) - Galt Elementary School District 1st Interim

LEA: Galt Joint Union Elementary
 District

67348 5 digit District code or 7 digit School code (from the CDS code)
 Yes Did the CDS code exist in 2012-13?
 No Was the school district reorganized and retained the original CDS code? If yes, which year: N/A
 2013-14 First LCFF certification year
 2014-15 Most recent LCFF certification year

Projection Title: Galt Elementary School District 1st Interim **Projection Date:** 12/10/15

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Annual COLA <i>(prefilled as calculated by the Department of Finance, DOF)</i>		1.57%	0.85%	1.02%	1.60%	2.48%	2.87%	
LCFF Gap Closed Percentage <i>(prefilled as calculated by the Department of Finance, DOF)</i>		12.00169574%	30.16016166%	51.52%	35.55%	35.11%	19.88%	
LCFF Gap Closed Percentage - May Revise <i>(prefilled as calculated by the Department of Finance, DOF)</i>		11.75%	28.06%	53.08%	35.55%	35.11%	19.88%	
Statewide 90th percentile rate <i>(used in Economic Recovery Target, ERT, calculation only)</i>		\$ 12,921.15	---	---	---	---	---	---
EPA Entitlement as % of statewide adjusted Revenue Limit	21.5165%	21.1229%	26.6637%	25.0782%	25.0000%	23.0000%	11.0000%	0.0000%

PER ADA FUNDING LEVELS (calculated at TARGET)

Base Grants

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Grades TK-3	\$ 6,952	\$ 7,011	\$ 7,083	\$ 7,196	\$ 7,374	\$ 7,586	\$ 7,586	\$ 7,586
Grades 4-6	\$ 7,056	\$ 7,116	\$ 7,189	\$ 7,304	\$ 7,485	\$ 7,700	\$ 7,700	\$ 7,700
Grades 7-8	\$ 7,266	\$ 7,328	\$ 7,403	\$ 7,521	\$ 7,708	\$ 7,929	\$ 7,929	\$ 7,929
Grades 9-12	\$ 8,419	\$ 8,491	\$ 8,578	\$ 8,715	\$ 8,931	\$ 9,187	\$ 9,187	\$ 9,187

Grade Span Adjustment

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Grades TK-3	\$ 724	\$ 729	\$ 737	\$ 748	\$ 767	\$ 789	\$ 789	\$ 789
Grades 9-12	\$ 219	\$ 221	\$ 223	\$ 227	\$ 232	\$ 239	\$ 239	\$ 239

Supplemental Grant

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Grades TK-3	\$ 1,535	\$ 1,548	\$ 1,564	\$ 1,589	\$ 1,628	\$ 1,675	\$ 1,675	\$ 1,675
Grades 4-6	\$ 1,411	\$ 1,423	\$ 1,438	\$ 1,461	\$ 1,497	\$ 1,540	\$ 1,540	\$ 1,540
Grades 7-8	\$ 1,453	\$ 1,466	\$ 1,481	\$ 1,504	\$ 1,542	\$ 1,586	\$ 1,586	\$ 1,586
Grades 9-12	\$ 1,728	\$ 1,742	\$ 1,760	\$ 1,788	\$ 1,833	\$ 1,885	\$ 1,885	\$ 1,885

Concentration Grant (>55% population)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Grades TK-3	\$ 3,838	\$ 3,870	\$ 3,910	\$ 3,972	\$ 4,071	\$ 4,188	\$ 4,188	\$ 4,188
Grades 4-6	\$ 3,528	\$ 3,558	\$ 3,595	\$ 3,652	\$ 3,743	\$ 3,850	\$ 3,850	\$ 3,850
Grades 7-8	\$ 3,633	\$ 3,664	\$ 3,702	\$ 3,761	\$ 3,854	\$ 3,965	\$ 3,965	\$ 3,965
Grades 9-12	\$ 4,319	\$ 4,356	\$ 4,401	\$ 4,471	\$ 4,582	\$ 4,713	\$ 4,713	\$ 4,713

NECESSARY SMALL SCHOOL SELECTION (if applicable)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
NSS #1	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS #2	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS #3	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS #4	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS #5	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF

Created by: Myla Frantson
Email: mfrantson@galt.k12.ca.us
Phone: (209) 744-4545 ext 313

SCHOOL DISTRICT DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF

Galt Joint Union Elementary (67348) - Galt Elementary School District 1st Interim

12/10/15

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
COLA	1.57%	0.85%	1.02%	1.60%	2.48%	2.87%	0.00%
GAP Funding rate	12.00%	30.16%	51.52%	35.55%	35.11%	19.88%	0.00%
Estimated Property Taxes (with RDA)	3,084,605	3,221,649	4,451,066	4,451,066	4,451,066	4,451,066	4,451,066
Less In-Lieu transfer	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Local Revenue	\$ 3,084,605	\$ 3,221,649	\$ 4,451,066	\$ 4,451,066	\$ 4,451,066	\$ 4,451,066	\$ 4,451,066
Statewide 90th percentile rate	\$ 12,921.15	---	---	---	---	---	---

UNDUPLICATED PUPIL PERCENTAGE

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
District Enrollment	3,785	3,693	3,664	3,627	3,635	3,588	3,588
COE Enrollment	6	5					
Total Enrollment	3,791	3,698	3,664	3,627	3,635	3,588	3,588
District Unduplicated Pupil Count	2,548	2,391	2,300	2,277	2,282	2,252	2,252
COE Unduplicated Pupil Count	-	1					
Total Unduplicated Pupil Count	2,548	2,392	2,300	2,277	2,282	2,252	2,252
	1-yr	2-yr	3-yr	3-yr rolling	3-yr rolling	3-yr rolling	3-yr rolling
	percentage	percentage	percentage	percentage	percentage	percentage	percentage
Single Year Unduplicated Pupil Percentage	67.21%	64.68%	62.77%	62.77%	62.77%	62.77%	62.77%
Unduplicated Pupil Percentage (%)	67.21%	65.96%	64.91%	63.41%	62.77%	62.77%	62.77%

AVERAGE DAILY ATTENDANCE (ADA)

Enter ADA. Calculator will use greater of total current or prior year ADA. For Unified Districts that received Charter School General Purpose BG offset: enter **ONLY** the District's ADA, not the Charter School's ADA.

Enter Regular ADA by grade span. Enter 'Ungraded' ADA EITHER by grade span OR on the Ungraded rows

ADA	ADA to use:	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Grades TK-3	B-1	1,592.82	1,557.24	1,465.93	1,445.62	1,424.62	1,472.09	1,500.17	1,500.17
Grades 4-6	B-2	1,220.05	1,239.45	1,260.64	1,262.02	1,211.00	1,140.00	1,097.00	1,097.00
Grades 7-8	B-3	843.40	848.17	809.04	811.32	847.01	878.45	848.10	848.10
Grades 9-12	B-4								
Ungraded (enter here OR in spans above)									

NPS, NPS-LCI, CDS:

TK-3	E-1	1.22	-						
4-6	E-2	0.93	0.71						
7-8	E-3	1.17							
9-12	E-4								

COE operated (Community School, Special Ed):

TK-3	E-6 & E-11	2.18	1.49	1.49	1.49	1.49	1.49	1.49	1.49
4-6	E-7 & E-12	1.67	2.66	2.66	2.66	2.66	2.66	2.66	2.66
7-8	E-8 & E-13	0.68							
9-12	E-9 & E-14								

TOTAL 3,652.71 3,540.47 3,523.11 3,486.78 3,494.69 3,449.42 3,449.42

CHARTER ADA ADJUSTMENT

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ADA transfer: Student from District to Charter (cross fiscal year)							
Grades TK-3	A-6	-	-	-	-	-	-
Grades 4-6	A-7	-	-	-	-	-	-
Grades 7-8	A-8	-	-	-	-	-	-
Grades 9-12	A-9	-	-	-	-	-	-

ADA transfer: Student from Charter to District (cross fiscal year)

Grades TK-3	A-11	-	-	-	-	-	-
Grades 4-6	A-12	-	-	-	-	-	-
Grades 7-8	A-13	-	-	-	-	-	-
Grades 9-12	A-14	-	-	-	-	-	-

Difference (if diff. < 0, no adj. to PY ADA) - - - - -

SCHOOL DISTRICT DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF

Galt Joint Union Elementary (67348) - Galt Elementary School District 1st Interim

12/10/15

LCFF ADA

Calculator will use greater of total current or prior year ADA where appropriate

2013-14						
Grade Span	2012-13 P2	2013-14 P2	Funded NSS ADA	NPS, CDS, & COE operated	Distributed (Ungraded)	Total
Grades TK-3	1,592.82	1,557.24	-	3.40	-	1,596.22
Grades 4-6	1,220.05	1,239.45	-	2.60	-	1,222.65
Grades 7-8	843.40	848.17	-	1.85	-	845.25
Grades 9-12	-	-	-	-	-	-
Ungraded	-	-	-	-	-	-
SUBTOTAL	3,656.27	3,644.86				
		(11.41)				
Declining or Increasing ADA		Decline				
NSS	-	-				
TOTAL ADA	3,656.27	3,644.86	-	7.85	-	3,664.12
2014-15						
Grade Span	2013-14 P2	2014-15 P2	Funded NSS ADA	NPS, CDS, & COE operated		Total
Grades TK-3	1,557.24	1,465.93	-	1.49		1,558.73
Grades 4-6	1,239.45	1,260.64	-	3.37		1,242.82
Grades 7-8	848.17	809.04	-	-		848.17
Grades 9-12	-	-	-	-		-
SUBTOTAL	3,644.86	3,535.61				
		(109.25)				
Declining or Increasing ADA		Decline				
NSS	-	-				
TOTAL ADA	3,644.86	3,535.61	-	4.86		3,649.72
2015-16						
Grade Span	2014-15 P2	2015-16 P2	Funded NSS ADA	NPS, CDS, & COE operated		Total
Grades TK-3	1,465.93	1,445.62	-	1.49		1,467.42
Grades 4-6	1,260.64	1,262.02	-	2.66		1,263.30
Grades 7-8	809.04	811.32	-	-		809.04
Grades 9-12	-	-	-	-		-
SUBTOTAL	3,535.61	3,518.96				
		(16.65)				
Declining or Increasing ADA		Decline				
NSS	-	-				
TOTAL ADA	3,535.61	3,518.96	-	4.15		3,539.76

SCHOOL DISTRICT DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF

Galt Joint Union Elementary (67348) - Galt Elementary School District 1st Interim

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Grade Span	2016-17		Funded	NPS, CDS, &	Total
	2015-16 P2	2016-17 P2	NSS ADA	COE operated	
Grades TK-3	1,445.62	1,424.62	-	1.49	1,447.11
Grades 4-6	1,262.02	1,211.00	-	2.66	1,264.68
Grades 7-8	811.32	847.01	-	-	811.32
Grades 9-12	-	-	-	-	-
SUBTOTAL	3,518.96	3,482.63			
		(36.33)			
Declining or Increasing ADA		Decline			
NSS	-	-			
TOTAL ADA	3,518.96	3,482.63	-	4.15	3,523.11

Grade Span	2017-18		Funded	NPS, CDS, &	Total
	2016-17 P2	2017-18 P2	NSS ADA	COE operated	
Grades TK-3	1,424.62	1,472.09	-	1.49	1,473.58
Grades 4-6	1,211.00	1,140.00	-	2.66	1,142.66
Grades 7-8	847.01	878.45	-	-	878.45
Grades 9-12	-	-	-	-	-
SUBTOTAL	3,482.63	3,490.54			
		7.91			
Declining or Increasing ADA		Increase			
NSS	-	-			
TOTAL ADA	3,482.63	3,490.54	-	4.15	3,494.69

Grade Span	2018-19		Funded	NPS, CDS, &	Total
	2017-18 P2	2018-19 P2	NSS ADA	COE operated	
Grades TK-3	1,472.09	1,500.17	-	1.49	1,473.58
Grades 4-6	1,140.00	1,097.00	-	2.66	1,142.66
Grades 7-8	878.45	848.10	-	-	878.45
Grades 9-12	-	-	-	-	-
SUBTOTAL	3,490.54	3,445.27			
		(45.27)			
Declining or Increasing ADA		Decline			
NSS	-	-			
TOTAL ADA	3,490.54	3,445.27	-	4.15	3,494.69

Grade Span	2019-20		Funded	NPS, CDS, &	Total
	2018-19 P2	2019-20 P2	NSS ADA	COE operated	
Grades TK-3	1,500.17	1,500.17	-	1.49	1,501.66
Grades 4-6	1,097.00	1,097.00	-	2.66	1,099.66
Grades 7-8	848.10	848.10	-	-	848.10
Grades 9-12	-	-	-	-	-
SUBTOTAL	3,445.27	3,445.27			
		-			
Declining or Increasing ADA		No Change			
NSS	-	-			
TOTAL ADA	3,445.27	3,445.27	-	4.15	3,449.42

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	3,536.39	3,536.39	3,518.96	3,536.39	0.00	0%
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)	0.00	0.00	0.00	0.00	0.00	0%
3. Total Basic Aid Open Enrollment Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)	0.00	0.00	0.00	0.00	0.00	0%
4. Total, District Regular ADA (Sum of Lines A1 through A3)	3,536.39	3,536.39	3,518.96	3,536.39	0.00	0%
5. District Funded County Program ADA						
a. County Community Schools per EC 1981(a)(b)&(d)	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	3.86	3.86	3.86	3.86	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.29	0.29	0.29	0.29	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools, Technical, Agricultural, and Natural Resource Conservation Schools	0.00	0.00	0.00	0.00	0.00	0%
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]	0.00	0.00	0.00	0.00	0.00	0%
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	4.15	4.15	4.15	4.15	0.00	0%
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	3,540.54	3,540.54	3,523.11	3,540.54	0.00	0%
7. Adults in Correctional Facilities	0.00	0.00	0.00	0.00	0.00	0%
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2016-17 Projection (C)	% Change (Cols. E-C/C) (D)	2017-18 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	28,701,226.00	3.37%	29,669,509.00	2.40%	30,381,452.00
2. Federal Revenues	8100-8299	4,253,535.85	-43.74%	2,393,225.00	0.00%	2,393,225.00
3. Other State Revenues	8300-8599	3,714,467.14	-62.08%	1,408,419.00	0.00%	1,408,419.00
4. Other Local Revenues	8600-8799	2,518,623.86	0.00%	2,518,623.00	0.00%	2,518,623.00
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)		39,198,352.85	-8.16%	36,000,276.00	1.98%	36,712,219.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				18,459,092.07		18,304,725.07
b. Step & Column Adjustment				242,660.00		242,660.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(397,027.00)		(349,267.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	18,459,092.07	-0.84%	18,304,725.07	-0.58%	18,198,118.07
2. Classified Salaries						
a. Base Salaries				6,497,005.50		6,668,448.50
b. Step & Column Adjustment				39,376.00		39,376.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				132,067.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	6,497,005.50	2.64%	6,668,448.50	0.59%	6,707,824.50
3. Employee Benefits	3000-3999	5,869,050.48	5.72%	6,205,034.00	8.02%	6,702,628.00
4. Books and Supplies	4000-4999	2,543,787.98	-24.79%	1,913,152.00	0.00%	1,913,152.00
5. Services and Other Operating Expenditures	5000-5999	4,873,620.68	-18.54%	3,969,886.00	-2.39%	3,874,998.00
6. Capital Outlay	6000-6999	433,888.85	-80.67%	83,889.00	0.00%	83,889.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	84,185.00	0.00%	84,185.00	0.00%	84,185.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(99,890.00)	0.00%	(99,890.00)	0.00%	(99,890.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	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		0.00
11. Total (Sum lines B1 thru B10)		38,660,740.56	-3.96%	37,129,429.57	0.90%	37,464,904.57
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)						
		537,612.29		(1,129,153.57)		(752,685.57)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 011, line F1e)		4,507,648.52		5,045,260.81		3,916,107.24
2. Ending Fund Balance (Sum lines C and D1)		5,045,260.81		3,916,107.24		3,163,421.67
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	20,000.00		0.00		0.00
b. Restricted	9740	299,198.81		164,386.29		29,571.77
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	3,566,239.78		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,159,822.22		1,113,883.00		1,123,947.00
2. Unassigned/Unappropriated	9790	0.00		2,637,837.95		2,009,902.90
f. Total Components of Ending Fund Balance		5,045,260.81		3,916,107.24		3,163,421.67
(Line D3f must agree with line D2)						

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2016-17 Projection (C)	% Change (Cols. E-C/C) (D)	2017-18 Projection (E)
E. AVAILABLE RESERVES (Unrestricted except as noted)						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,159,822.22		1,113,883.00		1,123,947.00
c. Unassigned/Unappropriated	9790	0.00		2,637,837.95		2,009,902.90
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z			0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
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
3. Total Available Reserves - by Amount (Sum lines E1 thru E2c)		1,159,822.22		3,751,720.95		3,133,849.90
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		3.00%		10.10%		8.36%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
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):						
2. Special education pass-through funds (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
2. District ADA (Used to determine the reserve standard percentage level on line F3d (Col. A: Form AI, Estimated P-2 ADA column, lines A6 and C4; enter projections))						
		3,523.11		3,486.78		3,494.69
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		38,660,740.56		37,129,429.57		37,464,904.57
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)		38,660,740.56		37,129,429.57		37,464,904.57
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)		1,159,822.22		1,113,882.89		1,123,947.14
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)		1,159,822.22		1,113,882.89		1,123,947.14
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)	2016-17 Projection (C)	% Change (Cols. E-C/C) (D)	2017-18 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFE/Revenue Limit Sources	8010-8099	28,701,226.00	3.37%	29,669,509.00	2.40%	30,381,452.00
2. Federal Revenues	8100-8299	0.00	0.00%		0.00%	
3. Other State Revenues	8300-8599	2,479,183.14	-79.58%	506,183.00	0.00%	506,183.00
4. Other Local Revenues	8600-8799	324,479.86	0.00%	324,479.00	0.00%	324,479.00
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	(4,194,865.00)	4.61%	(4,388,393.00)	4.56%	(4,588,673.00)
6. Total (Sum lines A1 thru A5c)		27,320,524.00	-4.39%	26,122,278.00	1.96%	26,633,941.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				14,260,048.00		14,526,951.00
b. Step & Column Adjustment				187,460.00		187,460.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				79,443.00		(349,267.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	14,260,048.00	1.87%	14,526,951.00	-1.11%	14,365,144.00
2. Classified Salaries						
a. Base Salaries				3,953,575.05		4,595,091.05
b. Step & Column Adjustment				23,961.00		23,961.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				617,555.00		
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	3,953,575.05	16.23%	4,595,091.05	0.52%	4,619,052.05
3. Employee Benefits	3000-3999	4,273,893.00	10.72%	4,732,029.00	7.78%	5,099,956.00
4. Books and Supplies	4000-4999	1,552,823.04	-28.79%	1,105,822.00	0.00%	1,105,822.00
5. Services and Other Operating Expenditures	5000-5999	2,277,644.60	1.91%	2,321,108.00	-4.09%	2,226,220.00
6. Capital Outlay	6000-6999	417,388.85	-83.85%	67,389.00	0.00%	67,389.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	30,935.00	0.00%	30,935.00	0.00%	30,935.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(287,169.94)	-8.52%	(262,706.00)	0.00%	(262,706.00)
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)		26,479,137.60	2.41%	27,116,619.05	0.50%	27,251,812.05
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)						
		841,386.40		(994,341.05)		(617,871.05)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 011, line F1e)		3,904,675.60		4,746,062.00		3,751,720.95
2. Ending Fund Balance (Sum lines C and D1)		4,746,062.00		3,751,720.95		3,133,849.90
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	20,000.00				
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	3,566,239.78				
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,159,822.22		1,113,883.00		1,123,947.00
2. Unassigned/Unappropriated	9790	0.00		2,637,837.95		2,009,902.90
f. Total Components of Ending Fund Balance						
(Line D3f must agree with line D2)		4,746,062.00		3,751,720.95		3,133,849.90

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2016-17 Projection (C)	% Change (Cols. E-C/C) (D)	2017-18 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,159,822.22		1,113,883.00		1,123,947.00
c. Unassigned/Unappropriated	9790	0.00		2,637,837.95		2,009,902.90
(Enter other reserve projections in Columns C and E for subsequent years 1 and 2; current year - Column A - is extracted)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00				
b. Reserve for Economic Uncertainties	9789	0.00				
c. Unassigned/Unappropriated	9790	0.00				
3. Total Available Reserves (Sum lines E1a thru E2c)						
		1,159,822.22		3,751,720.95		3,133,849.90

F. ASSUMPTIONS

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.

Adjustments for both certificated and classified salaries are due to the sunset of the Race to the Top Grant. Those salaries that will be sustained have been moved from the restricted to the unrestricted budget.

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2016-17 Projection (C)	% Change (Cols. E-C/C) (D)	2017-18 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	0.00	0.00%		0.00%	
2. Federal Revenues	8100-8299	4,253,535.85	-43.74%	2,393,225.00	0.00%	2,393,225.00
3. Other State Revenues	8300-8599	1,235,284.00	-26.96%	902,236.00	0.00%	902,236.00
4. Other Local Revenues	8600-8799	2,194,144.00	0.00%	2,194,144.00	0.00%	2,194,144.00
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	4,194,865.00	4.61%	4,388,393.00	4.56%	4,588,673.00
6. Total (Sum lines A1 thru A5c)		11,877,828.85	-16.84%	9,877,998.00	2.03%	10,078,278.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				4,199,044.07		3,777,774.07
b. Step & Column Adjustment				55,200.00		55,200.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(476,470.00)		
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	4,199,044.07	-10.03%	3,777,774.07	1.46%	3,832,974.07
2. Classified Salaries						
a. Base Salaries				2,543,430.45		2,073,357.45
b. Step & Column Adjustment				15,415.00		15,415.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(485,488.00)		
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	2,543,430.45	-18.48%	2,073,357.45	0.74%	2,088,772.45
3. Employee Benefits	3000-3999	1,595,157.48	-7.66%	1,473,005.00	8.80%	1,602,672.00
4. Books and Supplies	4000-4999	990,964.94	-18.53%	807,330.00	0.00%	807,330.00
5. Services and Other Operating Expenditures	5000-5999	2,595,976.08	-36.49%	1,648,778.00	0.00%	1,648,778.00
6. Capital Outlay	6000-6999	16,500.00	0.00%	16,500.00	0.00%	16,500.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	53,250.00	0.00%	53,250.00	0.00%	53,250.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	187,279.94	-13.06%	162,816.00	0.00%	162,816.00
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)		12,181,602.96	-17.80%	10,012,810.52	2.00%	10,213,092.52
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)						
		(303,774.11)		(134,812.52)		(134,814.52)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 011, line F1e)		602,972.92		299,198.81		164,386.29
2. Ending Fund Balance (Sum lines C and D1)		299,198.81		164,386.29		29,571.77
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	299,198.81		164,386.29		29,571.77
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)		299,198.81		164,386.29		29,571.77

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2016-17 Projection (C)	% Change (Cols. E-C/C) (D)	2017-18 Projection (E)
E. AVAILABLE RESERVES						
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)						

F. ASSUMPTIONS
 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.

Adjustments for both certificated and classified salaries are due to the sunset of the Race to the Top Grant. Those salaries that will be sustained have been moved from the restricted to the unrestricted budget.

2015-16 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)
A. REVENUES								
1) LCFF Sources		8010-8099	28,994,550.00	28,904,312.00	9,192,296.70	28,701,226.00	(203,086.00)	-0.7%
2) Federal Revenue		8100-8299	4,068,213.91	4,313,428.56	1,553,848.99	4,253,535.85	(59,892.71)	-1.4%
3) Other State Revenue		8300-8599	3,509,978.00	3,258,922.00	1,093,251.02	3,714,467.14	455,545.14	14.0%
4) Other Local Revenue		8600-8799	2,358,874.28	2,383,218.53	598,727.26	2,518,623.86	135,405.33	5.7%
5) TOTAL, REVENUES			38,931,616.19	38,859,881.09	12,438,123.97	39,187,852.85		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	18,966,783.60	18,543,078.55	6,472,309.34	18,459,092.07	83,986.48	0.5%
2) Classified Salaries		2000-2999	6,167,269.79	6,610,640.66	2,406,067.75	6,497,005.50	113,635.16	1.7%
3) Employee Benefits		3000-3999	5,881,553.72	5,916,322.61	2,251,001.98	5,869,050.48	47,272.13	0.8%
4) Books and Supplies		4000-4999	1,639,326.58	2,068,802.16	479,793.44	2,543,787.98	(474,985.82)	-23.0%
5) Services and Other Operating Expenditures		5000-5999	3,506,700.34	3,700,141.82	1,398,184.76	4,873,620.68	(1,173,478.86)	-31.7%
6) Capital Outlay		6000-6999	19,510.00	418,000.00	7,390.00	433,888.85	(15,888.85)	-3.8%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299						
		7400-7499	105,390.00	69,535.00	7,732.08	84,185.00	(14,650.00)	-21.1%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(123,503.00)	(99,890.00)	0.00	(99,890.00)	0.00	0.0%
9) TOTAL, EXPENDITURES			36,163,031.03	37,226,630.80	13,022,479.35	38,660,740.56		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)								
			2,768,585.16	1,633,250.29	(584,355.38)	527,112.29		
D. OTHER FINANCING SOURCES/USES								
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	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			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 (E/B) (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			2,779,085.16	1,643,750.29	(584,355.38)	537,612.29		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	4,507,648.52	4,507,648.52		4,507,648.52	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)			4,507,648.52	4,507,648.52		4,507,648.52		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,507,648.52	4,507,648.52		4,507,648.52		
2) Ending Balance, June 30 (E + F1e)			7,286,733.68	6,151,398.81		5,045,260.81		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	20,000.00		20,000.00		
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	468,214.92	754,297.99		299,198.81		
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	5,733,628.76	4,292,210.82		3,566,239.78		
District Technology	0000	9780	300,000.00					
Supplemental/Concentration	0000	9780	210,424.00					
Mandated One-Time Carryover	0000	9780	444,888.00					
Declining Enrollment	0000	9780	3,704,882.38					
Personalized Learning Sustainability	0000	9780	1,000,000.00					
School Site Lottery	1100	9780	62,100.00					
Lottery Expenses	1100	9780	11,334.38					
Reserved for One-Time Expenditures	0000	9780		1,323,700.00				
Reserved for Future Expenses/Uncert	0000	9780		2,810,003.94				
Assigned for Music and Arts	0055	9780		(20.55)				
Teacher Lottery	1100	9780		62,100.00				
Lottery Expenses	1100	9780		96,427.43				
District Technology	0000	9780				300,000.00		
Supplemental/Concentration	0000	9780				210,424.00		
Mandated One-Time Carryover	0000	9780				444,888.00		
Declining Enrollment	0000	9780				1,037,076.35		
LCAP Learner Progression	0000	9780				1,000,000.00		
Teacher Lottery	1100	9780				62,100.00		
Lottery Expenses	1100	9780				137,517.43		
Salaries	1400	9780				374,234.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	1,084,890.00	1,084,890.00		1,159,822.22		
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)
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	21,510,882.00	21,420,644.00	8,029,307.00	19,739,049.00	(1,681,595.00)	-7.9%
Education Protection Account State Aid - Current Year		8012	4,133,268.00	4,133,268.00	1,162,812.00	4,511,111.00	377,843.00	9.1%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions								
Homeowners' Exemptions		8021	36,040.00	36,040.00	0.00	33,124.00	(2,916.00)	-8.1%
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	2,547,891.00	2,547,891.00	0.00	2,697,784.00	149,893.00	5.9%
Unsecured Roll Taxes		8042	113,090.00	113,090.00	0.00	90,738.00	(22,352.00)	-19.8%
Prior Years' Taxes		8043	(41,590.00)	(41,590.00)	175.03	957.00	42,547.00	-102.3%
Supplemental Taxes		8044	89,520.00	89,520.00	0.00	110,148.00	20,628.00	23.0%
Education Revenue Augmentation Fund (ERAF)		8045	547,160.00	547,160.00	0.00	1,385,968.00	838,808.00	153.3%
Community Redevelopment Funds (SB 617/699/1992)		8047	57,889.00	57,889.00	0.00	131,947.00	74,058.00	127.9%
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	400.00	400.00	2.67	400.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			28,994,550.00	28,904,312.00	9,192,296.70	28,701,226.00	(203,086.00)	-0.7%
LCFF Transfers								
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			28,994,550.00	28,904,312.00	9,192,296.70	28,701,226.00	(203,086.00)	-0.7%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	784,777.00	784,777.00	465,806.00	784,777.00	0.00	0.0%
Special Education Discretionary Grants		8182	140,694.00	140,694.00	92,820.00	140,694.00	0.00	0.0%
Child Nutrition Programs		8220	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	832,868.00	1,052,039.56	145,523.00	1,110,708.00	58,668.44	5.6%
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	104,559.00	104,559.00	20,299.00	125,491.00	20,932.00	20.0%

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 (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	72,385.00	72,385.00	2,643.00	92,601.59	20,216.59	27.9%
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	3011-3020, 3026-3199, 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	2,132,930.91	2,158,974.00	826,757.99	1,999,264.26	(159,709.74)	-7.4%
TOTAL, FEDERAL REVENUE			4,068,213.91	4,313,428.56	1,553,848.99	4,253,535.85	(59,892.71)	-1.4%
OTHER STATE REVENUE								
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	2,224,144.00	1,973,088.00	100,502.00	1,972,233.00	(855.00)	0.0%
Lottery - Unrestricted and Instructional Materials		8560	572,832.00	572,832.00	342,749.67	683,303.00	110,471.00	19.3%
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%
School Based Coordination Program	7250	8590	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	250,663.21	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%
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	136,395.00	136,395.00	208,722.00	141,306.00	4,911.00	3.6%
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	242,212.00	242,212.00	190,614.14	583,230.14	341,018.14	140.8%
TOTAL, OTHER STATE REVENUE			3,509,978.00	3,258,922.00	1,093,251.02	3,714,467.14	455,545.14	14.0%

2015-16 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)
OTHER LOCAL REVENUE								
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	21,568.00	75,984.00	0.00	0.0%
Interest		8660	3,060.00	60.00	8,188.41	560.00	500.00	833.3%
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	64,463.00	88,984.00	0.00	88,984.00	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	113,104.45	108,927.70	0.00	113,636.00	4,708.30	4.3%
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	820,020.83	827,020.83	96,691.85	946,172.86	119,152.03	14.4%
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	1,282,242.00	1,282,242.00	472,279.00	1,293,287.00	11,045.00	0.9%
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%
TOTAL, OTHER LOCAL REVENUE			2,358,874.28	2,383,218.53	598,727.26	2,518,623.86	135,405.33	5.7%
TOTAL, REVENUES			38,931,616.19	38,859,881.09	12,438,123.97	39,187,852.85	327,971.76	0.8%

2015-16 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)
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	15,406,891.60	14,996,196.05	5,234,718.19	15,009,058.57	(12,862.52)	-0.1%
Certificated Pupil Support Salaries		1200	576,489.00	510,644.00	173,538.12	490,831.00	19,813.00	3.9%
Certificated Supervisors' and Administrators' Salaries		1300	2,037,564.00	2,080,502.50	751,182.93	2,005,176.50	75,326.00	3.6%
Other Certificated Salaries		1900	945,839.00	955,736.00	312,870.10	954,026.00	1,710.00	0.2%
TOTAL, CERTIFICATED SALARIES			18,966,783.60	18,543,078.55	6,472,309.34	18,459,092.07	83,986.48	0.5%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	1,725,339.03	1,793,689.79	613,622.09	1,705,606.41	88,083.38	4.9%
Classified Support Salaries		2200	1,688,480.46	1,785,494.20	670,964.48	1,765,717.20	19,777.00	1.1%
Classified Supervisors' and Administrators' Salaries		2300	472,244.00	508,514.00	224,656.34	533,921.00	(25,407.00)	-5.0%
Clerical, Technical and Office Salaries		2400	1,708,674.30	1,830,450.89	715,088.56	1,833,502.89	(3,052.00)	-0.2%
Other Classified Salaries		2900	572,532.00	692,491.78	181,736.28	658,258.00	34,233.78	4.9%
TOTAL, CLASSIFIED SALARIES			6,167,269.79	6,610,640.66	2,406,067.75	6,497,005.50	113,635.16	1.7%
EMPLOYEE BENEFITS								
STRS		3101-3102	2,000,540.41	1,951,555.48	679,250.30	1,944,458.49	7,096.99	0.4%
PERS		3201-3202	559,341.00	573,653.24	233,933.82	589,756.27	(16,103.03)	-2.8%
OASDI/Medicare/Alternative		3301-3302	777,012.49	799,928.55	271,398.88	818,859.58	(18,931.03)	-2.4%
Health and Welfare Benefits		3401-3402	1,820,091.00	1,858,663.62	758,169.74	1,783,485.68	75,177.94	4.0%
Unemployment Insurance		3501-3502	16,000.02	16,104.62	6,938.30	15,838.65	265.97	1.7%
Workers' Compensation		3601-3602	369,222.52	359,872.02	119,341.91	356,922.36	2,949.66	0.8%
OPEB, Allocated		3701-3702	156,521.00	176,745.00	105,389.37	175,105.00	1,640.00	0.9%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	182,825.28	179,800.08	76,579.66	184,624.45	(4,824.37)	-2.7%
TOTAL, EMPLOYEE BENEFITS			5,881,553.72	5,916,322.61	2,251,001.98	5,869,050.48	47,272.13	0.8%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	364,203.00	416,224.00	52,742.14	472,037.54	(55,813.54)	-13.4%
Books and Other Reference Materials		4200	1,500.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	1,211,997.58	1,485,476.16	379,524.68	1,878,062.10	(392,585.94)	-26.4%
Noncapitalized Equipment		4400	61,626.00	167,102.00	47,526.62	193,688.34	(26,586.34)	-15.9%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			1,639,326.58	2,068,802.16	479,793.44	2,543,787.98	(474,985.82)	-23.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	334,015.88	318,910.88	78,909.41	454,412.00	(135,501.12)	-42.5%
Travel and Conferences		5200	136,196.15	144,100.15	29,563.77	423,891.68	(279,791.53)	-194.2%
Dues and Memberships		5300	17,701.00	17,701.00	18,398.00	21,410.00	(3,709.00)	-21.0%
Insurance		5400-5450	163,223.00	165,194.00	86,299.50	165,194.00	0.00	0.0%
Operations and Housekeeping Services		5500	690,200.00	697,800.00	246,092.83	698,996.00	(1,196.00)	-0.2%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	211,542.15	232,342.15	79,118.53	258,457.15	(26,115.00)	-11.2%
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	1,891,034.16	2,043,305.64	847,116.43	2,770,468.04	(727,162.40)	-35.6%
Communications		5900	62,788.00	80,788.00	12,686.29	80,791.81	(3.81)	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			3,506,700.34	3,700,141.82	1,398,184.76	4,873,620.68	(1,173,478.86)	-31.7%

2015-16 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)
CAPITAL OUTLAY								
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	60,000.00	0.00	60,000.00	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	14,510.00	358,000.00	7,390.00	373,888.85	(15,888.85)	-4.4%
Equipment Replacement		6500	5,000.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			19,510.00	418,000.00	7,390.00	433,888.85	(15,888.85)	-3.8%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
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	34,600.00	38,600.00	0.00	53,250.00	(14,650.00)	-38.0%
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	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	16,048.00	3,590.00	973.04	3,590.00	0.00	0.0%
Other Debt Service - Principal		7439	54,742.00	27,345.00	6,759.04	27,345.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			105,390.00	69,535.00	7,732.08	84,185.00	(14,650.00)	-21.1%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00		
Transfers of Indirect Costs - Interfund		7350	(123,503.00)	(99,890.00)	0.00	(99,890.00)	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(123,503.00)	(99,890.00)	0.00	(99,890.00)	0.00	0.0%
TOTAL, EXPENDITURES			36,163,031.03	37,226,630.80	13,022,479.35	38,660,740.56	(1,434,109.76)	-3.9%

2015-16 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)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
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%
INTERFUND TRANSFERS OUT								
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%
OTHER SOURCES/USES								
SOURCES								
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%
USES								
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%
CONTRIBUTIONS								
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		
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			10,500.00	10,500.00	0.00	10,500.00	0.00	0.0%

<u>Resource</u>	<u>Description</u>	<u>2015-16 Projected Year Totals</u>
3310	Special Ed: IDEA Basic Local Assistance En	32,486.00
4203	NCLB: Title III, Limited English Proficient (LE	22,597.59
6512	Special Ed: Mental Health Services	174,757.16
7810	Other Restricted State	256.86
9010	Other Restricted Local	69,101.20
Total, Restricted Balance		<u>299,198.81</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 (E/B) (F)
A. REVENUES								
1) LCFF Sources		8010-8099	28,994,550.00	28,904,312.00	9,192,296.70	28,701,226.00	(203,086.00)	-0.7%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	2,680,692.00	2,429,636.00	316,712.71	2,479,183.14	49,547.14	2.0%
4) Other Local Revenue		8600-8799	225,474.83	235,245.83	60,743.08	324,479.86	89,234.03	37.9%
5) TOTAL, REVENUES			31,900,716.83	31,569,193.83	9,569,752.49	31,504,889.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	14,538,520.00	14,290,376.00	5,064,261.65	14,260,048.00	30,328.00	0.2%
2) Classified Salaries		2000-2999	3,604,957.23	4,021,800.01	1,429,302.71	3,953,575.05	68,224.96	1.7%
3) Employee Benefits		3000-3999	4,206,449.02	4,285,230.02	1,643,914.28	4,273,893.00	11,337.02	0.3%
4) Books and Supplies		4000-4999	1,042,735.86	1,458,342.54	274,464.45	1,552,823.04	(94,480.50)	-6.5%
5) Services and Other Operating Expenditures		5000-5999	1,669,072.46	1,859,749.94	907,744.03	2,277,644.60	(417,894.66)	-22.5%
6) Capital Outlay		6000-6999	11,510.00	410,000.00	0.00	417,388.85	(7,388.85)	-1.8%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	70,790.00	30,935.00	7,732.08	30,935.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(365,119.90)	(339,584.90)	0.00	(287,169.94)	(52,414.96)	15.4%
9) TOTAL, EXPENDITURES			24,778,914.67	26,016,848.61	9,327,419.20	26,479,137.60		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			7,121,802.16	5,552,345.22	242,333.29	5,025,751.40		
D. OTHER FINANCING SOURCES/USES								
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	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	(4,218,459.00)	(4,070,420.00)	0.00	(4,194,865.00)	(124,445.00)	3.1%
4) TOTAL, OTHER FINANCING SOURCES/USES			(4,207,959.00)	(4,059,920.00)	0.00	(4,184,365.00)		

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)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			2,913,843.16	1,492,425.22	242,333.29	841,386.40		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	3,904,675.60	3,904,675.60		3,904,675.60	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)			3,904,675.60	3,904,675.60		3,904,675.60		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,904,675.60	3,904,675.60		3,904,675.60		
2) Ending Balance, June 30 (E + F1e)			6,818,518.76	5,397,100.82		4,746,062.00		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	20,000.00		20,000.00		
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	5,733,628.76	4,292,210.82		3,566,239.78		
District Technology	0000	9780	300,000.00					
Supplemental/Concentration	0000	9780	210,424.00					
Mandated One-Time Carryover	0000	9780	444,888.00					
Declining Enrollment	0000	9780	3,704,882.38					
Personalized Learning Sustainability	0000	9780	1,000,000.00					
School Site Lottery	1100	9780	62,100.00					
Lottery Expenses	1100	9780	11,334.38					
Reserved for One-Time Expenditures	0000	9780		1,323,700.00				
Reserved for Future Expenses/Uncerta	0000	9780		2,810,003.94				
Assigned for Music and Arts	0055	9780		(20.55)				
Teacher Lottery	1100	9780		62,100.00				
Lottery Expenses	1100	9780		96,427.43				
District Technology	0000	9780				300,000.00		
Supplemental/Concentration	0000	9780				210,424.00		
Mandated One-Time Carryover	0000	9780				444,888.00		
Declining Enrollment	0000	9780				1,037,076.35		
LCAP Learner Progression	0000	9780				1,000,000.00		
Teacher Lottery	1100	9780				62,100.00		
Lottery Expenses	1100	9780				137,517.43		
Salaries	1400	9780				374,234.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	1,084,890.00	1,084,890.00		1,159,822.22		
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)
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	21,510,882.00	21,420,644.00	8,029,307.00	19,739,049.00	(1,681,595.00)	-7.9%
Education Protection Account State Aid - Current Year		8012	4,133,268.00	4,133,268.00	1,162,812.00	4,511,111.00	377,843.00	9.1%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions								
Homeowners' Exemptions		8021	36,040.00	36,040.00	0.00	33,124.00	(2,916.00)	-8.1%
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	2,547,891.00	2,547,891.00	0.00	2,697,784.00	149,893.00	5.9%
Unsecured Roll Taxes		8042	113,090.00	113,090.00	0.00	90,738.00	(22,352.00)	-19.8%
Prior Years' Taxes		8043	(41,590.00)	(41,590.00)	175.03	957.00	42,547.00	-102.3%
Supplemental Taxes		8044	89,520.00	89,520.00	0.00	110,148.00	20,628.00	23.0%
Education Revenue Augmentation Fund (ERAF)		8045	547,160.00	547,160.00	0.00	1,385,968.00	838,808.00	153.3%
Community Redevelopment Funds (SB 617/699/1992)		8047	57,889.00	57,889.00	0.00	131,947.00	74,058.00	127.9%
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	400.00	400.00	2.67	400.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			28,994,550.00	28,904,312.00	9,192,296.70	28,701,226.00	(203,086.00)	-0.7%
LCFF Transfers								
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			28,994,550.00	28,904,312.00	9,192,296.70	28,701,226.00	(203,086.00)	-0.7%
FEDERAL REVENUE								
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		
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	3011-3020, 3026-3199, 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%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER STATE REVENUE								
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	2,224,144.00	1,973,088.00	100,502.00	1,972,233.00	(855.00)	0.0%
Lottery - Unrestricted and Instructional Materials		8560	452,608.00	452,608.00	204,300.57	495,040.00	42,432.00	9.4%
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%
School Based Coordination Program	7250	8590						
After School Education and Safety (ASES)	6010	8590						
Charter School Facility Grant	6030	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	3,940.00	3,940.00	11,910.14	11,910.14	7,970.14	202.3%
TOTAL, OTHER STATE REVENUE			2,680,692.00	2,429,636.00	316,712.71	2,479,183.14	49,547.14	2.0%

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 (E/B) (F)
OTHER LOCAL REVENUE								
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	21,568.00	75,984.00	0.00	0.0%
Interest		8660	3,060.00	60.00	8,188.41	560.00	500.00	833.3%
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	64,463.00	88,984.00	0.00	88,984.00	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	18,750.00	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	63,217.83	70,217.83	30,986.67	158,951.86	88,734.03	126.4%
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%
TOTAL, OTHER LOCAL REVENUE			225,474.83	235,245.83	60,743.08	324,479.86	89,234.03	37.9%
TOTAL, REVENUES			31,900,716.83	31,569,193.83	9,569,752.49	31,504,889.00	(64,304.83)	-0.2%

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Certificated Teachers' Salaries		1100	12,226,002.00	11,940,743.00	4,188,455.88	11,866,597.00	74,146.00	0.6%
Certificated Pupil Support Salaries		1200	318,445.00	297,520.00	124,967.14	314,938.00	(17,418.00)	-5.9%
Certificated Supervisors' and Administrators' Salaries		1300	1,764,750.00	1,810,245.00	685,192.47	1,836,645.00	(26,400.00)	-1.5%
Other Certificated Salaries		1900	229,323.00	241,868.00	65,646.16	241,868.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			14,538,520.00	14,290,376.00	5,064,261.65	14,260,048.00	30,328.00	0.2%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	445,602.38	445,572.38	145,083.77	423,232.20	22,340.18	5.0%
Classified Support Salaries		2200	998,614.00	1,147,975.00	404,764.26	1,120,349.00	27,626.00	2.4%
Classified Supervisors' and Administrators' Salaries		2300	316,410.00	352,680.00	150,124.66	347,910.00	4,770.00	1.4%
Clerical, Technical and Office Salaries		2400	1,582,443.85	1,703,513.85	660,382.64	1,706,439.85	(2,926.00)	-0.2%
Other Classified Salaries		2900	261,887.00	372,058.78	68,947.38	355,644.00	16,414.78	4.4%
TOTAL, CLASSIFIED SALARIES			3,604,957.23	4,021,800.01	1,429,302.71	3,953,575.05	68,224.96	1.7%
EMPLOYEE BENEFITS								
STRS		3101-3102	1,535,051.00	1,506,137.00	534,133.04	1,502,398.00	3,739.00	0.2%
PERS		3201-3202	328,244.00	350,630.00	138,514.16	359,606.00	(8,976.00)	-2.6%
OASDI/Medicare/Alternative		3301-3302	503,303.44	527,897.44	175,549.41	555,404.39	(27,506.95)	-5.2%
Health and Welfare Benefits		3401-3402	1,275,650.00	1,324,829.00	543,699.20	1,277,316.00	47,513.00	3.6%
Unemployment Insurance		3501-3502	12,332.92	12,581.92	5,739.21	12,322.26	259.66	2.1%
Workers' Compensation		3601-3602	269,621.38	262,828.38	87,295.82	261,845.86	982.52	0.4%
OPEB, Allocated		3701-3702	149,976.00	169,820.00	102,253.36	169,820.00	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	132,270.28	130,506.28	56,730.08	135,180.49	(4,674.21)	-3.6%
TOTAL, EMPLOYEE BENEFITS			4,206,449.02	4,285,230.02	1,643,914.28	4,273,893.00	11,337.02	0.3%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	244,979.00	351,000.00	0.00	351,000.00	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	747,856.86	949,942.54	252,641.13	1,041,009.04	(91,066.50)	-9.6%
Noncapitalized Equipment		4400	49,900.00	157,400.00	21,823.32	160,814.00	(3,414.00)	-2.2%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			1,042,735.86	1,458,342.54	274,464.45	1,552,823.04	(94,480.50)	-6.5%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	22,375.00	38,375.00	14,855.50	42,375.00	(4,000.00)	-10.4%
Travel and Conferences		5200	26,062.15	27,562.15	12,810.13	45,265.00	(17,702.85)	-64.2%
Dues and Memberships		5300	17,701.00	17,701.00	15,218.00	18,230.00	(529.00)	-3.0%
Insurance		5400-5450	163,223.00	165,194.00	86,299.50	165,194.00	0.00	0.0%
Operations and Housekeeping Services		5500	683,200.00	690,800.00	240,752.35	690,800.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	101,121.15	101,121.15	65,698.07	144,621.15	(43,500.00)	-43.0%
Transfers of Direct Costs		5710	(36,406.00)	(41,130.00)	(1,433.25)	(34,480.00)	(6,650.00)	16.2%
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	631,770.16	782,100.64	461,888.45	1,128,809.64	(346,709.00)	-44.3%
Communications		5900	60,026.00	78,026.00	11,655.28	76,829.81	1,196.19	1.5%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,669,072.46	1,859,749.94	907,744.03	2,277,644.60	(417,894.66)	-22.5%

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)
CAPITAL OUTLAY								
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	60,000.00	0.00	60,000.00	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	6,510.00	350,000.00	0.00	357,388.85	(7,388.85)	-2.1%
Equipment Replacement		6500	5,000.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			11,510.00	410,000.00	0.00	417,388.85	(7,388.85)	-1.8%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
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	16,048.00	3,590.00	973.04	3,590.00	0.00	0.0%
Other Debt Service - Principal		7439	54,742.00	27,345.00	6,759.04	27,345.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			70,790.00	30,935.00	7,732.08	30,935.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	(241,616.90)	(239,694.90)	0.00	(187,279.94)	(52,414.96)	21.9%
Transfers of Indirect Costs - Interfund		7350	(123,503.00)	(99,890.00)	0.00	(99,890.00)	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(365,119.90)	(339,584.90)	0.00	(287,169.94)	(52,414.96)	15.4%
TOTAL, EXPENDITURES			24,778,914.67	26,016,848.61	9,327,419.20	26,479,137.60	(462,288.99)	-1.8%

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)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
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%
INTERFUND TRANSFERS OUT								
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%
OTHER SOURCES/USES								
SOURCES								
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%
USES								
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%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	(4,218,459.00)	(4,070,420.00)	0.00	(4,194,865.00)	(124,445.00)	3.1%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(4,218,459.00)	(4,070,420.00)	0.00	(4,194,865.00)	(124,445.00)	3.1%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(4,207,959.00)	(4,059,920.00)	0.00	(4,184,365.00)	(124,445.00)	3.1%

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)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	4,068,213.91	4,313,428.56	1,553,848.99	4,253,535.85	(59,892.71)	-1.4%
3) Other State Revenue		8300-8599	829,286.00	829,286.00	776,538.31	1,235,284.00	405,998.00	49.0%
4) Other Local Revenue		8600-8799	2,133,399.45	2,147,972.70	537,984.18	2,194,144.00	46,171.30	2.1%
5) TOTAL, REVENUES			7,030,899.36	7,290,687.26	2,868,371.48	7,682,963.85		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	4,428,263.60	4,252,702.55	1,408,047.69	4,199,044.07	53,658.48	1.3%
2) Classified Salaries		2000-2999	2,562,312.56	2,588,840.65	976,765.04	2,543,430.45	45,410.20	1.8%
3) Employee Benefits		3000-3999	1,675,104.70	1,631,092.59	607,087.70	1,595,157.48	35,935.11	2.2%
4) Books and Supplies		4000-4999	596,590.72	610,459.62	205,328.99	990,964.94	(380,505.32)	-62.3%
5) Services and Other Operating Expenditures		5000-5999	1,837,627.88	1,840,391.88	490,440.73	2,595,976.08	(755,584.20)	-41.1%
6) Capital Outlay		6000-6999	8,000.00	8,000.00	7,390.00	16,500.00	(8,500.00)	-106.3%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	34,600.00	38,600.00	0.00	53,250.00	(14,650.00)	-38.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	241,616.90	239,694.90	0.00	187,279.94	52,414.96	21.9%
9) TOTAL, EXPENDITURES			11,384,116.36	11,209,782.19	3,695,060.15	12,181,602.96		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(4,353,217.00)	(3,919,094.93)	(826,688.67)	(4,498,639.11)		
D. OTHER FINANCING SOURCES/USES								
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	4,218,459.00	4,070,420.00	0.00	4,194,865.00	124,445.00	3.1%
4) TOTAL, OTHER FINANCING SOURCES/USES			4,218,459.00	4,070,420.00	0.00	4,194,865.00		

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)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(134,758.00)	151,325.07	(826,688.67)	(303,774.11)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	602,972.92	602,972.92		602,972.92	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)			602,972.92	602,972.92		602,972.92		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			602,972.92	602,972.92		602,972.92		
2) Ending Balance, June 30 (E + F1e)			468,214.92	754,297.99		299,198.81		
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			468,214.92	754,297.99		299,198.81		
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		

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)
LCFF SOURCES								
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		
LCFF Transfers								
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%
TOTAL, LCFF SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	784,777.00	784,777.00	465,806.00	784,777.00	0.00	0.0%
Special Education Discretionary Grants		8182	140,694.00	140,694.00	92,820.00	140,694.00	0.00	0.0%
Child Nutrition Programs		8220	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	832,868.00	1,052,039.56	145,523.00	1,110,708.00	58,668.44	5.6%
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	104,559.00	104,559.00	20,299.00	125,491.00	20,932.00	20.0%

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 (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	72,385.00	72,385.00	2,643.00	92,601.59	20,216.59	27.9%
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	3011-3020, 3026-3199, 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	2,132,930.91	2,158,974.00	826,757.99	1,999,264.26	(159,709.74)	-7.4%
TOTAL, FEDERAL REVENUE			4,068,213.91	4,313,428.56	1,553,848.99	4,253,535.85	(59,892.71)	-1.4%
OTHER STATE REVENUE								
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	120,224.00	120,224.00	138,449.10	188,263.00	68,039.00	56.6%
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%
School Based Coordination Program	7250	8590	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	250,663.21	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%
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	136,395.00	136,395.00	208,722.00	141,306.00	4,911.00	3.6%
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	238,272.00	238,272.00	178,704.00	571,320.00	333,048.00	139.8%
TOTAL, OTHER STATE REVENUE			829,286.00	829,286.00	776,538.31	1,235,284.00	405,998.00	49.0%

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 (E/B) (F)
OTHER LOCAL REVENUE								
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	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	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	94,354.45	108,927.70	0.00	113,636.00	4,708.30	4.3%
Other Local Revenue								
Plus: Misc Funds Non-LCFF (50%) Adjustme		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	756,803.00	756,803.00	65,705.18	787,221.00	30,418.00	4.0%
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	1,282,242.00	1,282,242.00	472,279.00	1,293,287.00	11,045.00	0.9%
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%
TOTAL, OTHER LOCAL REVENUE			2,133,399.45	2,147,972.70	537,984.18	2,194,144.00	46,171.30	2.1%
TOTAL, REVENUES			7,030,899.36	7,290,687.26	2,868,371.48	7,682,963.85	392,276.59	5.4%

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)
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	3,180,889.60	3,055,453.05	1,046,262.31	3,142,461.57	(87,008.52)	-2.8%
Certificated Pupil Support Salaries		1200	258,044.00	213,124.00	48,570.98	175,893.00	37,231.00	17.5%
Certificated Supervisors' and Administrators' Salaries		1300	272,814.00	270,257.50	65,990.46	168,531.50	101,726.00	37.6%
Other Certificated Salaries		1900	716,516.00	713,868.00	247,223.94	712,158.00	1,710.00	0.2%
TOTAL, CERTIFICATED SALARIES			4,428,263.60	4,252,702.55	1,408,047.69	4,199,044.07	53,658.48	1.3%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	1,279,736.65	1,348,117.41	468,538.32	1,282,374.21	65,743.20	4.9%
Classified Support Salaries		2200	689,866.46	637,519.20	266,200.22	645,368.20	(7,849.00)	-1.2%
Classified Supervisors' and Administrators' Salaries		2300	155,834.00	155,834.00	74,531.68	186,011.00	(30,177.00)	-19.4%
Clerical, Technical and Office Salaries		2400	126,230.45	126,937.04	54,705.92	127,063.04	(126.00)	-0.1%
Other Classified Salaries		2900	310,645.00	320,433.00	112,788.90	302,614.00	17,819.00	5.6%
TOTAL, CLASSIFIED SALARIES			2,562,312.56	2,588,840.65	976,765.04	2,543,430.45	45,410.20	1.8%
EMPLOYEE BENEFITS								
STRS		3101-3102	465,489.41	445,418.48	145,117.26	442,060.49	3,357.99	0.8%
PERS		3201-3202	231,097.00	223,023.24	95,419.66	230,150.27	(7,127.03)	-3.2%
OASDI/Medicare/Alternative		3301-3302	273,709.05	272,031.11	95,849.47	263,455.19	8,575.92	3.2%
Health and Welfare Benefits		3401-3402	544,441.00	533,834.62	214,470.54	506,169.68	27,664.94	5.2%
Unemployment Insurance		3501-3502	3,667.10	3,522.70	1,199.09	3,516.39	6.31	0.2%
Workers' Compensation		3601-3602	99,601.14	97,043.64	32,046.09	95,076.50	1,967.14	2.0%
OPEB, Allocated		3701-3702	6,545.00	6,925.00	3,136.01	5,285.00	1,640.00	23.7%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	50,555.00	49,293.80	19,849.58	49,443.96	(150.16)	-0.3%
TOTAL, EMPLOYEE BENEFITS			1,675,104.70	1,631,092.59	607,087.70	1,595,157.48	35,935.11	2.2%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	119,224.00	65,224.00	52,742.14	121,037.54	(55,813.54)	-85.6%
Books and Other Reference Materials		4200	1,500.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	464,140.72	535,533.62	126,883.55	837,053.06	(301,519.44)	-56.3%
Noncapitalized Equipment		4400	11,726.00	9,702.00	25,703.30	32,874.34	(23,172.34)	-238.8%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			596,590.72	610,459.62	205,328.99	990,964.94	(380,505.32)	-62.3%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	311,640.88	280,535.88	64,053.91	412,037.00	(131,501.12)	-46.9%
Travel and Conferences		5200	110,134.00	116,538.00	16,753.64	378,626.68	(262,088.68)	-224.9%
Dues and Memberships		5300	0.00	0.00	3,180.00	3,180.00	(3,180.00)	New
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	7,000.00	7,000.00	5,340.48	8,196.00	(1,196.00)	-17.1%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	110,421.00	131,221.00	13,420.46	113,836.00	17,385.00	13.2%
Transfers of Direct Costs		5710	36,406.00	41,130.00	1,433.25	34,480.00	6,650.00	16.2%
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	1,259,264.00	1,261,205.00	385,227.98	1,641,658.40	(380,453.40)	-30.2%
Communications		5900	2,762.00	2,762.00	1,031.01	3,962.00	(1,200.00)	-43.4%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,837,627.88	1,840,391.88	490,440.73	2,595,976.08	(755,584.20)	-41.1%

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)
CAPITAL OUTLAY								
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	8,000.00	8,000.00	7,390.00	16,500.00	(8,500.00)	-106.3%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			8,000.00	8,000.00	7,390.00	16,500.00	(8,500.00)	-106.3%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
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	34,600.00	38,600.00	0.00	53,250.00	(14,650.00)	-38.0%
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	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	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			34,600.00	38,600.00	0.00	53,250.00	(14,650.00)	-38.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	241,616.90	239,694.90	0.00	187,279.94	52,414.96	21.9%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			241,616.90	239,694.90	0.00	187,279.94	52,414.96	21.9%
TOTAL, EXPENDITURES			11,384,116.36	11,209,782.19	3,695,060.15	12,181,602.96	(971,820.77)	-8.7%

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)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
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%
INTERFUND TRANSFERS OUT								
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%
OTHER SOURCES/USES								
SOURCES								
State Apportionments Emergency Apportionments		8931	0.00	0.00	0.00	0.00		
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%
USES								
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%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	4,218,459.00	4,070,420.00	0.00	4,194,865.00	124,445.00	3.1%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			4,218,459.00	4,070,420.00	0.00	4,194,865.00	124,445.00	3.1%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			4,218,459.00	4,070,420.00	0.00	4,194,865.00	(124,445.00)	3.1%

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.

Estimated Funded ADA

Fiscal Year	Budget Adoption Budget (Form 01CS, Item 1A)	First Interim Projected Year Totals (Form AI, Lines A6 and C9)	Percent Change	Status
Current Year (2015-16)	3,540.55	3,540.54	0.0%	Met
1st Subsequent Year (2016-17)	3,463.00	3,486.78	0.7%	Met
2nd Subsequent Year (2017-18)	3,512.00	3,494.69	-0.5%	Met

1B. Comparison of District ADA to the Standard

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

1a. STANDARD MET - Funded ADA has not changed since budget adoption by more than two percent in any of the current year or two subsequent fiscal years.

Explanation:
(required if NOT met)

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.

Fiscal Year	Enrollment		Percent Change	Status
	Budget Adoption (Form 01CS, Item 3B)	First Interim CBEDS/Projected		
Current Year (2015-16)	3,620	3,664	1.2%	Met
1st Subsequent Year (2016-17)	3,602	3,627	0.7%	Met
2nd Subsequent Year (2017-18)	3,653	3,635	-0.5%	Met

2B. Comparison of District Enrollment to the Standard

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

- 1a. STANDARD MET - Enrollment projections have not changed since budget adoption by more than two percent for the current year and two subsequent fiscal years.

Explanation:
(required if NOT met)

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.

Fiscal Year	P-2 ADA Unaudited Actuals (Form A, Lines 3, 6, and 26) (Form A, Lines A6 and C4) (Form A, Lines A6 and C9)	Enrollment CBEDS Actual (Form 01CS, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2012-13)	3,657	3,792	96.4%
Second Prior Year (2013-14)	3,650	3,785	96.4%
First Prior Year (2014-15)	3,541	3,693	95.9%
Historical Average Ratio:			96.2%
District's ADA to Enrollment Standard (historical average ratio plus 0.5%):			96.7%

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

DATA ENTRY: Estimated P-2 ADA data that exist will be extracted into the first column for the Current Year; otherwise, enter data in the first column for all fiscal years. All other data are extracted.

Fiscal Year	Estimated P-2 ADA (Form AI, Lines A6 and C9)	Enrollment CBEDS/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Current Year (2015-16)	3,523	3,664	96.2%	Met
1st Subsequent Year (2016-17)	3,487	3,627	96.1%	Met
2nd Subsequent Year (2017-18)	3,495	3,635	96.1%	Met

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: -2.0% to +2.0%

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 (Form 01CS, Item 4B)	First Interim Projected Year Totals		
	Current Year (2015-16)	28,994,550.00		
1st Subsequent Year (2016-17)	28,997,451.00	29,669,509.00	2.3%	Not Met
2nd Subsequent Year (2017-18)	29,894,858.00	30,381,452.00	1.6%	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)

2015/16 Enrollment did not decline at the rate expected.

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.

It is likely that for many districts the 2014-15 and 2015-16 change from the historical average ratio will exceed the standard because certain revenues that were restricted prior to the LCFF are now unrestricted within the LCFF.

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 (2012-13)	18,695,461.95	20,226,251.40	92.4%
Second Prior Year (2013-14)	20,264,454.05	22,191,943.86	91.3%
First Prior Year (2014-15)	29,992,583.52	34,152,474.15	87.8%
Historical Average Ratio:			90.5%

	Current Year (2015-16)	1st Subsequent Year (2016-17)	2nd Subsequent Year (2017-18)
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):	87.5% to 93.5%	87.5% to 93.5%	87.5% to 93.5%

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 (2015-16)	22,487,516.05	26,479,137.60	84.9%	Not Met
1st Subsequent Year (2016-17)	23,854,071.05	27,116,619.05	88.0%	Met
2nd Subsequent Year (2017-18)	24,084,152.05	27,251,812.05	88.4%	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)

2015/16 Budget includes 1,528,112 of One-time expenses.

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
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYPI, Line A2)				
Current Year (2015-16)	4,068,213.91	4,253,535.85	4.6%	No
1st Subsequent Year (2016-17)	2,017,703.00	2,393,225.00	18.6%	Yes
2nd Subsequent Year (2017-18)	1,520,839.00	2,393,225.00	57.4%	Yes

Explanation:
(required if Yes)

The 2016/17 projected totals are greater due to increased revenue in 2015/16. The 2017/18 projected totals are greater due to a large error in the Adopted budget.

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYPI, Line A3)				
Current Year (2015-16)	3,509,978.00	3,714,467.14	5.8%	Yes
1st Subsequent Year (2016-17)	1,406,468.00	1,408,419.00	0.1%	No
2nd Subsequent Year (2017-18)	1,406,468.00	1,408,419.00	0.1%	No

Explanation:
(required if Yes)

The addition of Educator Effectiveness Grant dollars increased the 2015/16 budget.

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYPI, Line A4)				
Current Year (2015-16)	2,358,874.28	2,518,623.86	6.8%	Yes
1st Subsequent Year (2016-17)	2,358,874.00	2,518,623.00	6.8%	Yes
2nd Subsequent Year (2017-18)	2,358,874.00	2,518,623.00	6.8%	Yes

Explanation:
(required if Yes)

Local funding has been increased due to school site donations and a Migrant Ed contract.

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYPI, Line B4)				
Current Year (2015-16)	1,639,326.58	2,543,787.98	55.2%	Yes
1st Subsequent Year (2016-17)	1,659,326.00	1,913,152.00	15.3%	Yes
2nd Subsequent Year (2017-18)	1,659,326.00	1,913,152.00	15.3%	Yes

Explanation:
(required if Yes)

In 2015/16 and 2016/17 the increase is due to the One-Time Mandated costs.

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYPI, Line B5)				
Current Year (2015-16)	3,508,700.34	4,873,620.68	39.0%	Yes
1st Subsequent Year (2016-17)	3,082,475.00	3,969,886.00	28.8%	Yes
2nd Subsequent Year (2017-18)	3,241,285.00	3,874,998.00	19.6%	Yes

Explanation:
(required if Yes)

Increases are due to One-Time Mandated cost expenditures along with increases to Lottery technology expenses, increases in Title I, and Prop 39 expenditures.

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
Total Federal, Other State, and Other Local Revenue (Section 6A)				
Current Year (2015-16)	9,937,066.19	10,486,626.85	5.5%	Not Met
1st Subsequent Year (2016-17)	5,783,045.00	6,320,267.00	9.3%	Not Met
2nd Subsequent Year (2017-18)	5,286,181.00	6,320,267.00	19.6%	Not Met
Total Books and Supplies, and Services and Other Operating Expenditures (Section 6A)				
Current Year (2015-16)	5,146,026.92	7,417,408.66	44.1%	Not Met
1st Subsequent Year (2016-17)	4,741,801.00	5,883,038.00	24.1%	Not Met
2nd Subsequent Year (2017-18)	4,900,611.00	5,788,150.00	18.1%	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 2016/17 projected totals are greater due to increased revenue in 2015/16. The 2017/18 projected totals are greater due to a large error in the Adopted budget.

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

The addition of Educator Effectiveness Grant dollars increased the 2015/16 budget.

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

Local funding has been increased due to school site donations and a Migrant Ed contract.

- 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)

In 2015/16 and 2016/17 the increase is due to the One-Time Mandated costs.

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

Increases are due to One-Time Mandated cost expenditures along with increases to Lottery technology expenses, increases in Title I, and Prop 39 expenditures.

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%. 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	1,085,370.00	Met
2. Budget Adoption Contribution (information only) (Form 01CS, Criterion 7, Line 2c)		1,085,370.00	

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 reserves¹ as a percentage of total expenditures and other financing uses² in any of the current fiscal year or two subsequent fiscal years.

¹Available 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.

²A 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 (2015-16)	1st Subsequent Year (2016-17)	2nd Subsequent Year (2017-18)
District's Available Reserve Percentages (Criterion 10C, Line 9)	3.0%	10.1%	8.4%
District's Deficit Spending Standard Percentage Levels (one-third of available reserve percentage):	1.0%	3.4%	2.8%

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		Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	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)		
Current Year (2015-16)	841,386.40	26,479,137.60	N/A	Met
1st Subsequent Year (2016-17)	(994,341.05)	27,116,619.05	3.7%	Not Met
2nd Subsequent Year (2017-18)	(617,871.05)	27,251,812.05	2.3%	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)

The deficit spending occurs in 2016/17 due to the sunset of The Race to the Top Grant. Critical positions to personalized learning are sustained with Unrestricted funds in 2016/17 and 2017/18.

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		Status
	(Form 011, Line F2)	(Form MYPI, Line D2)	
Current Year (2015-16)	5,045,260.81		Met
1st Subsequent Year (2016-17)	3,916,107.24		Met
2nd Subsequent Year (2017-18)	3,163,421.67		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		Status
	(Form CASH, Line F, June Column)		
Current Year (2015-16)	5,049,066.10		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 reserves¹ for any of the current fiscal year or two subsequent fiscal years are not less than the following percentages or amounts² as applied to total expenditures and other financing uses³:

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

Percentage Level	District ADA		
5% or \$65,000 (greater of)	0	to	300
4% or \$65,000 (greater of)	301	to	1,000
3%	1,001	to	30,000
2%	30,001	to	400,000
1%	400,001	and	over

¹ 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.

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

³ 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 (2015-16)	1st Subsequent Year (2016-17)	2nd Subsequent Year (2017-18)
District Estimated P-2 ADA (Form A, lines A6 and C4):	3,523	3,487	3,495
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):

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

	Current Year Projected Year Totals (2015-16)	1st Subsequent Year (2016-17)	2nd Subsequent Year (2017-18)
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 (2015-16)	1st Subsequent Year (2016-17)	2nd Subsequent Year (2017-18)
1. Expenditures and Other Financing Uses (Form 011, objects 1000-7999) (Form MYPI, Line B11)	38,660,740.56	37,129,429.57	37,464,904.57
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)	38,660,740.56	37,129,429.57	37,464,904.57
4. Reserve Standard Percentage Level	3%	3%	3%
5. Reserve Standard - by Percent (Line B3 times Line B4)	1,159,822.22	1,113,882.89	1,123,947.14
6. Reserve Standard - by Amount (\$65,000 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)	1,159,822.22	1,113,882.89	1,123,947.14

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 (2015-16)	1st Subsequent Year (2016-17)	2nd Subsequent Year (2017-18)
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)	1,159,822.22	1,113,883.00	1,123,947.00
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYPI, Line E1c)	0.00	2,637,837.95	2,009,902.90
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)	1,159,822.22	3,751,720.95	3,133,849.90
9. District's Available Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	3.00%	10.10%	8.36%
District's Reserve Standard (Section 10B, Line 7):	1,159,822.22	1,113,882.89	1,123,947.14
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)

SUPPLEMENTAL INFORMATION

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
1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)					
Current Year (2015-16)	(4,218,459.00)	(4,194,865.00)	-0.6%	(23,594.00)	Met
1st Subsequent Year (2016-17)	(4,242,578.45)	(4,388,393.00)	3.4%	145,814.55	Met
2nd Subsequent Year (2017-18)	(5,230,951.16)	(4,588,673.00)	-12.3%	(642,278.16)	Not Met
1b. Transfers In, General Fund *					
Current Year (2015-16)	10,500.00	10,500.00	0.0%	0.00	Met
1st Subsequent Year (2016-17)	10,500.00	10,500.00	0.0%	0.00	Met
2nd Subsequent Year (2017-18)	10,500.00	10,500.00	0.0%	0.00	Met
1c. Transfers Out, General Fund *					
Current Year (2015-16)	0.00	0.00	0.0%	0.00	Met
1st Subsequent Year (2016-17)	0.00	0.00	0.0%	0.00	Met
2nd Subsequent Year (2017-18)	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 2017/18 projection at Adopted had a large error due to Race to the Top Grant sunset.

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. MET - Projected transfers out 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)

--

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)

S6. Long-term Commitments

Identify all existing and new multiyear commitments¹ 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.

¹ 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 D1CSI, 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)

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

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, 2015
		Funding Sources (Revenues)	Debt Service (Expenditures)	
Capital Leases	5	01/8011	01/7438-7439	129,738
Certificates of Participation				
General Obligation Bonds	13	51/8600	51-7438-7439	7,138,684
Supp Early Retirement Program	1	01/8011	01-1100	106,665
State School Building Loans				
Compensated Absences				

Other Long-term Commitments (do not include OPEB):

Type of Commitment	# of Years Remaining	Funding Sources (Revenues)	Debt Service (Expenditures)	Principal Balance as of July 1, 2015
TOTAL:				7,375,087

Type of Commitment (continued)	Prior Year (2014-15) Annual Payment (P & I)	Current Year (2015-16) Annual Payment (P & I)	1st Subsequent Year (2016-17) Annual Payment (P & I)	2nd Subsequent Year (2017-18) Annual Payment (P & I)
Capital Leases	15,464	30,928	30,928	30,928
Certificates of Participation				
General Obligation Bonds	583,499	614,431	644,584	673,957
Supp Early Retirement Program	157,163	106,665	0	0
State School Building Loans				
Compensated Absences				

Other Long-term Commitments (continued):

Type of Commitment	Prior Year (2014-15) Annual Payment (P & I)	Current Year (2015-16) Annual Payment (P & I)	1st Subsequent Year (2016-17) Annual Payment (P & I)	2nd Subsequent Year (2017-18) Annual Payment (P & I)
Total Annual Payments:	756,126	752,024	675,512	704,885
Has total annual payment increased over prior year (2014-15)?	No	No	No	No

S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment

DATA ENTRY: Enter an explanation if Yes.

- 1a. No - Annual payments for long-term commitments have not increased in one or more of the current and two subsequent fiscal years.

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

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

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)

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

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

2. OPEB Liabilities	Budget Adoption	First Interim
	(Form 01CS, Item S7A)	
a. OPEB actuarial accrued liability (AAL)	5,189,497.00	5,189,497.00
b. OPEB unfunded actuarial accrued liability (UAAL)	5,095,831.00	5,095,831.00
c. Are AAL and UAAL based on the district's estimate or an actuarial valuation?	Actuarial	Actuarial
d. If based on an actuarial valuation, indicate the date of the OPEB valuation.	Apr 01, 2015	Apr 01, 2015

3. OPEB Contributions	Budget Adoption	First Interim
	(Form 01CS, Item S7A)	
a. OPEB annual required contribution (ARC) per actuarial valuation or Alternative Measurement Method		
Current Year (2015-16)	410,245.00	410,245.00
1st Subsequent Year (2016-17)	410,245.00	410,245.00
2nd Subsequent Year (2017-18)	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 (2015-16)	156,521.00	175,105.00
1st Subsequent Year (2016-17)	156,521.00	175,105.00
2nd Subsequent Year (2017-18)	156,521.00	175,105.00
c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)		
Current Year (2015-16)	156,521.00	175,105.00
1st Subsequent Year (2016-17)	140,045.00	151,199.00
2nd Subsequent Year (2017-18)	123,569.00	141,479.00
d. Number of retirees receiving OPEB benefits		
Current Year (2015-16)	19	24
1st Subsequent Year (2016-17)	17	17
2nd Subsequent Year (2017-18)	15	16

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

a. Accrued liability for self-insurance programs
b. Unfunded liability for self-insurance programs

	Budget Adoption (Form 01CS, Item S7B)	First Interim
a.		
b.		

3. Self-Insurance Contributions

a. Required contribution (funding) for self-insurance programs
Current Year (2015-16)
1st Subsequent Year (2016-17)
2nd Subsequent Year (2017-18)

	Budget Adoption (Form 01CS, Item S7B)	First Interim
a.		

b. Amount contributed (funded) for self-insurance programs
Current Year (2015-16)
1st Subsequent Year (2016-17)
2nd Subsequent Year (2017-18)

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) (2014-15)	Current Year (2015-16)	1st Subsequent Year (2016-17)	2nd Subsequent Year (2017-18)
Number of certificated (non-management) full-time-equivalent (FTE) positions	217.4	203.6	200.6	200.6

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 (2015-16)	1st Subsequent Year (2016-17)	2nd Subsequent Year (2017-18)
Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?	<input type="text"/>	<input type="text"/>	<input type="text"/>

One Year Agreement

Total cost of salary settlement	<input type="text"/>	<input type="text"/>	<input type="text"/>
% change in salary schedule from prior year	<input type="text"/>	<input type="text"/>	<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"/>

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

172,206

7. Amount included for any tentative salary schedule increases

Current Year (2015-16)	1st Subsequent Year (2016-17)	2nd Subsequent Year (2017-18)
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 (2015-16)	1st Subsequent Year (2016-17)	2nd Subsequent Year (2017-18)
Yes	Yes	Yes
1,453,151	1,433,711	1,433,711
65.0%	65.0%	65.0%
1.5%	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		
----	--	--

If Yes, amount of new costs included in the interim and MYPs
If Yes, explain the nature of the new costs:

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 (2015-16)	1st Subsequent Year (2016-17)	2nd Subsequent Year (2017-18)
Yes	Yes	Yes
212,894	212,894	212,894
16.0%	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 (2015-16)	1st Subsequent Year (2016-17)	2nd Subsequent Year (2017-18)
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) (2014-15)	Current Year (2015-16)	1st Subsequent Year (2016-17)	2nd Subsequent Year (2017-18)
Number of classified (non-management) FTE positions	165.5	167.5	166.5	166.5

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 (2015-16)	1st Subsequent Year (2016-17)	2nd Subsequent Year (2017-18)
Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?	<input type="text"/>	<input type="text"/>	<input type="text"/>

	Current Year (2015-16)	1st Subsequent Year (2016-17)	2nd Subsequent Year (2017-18)
One Year Agreement			
Total cost of salary settlement	<input type="text"/>	<input type="text"/>	<input type="text"/>
% change in salary schedule from prior year or	<input type="text"/>	<input type="text"/>	<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"/>

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

	Current Year (2015-16)	1st Subsequent Year (2016-17)	2nd Subsequent Year (2017-18)
7. Amount included for any tentative salary schedule increases	0	0	0

	Current Year (2015-16)	1st Subsequent Year (2016-17)	2nd Subsequent Year (2017-18)
Classified (Non-management) Health and Welfare (H&W) Benefits			
1. Are costs of H&W benefit changes included in the interim and MYPs?	Yes	Yes	Yes
2. Total cost of H&W benefits	655,915	655,915	655,915
3. Percent of H&W cost paid by employer	81.1%	8110.0%	8110.0%
4. Percent projected change in H&W cost over prior year	9.0%	0.0%	0.0%

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		
----	--	--

If Yes, amount of new costs included in the interim and MYPs
If Yes, explain the nature of the new costs:

--

	Current Year (2015-16)	1st Subsequent Year (2016-17)	2nd Subsequent Year (2017-18)
Classified (Non-management) Step and Column Adjustments			
1. Are step & column adjustments included in the interim and MYPs?	Yes	Yes	Yes
2. Cost of step & column adjustments	86,053	86,053	86,053
3. Percent change in step & column over prior year		0.0%	0.0%

	Current Year (2015-16)	1st Subsequent Year (2016-17)	2nd Subsequent Year (2017-18)
Classified (Non-management) Attrition (layoffs and retirements)			
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.):

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) (2014-15)	Current Year (2015-16)	1st Subsequent Year (2016-17)	2nd Subsequent Year (2017-18)
Number of management, supervisor, and confidential FTE positions	33.0	40.9	40.9	40.9

- 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:

	Current Year (2015-16)	1st Subsequent Year (2016-17)	2nd Subsequent Year (2017-18)
Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?	No	No	No
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

	Current Year (2015-16)	1st Subsequent Year (2016-17)	2nd Subsequent Year (2017-18)
4. Amount included for any tentative salary schedule increases	0	0	0

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

	Current Year (2015-16)	1st Subsequent Year (2016-17)	2nd Subsequent Year (2017-18)
1. Are costs of H&W benefit changes included in the interim and MYPs?	Yes	Yes	Yes
2. Total cost of H&W benefits	352,202	352,202	352,202
3. Percent of H&W cost paid by employer	46.4%	46.4%	46.4%
4. Percent projected change in H&W cost over prior year	0.0%	0.0%	0.0%

Management/Supervisor/Confidential Step and Column Adjustments

	Current Year (2015-16)	1st Subsequent Year (2016-17)	2nd Subsequent Year (2017-18)
1. Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2. Cost of step & column adjustments	49,170	50,153	51,156
3. Percent change in step and column over prior year			

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

	Current Year (2015-16)	1st Subsequent Year (2016-17)	2nd Subsequent Year (2017-18)
1. Are costs of other benefits included in the interim and MYPs?	No	No	No
2. Total cost of other benefits			
3. Percent change in cost of other benefits over prior year			

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.

S9A. Identification of Other Funds with Negative Ending Fund Balances

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?

No

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.

ADDITIONAL FISCAL INDICATORS

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)

A6. Uncapped health benefits are paid for onky 9 of 10 eligible management employees hired before 6/15/1992. The benefit was eliminated in 1992.
A9. The CBO was teminted in September 2015. We currently have an interim CBO.

End of School District First Interim Criteria and Standards Review

		July	August	September	October	November	December	January	February
ACTUALS THROUGH THE MONTH OF (Enter Month Name)									
A. BEGINNING CASH		4,831,963.00	4,329,650.00	2,845,488.00	4,120,756.00	2,697,893.00	2,307,961.00	7,297,995.00	5,889,592.00
B. RECEIPTS									
LCFF/Revenue Limit Sources		1,085,041.00	1,085,041.00	3,115,887.00	1,953,075.00	1,953,075.00	3,115,887.00	1,953,075.00	1,776,514.00
Principal Appointment		2,585.00	26.00	3.00				1,277,102.00	710,475.00
Property Taxes									
Miscellaneous Funds		286,730.00	501,803.00	501,803.00	15,110.00	87,697.00	545,153.00	347,237.00	256,743.00
Federal Revenue		186,227.00	63,508.00	336,493.00	164,493.00	133,808.00	1,950,996.00	138,226.00	
Other State Revenue		81,959.00	64,241.00	118,364.00	117,613.00	233,941.00	194,593.00	249,885.00	187,702.00
Other Local Revenue									
Interfund Transfers In									
All Other Financing Sources									
TOTAL RECEIPTS		1,642,542.00	1,212,816.00	4,072,550.00	2,250,291.00	2,408,521.00	5,806,629.00	3,965,525.00	2,931,434.00
C. DISBURSEMENTS									
Certificated Salaries		1,039,899.00	1,538,197.00	1,503,367.00	1,523,014.00	1,544,477.00		3,102,954.00	1,563,977.00
Classified Salaries		490,376.00	528,712.00	508,034.00	537,274.00	530,767.00		1,111,535.00	555,767.00
Employee Benefits		465,803.00	516,522.00	501,857.00	689,477.00	331,664.00	100,000.00	468,328.00	575,000.00
Books and Supplies		100,984.00	60,406.00	102,034.00	231,713.00	74,662.00	267,710.00	267,710.00	267,710.00
Services		256,715.00	161,249.00	224,418.00	682,048.00	245,659.00	457,648.00	457,648.00	457,648.00
Capital Outlay					7,390.00				155,000.00
Other Outgo				7,732.00			25,484.00		
Interfund Transfers Out									
All Other Financing Uses									
TOTAL DISBURSEMENTS		2,353,877.00	2,805,086.00	2,847,442.00	3,670,916.00	2,727,249.00	850,842.00	5,408,175.00	3,575,102.00
D. BALANCE SHEET ITEMS									
Assets and Deferred Outflows									
Cash Not In Treasury									
Accounts Receivable		208,722.00	155,685.00	50,135.00	(6.00)	155,347.00	260,798.00	260,798.00	260,798.00
Due From Other Funds									
Stores									
Prepaid Expenditures									
Other Current Assets									
Deferred Outflows of Resources									
SUBTOTAL		208,722.00	155,685.00	50,135.00	(6.00)	155,347.00	260,798.00	260,798.00	260,798.00
Liabilities and Deferred Inflows									
Accounts Payable			47,577.00	(25.00)	2,232.00	226,551.00	226,551.00	226,551.00	226,551.00
Due To Other Funds									
Current Loans									
Unearned Revenues									
Deferred Inflows of Resources									
SUBTOTAL		0.00	47,577.00	(25.00)	2,232.00	226,551.00	226,551.00	226,551.00	226,551.00
Nonoperating									
Suspense Clearing									
TOTAL BALANCE SHEET ITEMS		208,722.00	108,108.00	50,160.00	(2,238.00)	(71,204.00)	34,247.00	34,247.00	34,247.00
E. NET INCREASE/DECREASE (B - C + D)		(502,313.00)	(1,484,162.00)	1,275,268.00	(1,422,863.00)	(389,932.00)	4,990,034.00	(1,408,403.00)	(609,421.00)
F. ENDING CASH (A + E)		4,329,650.00	2,845,488.00	4,120,756.00	2,697,893.00	2,307,961.00	7,297,995.00	5,889,592.00	5,280,171.00
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS									

Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ACTUALS THROUGH THE MONTH OF (Enter Month Name):								
A. BEGINNING CASH	5,280,171.00	6,159,517.00	5,856,263.00	6,460,150.00				
B. RECEIPTS								
LFFF/Revenue Limit Sources								
Principal Apportionment	2,904,292.00	1,776,514.00	1,776,514.00	1,755,245.00			24,250,160.00	24,250,160.00
Property Taxes	169.00	498,908.00	1,961,398.00				4,450,866.00	4,450,866.00
Miscellaneous Funds		400.00					400.00	400.00
Federal Revenue	693,103.00	258,743.00	258,743.00	547,130.00	455,343.85		4,259,535.85	4,259,535.85
Other State Revenue	337,382.00	304,496.00			98,838.14		3,714,467.14	3,714,467.14
Other Local Revenue	123,188.00	122,989.00	182,334.00	67,998.00	773,816.86		2,518,623.86	2,518,623.86
Interfund Transfers In					10,500.00		10,500.00	10,500.00
All Other Financing Sources							0.00	0.00
TOTAL RECEIPTS	4,058,134.00	2,962,050.00	4,178,989.00	2,370,373.00	1,338,498.85	0.00	39,198,352.85	39,198,352.85
C. DISBURSEMENTS								
Certificated Salaries	1,563,977.00	1,669,977.00	1,658,977.00	1,756,276.07			18,459,092.07	18,459,092.07
Classified Salaries	555,767.00	555,767.00	555,767.00	567,239.50			6,497,005.50	6,497,005.50
Employee Benefits	575,000.00	575,000.00	575,000.00	495,599.48			5,869,050.48	5,869,050.48
Books and Supplies	267,710.00	267,710.00	267,710.00	267,710.00	99,998.98		2,543,787.98	2,543,787.98
Services	457,848.00	457,848.00	457,848.00	457,648.00	99,995.68		4,873,620.68	4,873,620.68
Capital Outlay			60,000.00	211,498.85			433,888.85	433,888.85
Other Outgo	25,484.00			25,485.00	(99,890.00)		(15,705.00)	(15,705.00)
Interfund Transfers Out							0.00	0.00
All Other Financing Uses							0.00	0.00
TOTAL DISBURSEMENTS	3,445,586.00	3,520,102.00	3,575,102.00	3,781,456.90	100,104.66	0.00	38,660,740.56	38,660,740.56
D. BALANCE SHEET ITEMS								
Assets and Deferred Outflows								
Cash Not In Treasury							0.00	0.00
Accounts Receivable	260,798.00	260,798.00					1,873,873.00	1,873,873.00
Due From Other Funds							0.00	0.00
Stores							0.00	0.00
Prepaid Expenditures							0.00	0.00
Other Current Assets							0.00	0.00
Deferred Outflows of Resources							0.00	0.00
SUBTOTAL	260,798.00	260,798.00	0.00	0.00	0.00	0.00	1,873,873.00	1,873,873.00
Liabilities and Deferred Inflows								
Accounts Payable							955,988.00	955,988.00
Due To Other Funds							0.00	0.00
Current Loans							0.00	0.00
Unearned Revenues							0.00	0.00
Deferred Inflows of Resources							0.00	0.00
SUBTOTAL	0.00	0.00	0.00	0.00	0.00	0.00	955,988.00	955,988.00
Nonoperating								
Suspense Clearing							0.00	0.00
TOTAL BALANCE SHEET ITEMS	260,798.00	260,798.00	0.00	0.00	0.00	0.00	917,885.00	917,885.00
E. NET INCREASE/DECREASE (B - C + D)	873,346.00	(297,254.00)	603,887.00	(1,411,083.90)	1,238,394.19	0.00	1,455,497.29	537,612.29
F. ENDING CASH (A + E)	6,153,517.00	5,856,263.00	6,460,150.00	5,049,066.10				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS							6,287,460.29	

		July	August	September	October	November	December	January	February
ACTUALS THROUGH THE MONTH OF (Enter Month Name):									
A. BEGINNING CASH		5,049,066.10	4,466,371.10	2,546,339.10	3,461,633.10	2,483,867.10	2,126,701.10	4,932,060.10	3,308,257.10
B. RECEIPTS									
LCFF/Revenue Limit Sources									
8010-8019	Principal Apportionment	1,037,127.00	1,037,127.00	2,985,804.00	1,866,829.00	1,866,829.00	2,985,804.00	1,866,829.00	1,866,829.00
8020-8079	Property Taxes	2,585.00	26.00					1,277,103.00	710,475.00
8080-8099	Miscellaneous Funds								
8100-8299	Federal Revenue	286,730.00		396,692.00	15,110.00	87,697.00	294,410.00	96,495.00	6,000.00
8300-8599	Other State Revenue	186,227.00	63,508.00	336,493.00	164,493.00	33,306.00	0.00	138,228.00	0.00
8600-8799	Other Local Revenue	81,959.00	64,241.00	118,384.00	117,613.00	233,941.00	194,593.00	249,885.00	187,702.00
8910-8929	Interfund Transfers In								
8930-8979	All Other Financing Sources								
TOTAL RECEIPTS		1,594,628.00	1,164,902.00	3,837,353.00	2,164,045.00	2,221,773.00	3,474,807.00	3,628,538.00	2,771,006.00
C. DISBURSEMENTS									
1000-1999	Certificated Salaries	1,039,899.00	1,538,197.00	1,503,367.00	1,523,014.00	1,544,477.00		3,102,954.00	1,563,977.00
2000-2999	Classified Salaries	490,376.00	530,583.00	509,071.00	537,520.00	530,805.00		1,111,611.00	555,805.00
3000-3999	Employee Benefits	465,605.00	516,522.00	501,857.00	637,815.00	331,664.00		468,328.00	575,000.00
4000-4999	Books and Supplies	98,908.00	177,890.00	112,722.00	117,127.00	27,664.00		182,692.00	182,692.00
5000-5999	Services	82,535.00	321,742.00	287,652.00	326,335.00	144,329.00		386,756.00	386,756.00
6000-6599	Capital Outlay								
6000-7499	Other Outgo			7,390.00					
7600-7629	Interfund Transfers Out								
7630-7699	All Other Financing Uses								
TOTAL DISBURSEMENTS		2,177,323.00	3,084,934.00	2,922,059.00	3,141,811.00	2,578,939.00	669,448.00	5,252,341.00	3,264,230.00
D. BALANCE SHEET ITEMS									
Assets and Deferred Outflows									
9111-9199	Cash Not In Treasury								
9200-9299	Accounts Receivable								
9310	Due From Other Funds								
9320	Stores								
9330	Prepaid Expenditures								
9340	Other Current Assets								
9490	Deferred Outflows of Resources								
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Liabilities and Deferred Inflows									
9500-9599	Accounts Payable								
9610	Due To Other Funds								
9640	Current Loans								
9650	Unearned Revenues								
9690	Deferred Inflows of Resources								
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Nonoperating									
9910	Suspense Clearing								
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
E. NET INCREASE/DECREASE (B - C + D)		(582,695.00)	(1,920,032.00)	915,294.00	(977,766.00)	(357,166.00)	2,805,359.00	(1,623,803.00)	(493,224.00)
F. ENDING CASH (A + E)		4,466,371.10	2,546,339.10	3,461,633.10	2,483,867.10	2,126,701.10	4,932,060.10	3,308,257.10	2,815,033.10
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS									

	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ACTUALS THROUGH THE MONTH OF									
(Enter Month Name)									
A. BEGINNING CASH									
B. RECEIPTS									
	LCFF/Revenue Limit Sources								
	Principal Apportionment	2,985,804.00	1,866,829.00	1,866,829.00	2,985,804.00			25,218,444.00	
	Property Taxes	169.00	498,908.00	1,961,400.00				4,450,666.00	
	Miscellaneous Funds		400.00					400.00	
	Federal Revenue	442,360.00	8,000.00	8,000.00	296,387.00	455,344.00		2,393,225.00	
	Other State Revenue	83,599.00	304,496.00	0.00	0.00	98,071.00		1,408,419.00	
	Other Local Revenue	123,188.00	122,989.00	182,334.00	67,998.00	784,316.00		2,529,123.00	
	Interfund Transfers In							0.00	
	All Other Financing Sources	3,635,120.00	2,801,622.00	4,018,563.00	3,350,189.00	1,337,731.00	0.00	36,000,277.00	0.00
C. DISBURSEMENTS									
	Certificated Salaries	1,563,977.00	1,663,977.00	1,658,977.00	1,601,908.00			18,304,724.00	
	Classified Salaries	555,805.00	555,805.00	555,805.00	735,261.00			6,668,447.00	
	Employee Benefits	575,000.00	575,000.00	575,000.00	485,596.00	387,646.00		6,205,033.00	
	Books and Supplies	182,692.00	182,692.00	182,692.00	182,689.00	100,000.00		1,913,152.00	
	Services	386,756.00	386,756.00	386,756.00	386,757.00	100,000.00		3,969,886.00	
	Capital Outlay				60,000.00			60,000.00	
	Interfund Transfers Out			16,499.00	0.00	(99,890.00)		(76,001.00)	
	All Other Financing Uses							0.00	
	TOTAL DISBURSEMENTS	3,264,230.00	3,364,230.00	3,375,729.00	3,462,211.00	487,756.00	0.00	37,045,241.00	0.00
D. BALANCE SHEET ITEMS									
	Assets and Deferred Outflows								
	Cash Not In Treasury							0.00	
	Accounts Receivable							0.00	
	Due From Other Funds							0.00	
	Stores							0.00	
	Prepaid Expenditures							0.00	
	Other Current Assets							0.00	
	Deferred Outflows of Resources							0.00	
	SUBTOTAL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	Liabilities and Deferred Inflows								
	Accounts Payable							0.00	
	Due To Other Funds							0.00	
	Current Loans							0.00	
	Unearned Revenues							0.00	
	Deferred Inflows of Resources							0.00	
	SUBTOTAL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	Nonoperating								
	Suspense Cleaning							0.00	
	TOTAL BALANCE SHEET ITEMS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
E. NET INCREASE/DECREASE (B - C + D)									
		370,890.00	(562,608.00)	642,834.00	(112,022.00)	849,975.00	0.00	(1,044,964.00)	0.00
F. ENDING CASH (A + E)									
		3,185,923.10	2,623,315.10	3,266,149.10	3,154,127.10			4,004,102.10	
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS									

Section I - Expenditures	Funds 01, 09, and 62			2015-16 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	38,660,740.56
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	4,202,101.83
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	107,285.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999	433,888.85
3. Debt Service	All	9100	5400-5450, 5800, 7430- 7439	30,935.00
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	0.00
6. All Other Financing Uses	All	9100	7699	0.00
		9200	7651	
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	19,715.00
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)				591,823.85
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	0.00
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)				33,866,814.88

Section II - Expenditures Per ADA		2015-16 Annual ADA/ Exps. Per ADA
A. Average Daily Attendance (Form AI, Column C, sum of lines A6 and C9)*		3,523.11
B. Expenditures per ADA (Line I.E divided by Line II.A)		9,612.76
Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)		
	Total	Per ADA
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.)	0.00	0.00
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)	0.00	0.00
B. Required effort (Line A.2 times 90%)	0.00	0.00
C. Current year expenditures (Line I.E and Line II.B)	33,866,814.88	9,612.76
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 Calculation Incomplete	
F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under NCLB covered programs in FY 2017-18 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.

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

First Interim
2015-16 Projected Year Totals
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
011 GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	(99,890.00)				
Other Sources/Uses Detail					10,500.00	0.00		
Fund Reconciliation								
091 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
101 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
111 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
121 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	19,365.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
131 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	80,525.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
141 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
151 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
171 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
181 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
191 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
201 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
211 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
251 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	10,500.00		
Fund Reconciliation								
301 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
351 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
401 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
491 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
511 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
521 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
531 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
561 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
571 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
611 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								

First Interim
2015-16 Projected Year Totals
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
621 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
631 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
661 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
671 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
711 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
731 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
761 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
951 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
TOTALS	0.00	0.00	99,890.00	(99,890.00)	10,500.00	10,500.00		

<u>Resource</u>	<u>Description</u>	<u>2015/16 Projected Year Totals</u>
6130	Child Development: Center-Based Reserve Account	7,514.20
Total, Restricted Balance		<u>7,514.20</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)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	40,695.00	40,695.00	312.00	40,695.00	0.00	0.0%
3) Other State Revenue		8300-8599	379,316.00	376,316.00	142,813.80	376,316.00	0.00	0.0%
4) Other Local Revenue		8600-8799	7,050.00	10,015.00	86,792.00	97,015.00	87,000.00	868.7%
5) TOTAL REVENUES			427,081.00	427,026.00	229,917.80	514,026.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	146,170.00	148,785.00	66,018.52	183,986.00	(35,201.00)	-23.7%
2) Classified Salaries		2000-2999	159,543.00	148,753.00	50,863.16	151,753.00	(3,000.00)	-2.0%
3) Employee Benefits		3000-3999	71,298.00	71,895.00	32,621.00	81,211.00	(9,316.00)	-13.0%
4) Books and Supplies		4000-4999	8,959.00	19,892.00	13,888.59	39,375.00	(19,483.00)	-97.9%
5) Services and Other Operating Expenditures		5000-5999	17,821.00	18,321.00	6,743.15	18,321.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	20,000.00	(20,000.00)	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	23,220.00	19,365.00	0.00	19,365.00	0.00	0.0%
9) TOTAL EXPENDITURES			427,011.00	427,011.00	170,134.42	514,011.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)								
			50.00	15.00	59,783.38	15.00		
D. OTHER FINANCING SOURCES/USES								
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)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			50.00	15.00	59,783.38	15.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	7,499.20	7,499.20		7,499.20	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)			7,499.20	7,499.20		7,499.20		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			7,499.20	7,499.20		7,499.20		
2) Ending Balance, June 30 (E + F1e)			7,549.20	7,514.20		7,514.20		
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			7,549.20	7,514.20		7,514.20		
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		

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)
FEDERAL REVENUE								
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	40,695.00	40,695.00	312.00	40,695.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			40,695.00	40,695.00	312.00	40,695.00	0.00	0.0%
OTHER STATE REVENUE								
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	374,316.00	371,316.00	141,563.80	371,316.00	0.00	0.0%
All Other State Revenue	All Other	8590	5,000.00	5,000.00	1,250.00	5,000.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			379,316.00	376,316.00	142,813.80	376,316.00	0.00	0.0%
OTHER LOCAL REVENUE								
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	50.00	15.00	(208.00)	15.00	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								
Child Development Parent Fees		8673	7,000.00	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	87,000.00	87,000.00	87,000.00	New
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%
TOTAL, OTHER LOCAL REVENUE			7,050.00	10,015.00	86,792.00	97,015.00	87,000.00	868.7%
TOTAL, REVENUES			427,061.00	427,026.00	229,917.80	514,026.00		

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)
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	131,525.00	132,250.00	60,324.28	167,451.00	(35,201.00)	-26.6%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	14,645.00	16,535.00	5,694.24	16,535.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			146,170.00	148,785.00	66,018.52	183,986.00	(35,201.00)	-23.7%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	99,125.00	99,445.00	32,089.00	102,445.00	(3,000.00)	-3.0%
Classified Support Salaries		2200	11,785.00	9,830.00	3,927.90	9,830.00	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	42,178.00	39,478.00	14,798.01	39,478.00	0.00	0.0%
Other Classified Salaries		2900	6,455.00	0.00	48.25	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			159,543.00	148,753.00	50,863.16	151,753.00	(3,000.00)	-2.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	15,685.00	15,969.00	7,071.95	19,683.00	(3,714.00)	-23.3%
PERS		3201-3202	6,120.00	5,800.00	2,104.15	5,800.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	14,286.00	13,976.00	4,560.13	14,708.00	(732.00)	-5.2%
Health and Welfare Benefits		3401-3402	29,227.00	30,202.00	16,794.22	34,512.00	(4,310.00)	-14.3%
Unemployment Insurance		3501-3502	156.00	156.00	58.50	176.00	(20.00)	-12.8%
Workers' Compensation		3601-3602	4,363.00	4,331.00	1,570.80	4,871.00	(540.00)	-12.5%
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	1,461.00	1,461.00	461.25	1,461.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			71,298.00	71,895.00	32,621.00	81,211.00	(9,316.00)	-13.0%
BOOKS AND SUPPLIES								
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	8,959.00	19,892.00	9,626.74	33,375.00	(13,483.00)	-67.8%
Noncapitalized Equipment		4400	0.00	0.00	4,261.85	6,000.00	(6,000.00)	New
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			8,959.00	19,892.00	13,888.59	39,375.00	(19,483.00)	-97.9%

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)
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	500.00	1,000.00	125.00	1,000.00	0.00	0.0%
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	13,000.00	13,000.00	3,945.18	13,000.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	2,000.00	2,000.00	1,232.97	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	2,321.00	2,321.00	1,440.00	2,321.00	0.00	0.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			17,821.00	18,321.00	6,743.15	18,321.00	0.00	0.0%
CAPITAL OUTLAY								
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	0.00	0.00	0.00	20,000.00	(20,000.00)	New
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	20,000.00	(20,000.00)	New
OTHER OUTGO (excluding Transfers of Indirect Costs)								
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%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs - Interfund		7350	23,220.00	19,365.00	0.00	19,365.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			23,220.00	19,365.00	0.00	19,365.00	0.00	0.0%
TOTAL, EXPENDITURES			427,011.00	427,011.00	170,134.42	514,011.00		

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)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
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%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
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%
OTHER SOURCES/USES								
SOURCES								
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%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
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%
CONTRIBUTIONS								
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%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.00	0.00	0.00	0.0%

<u>Resource</u>	<u>Description</u>	<u>2015/16 Projected Year Totals</u>
5310	Child Nutrition: School Programs (e.g., School Lunch, School	23,677.00
5320	Child Nutrition: Child Care Food Program (CCFP) Claims-Ce	174,212.53
5330	Child Nutrition: Summer Food Service Program Operations	15,667.74
Total, Restricted Balance		<u>213,557.27</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)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	1,507,675.03	1,507,675.03	0.00	1,507,675.03	0.00	0.0%
3) Other State Revenue		8300-8599	97,200.00	97,200.00	0.00	97,200.00	0.00	0.0%
4) Other Local Revenue		8600-8799	204,000.00	203,800.00	1,733.39	203,800.00	0.00	0.0%
5) TOTAL, REVENUES			1,808,875.03	1,808,675.03	1,733.39	1,808,675.03		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	815,456.74	758,946.74	291,247.17	759,271.74	(325.00)	0.0%
3) Employee Benefits		3000-3999	222,875.39	217,297.39	100,972.82	217,297.39	0.00	0.0%
4) Books and Supplies		4000-4999	602,282.29	602,282.29	213,035.89	602,282.29	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	48,203.91	48,203.91	21,912.17	48,203.91	0.00	0.0%
6) Capital Outlay		6000-6999	6,440.00	6,440.00	0.00	6,440.00	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	100,283.00	80,525.00	0.00	80,525.00	0.00	0.0%
9) TOTAL, EXPENDITURES			1,795,541.33	1,713,695.33	627,168.05	1,714,020.33		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)								
			13,333.70	94,979.70	(625,434.66)	94,654.70		
D. OTHER FINANCING SOURCES/USES								
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)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			13,333.70	94,979.70	(625,434.66)	94,654.70		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited			9791	118,902.57	118,902.57	118,902.57	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)				118,902.57	118,902.57	118,902.57		
d) Other Restatements			9795	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)				118,902.57	118,902.57	118,902.57		
2) Ending Balance, June 30 (E + F1e)				132,236.27	213,882.27	213,557.27		
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	185,954.27	213,882.27	213,557.27		
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	(53,718.00)	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)
FEDERAL REVENUE								
Child Nutrition Programs		8220	1,507,675.03	1,507,675.03	0.00	1,507,675.03	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			1,507,675.03	1,507,675.03	0.00	1,507,675.03	0.00	0.0%
OTHER STATE REVENUE								
Child Nutrition Programs		8520	97,200.00	97,200.00	0.00	97,200.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			97,200.00	97,200.00	0.00	97,200.00	0.00	0.0%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	203,800.00	203,800.00	1,973.39	203,800.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	200.00	0.00	(240.00)	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%
TOTAL, OTHER LOCAL REVENUE			204,000.00	203,800.00	1,733.39	203,800.00	0.00	0.0%
TOTAL REVENUES			1,808,875.03	1,808,675.03	1,733.39	1,808,675.03		

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)
CERTIFICATED SALARIES								
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%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
CLASSIFIED SALARIES								
Classified Support Salaries		2200	659,144.08	652,777.08	248,131.42	652,777.08	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	70,720.00	70,720.00	29,572.16	71,045.00	(325.00)	-0.5%
Clerical, Technical and Office Salaries		2400	45,035.00	35,432.00	13,543.59	35,432.00	0.00	0.0%
Other Classified Salaries		2900	40,557.68	17.66	0.00	17.66	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			815,456.74	758,946.74	291,247.17	759,271.74	(325.00)	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	59,443.34	55,228.34	27,814.52	55,228.34	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	62,353.77	60,958.77	22,007.56	60,958.77	0.00	0.0%
Health and Welfare Benefits		3401-3402	76,703.00	78,075.00	40,242.24	78,075.00	0.00	0.0%
Unemployment Insurance		3501-3502	437.91	426.91	148.21	426.91	0.00	0.0%
Workers' Compensation		3601-3602	11,698.58	11,033.58	3,909.68	11,033.58	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	12,238.79	11,574.79	6,850.61	11,574.79	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			222,875.39	217,297.39	100,972.82	217,297.39	0.00	0.0%
BOOKS AND SUPPLIES								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	42,500.00	42,500.00	10,025.54	42,500.00	0.00	0.0%
Noncapitalized Equipment		4400	12,740.00	12,740.00	0.00	12,740.00	0.00	0.0%
Food		4700	547,042.29	547,042.29	203,010.35	547,042.29	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			602,282.29	602,282.29	213,035.89	602,282.29	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)
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	1,509.24	1,509.24	1,226.94	1,509.24	0.00	0.0%
Dues and Memberships		5300	135.00	135.00	0.00	135.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	10,329.67	10,329.67	2,640.81	10,329.67	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	8,500.00	8,500.00	2,230.77	8,500.00	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	27,230.00	27,230.00	15,505.67	27,230.00	0.00	0.0%
Communications		5900	500.00	500.00	307.98	500.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			48,203.91	48,203.91	21,912.17	48,203.91	0.00	0.0%
CAPITAL OUTLAY								
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	6,440.00	6,440.00	0.00	6,440.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			6,440.00	6,440.00	0.00	6,440.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
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%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs - Interfund		7350	100,283.00	80,525.00	0.00	80,525.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			100,283.00	80,525.00	0.00	80,525.00	0.00	0.0%
TOTAL, EXPENDITURES			1,795,541.33	1,713,695.33	627,168.05	1,714,020.33		

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)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: General Fund		8916	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%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
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%
OTHER SOURCES/USES								
SOURCES								
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%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
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%
CONTRIBUTIONS								
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%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			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)
A. REVENUES								
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	410,350.00	410,350.00	195,469.26	362,300.00	(48,050.00)	-11.7%
5) TOTAL REVENUES			410,350.00	410,350.00	195,469.26	362,300.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	30,470.00	30,470.00	624.11	23,380.00	7,090.00	23.3%
3) Employee Benefits		3000-3999	7,976.00	7,976.00	(71.23)	7,976.00	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	118,210.00	131,792.00	49,972.68	134,492.00	(2,700.00)	-2.0%
6) Capital Outlay		6000-6999	2,500.00	94,500.00	6,901.43	133,500.00	(39,000.00)	-41.3%
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			159,156.00	264,738.00	57,426.99	299,348.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)								
			251,194.00	145,612.00	138,042.27	62,952.00		
D. OTHER FINANCING SOURCES/USES								
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)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			240,694.00	135,112.00	138,042.27	52,452.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	1,030,650.41	1,030,650.41		1,030,650.41	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)			1,030,650.41	1,030,650.41		1,030,650.41		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,030,650.41	1,030,650.41		1,030,650.41		
2) Ending Balance, June 30 (E + F1e)			1,271,344.41	1,165,762.41		1,083,102.41		
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	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	1,271,344.41	1,165,762.41		1,083,102.41		
Capital Facilities Projects	0000	9780	1,271,344.41					
Capital Facilities Projects	0000	9780		1,165,762.41				
Capital Facilities Projects	0000	9780				1,083,102.41		
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)
OTHER STATE REVENUE								
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%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
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	20,000.00	20,000.00	0.00	20,000.00	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	350.00	350.00	2,287.00	2,300.00	1,950.00	557.1%
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	193,182.26	340,000.00	(50,000.00)	-12.8%
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%
TOTAL, OTHER LOCAL REVENUE			410,350.00	410,350.00	195,469.26	362,300.00	(48,050.00)	-11.7%
TOTAL REVENUES			410,350.00	410,350.00	195,469.26	362,300.00		

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)
CERTIFICATED SALARIES								
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
CLASSIFIED SALARIES								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	30,470.00	30,470.00	624.11	23,380.00	7,090.00	23.3%
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%
TOTAL, CLASSIFIED SALARIES			30,470.00	30,470.00	624.11	23,380.00	7,090.00	23.3%
EMPLOYEE BENEFITS								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	3,610.00	3,610.00	29.15	3,610.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	2,285.00	2,285.00	29.83	2,285.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	1,395.00	1,395.00	(115.85)	1,395.00	0.00	0.0%
Unemployment Insurance		3501-3502	16.00	16.00	0.32	16.00	0.00	0.0%
Workers' Compensation		3601-3602	435.00	435.00	8.38	435.00	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	235.00	235.00	(23.06)	235.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			7,976.00	7,976.00	(71.23)	7,976.00	0.00	0.0%
BOOKS AND SUPPLIES								
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	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.00	0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
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	7,000.00	7,000.00	4,698.00	9,700.00	(2,700.00)	-38.6%
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	109,905.00	123,487.00	45,274.68	123,487.00	0.00	0.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			118,210.00	131,792.00	49,972.68	134,492.00	(2,700.00)	-2.0%

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)
CAPITAL OUTLAY								
Land		6100	2,000.00	2,000.00	3,965.00	41,000.00	(39,000.00)	-1950.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	500.00	92,500.00	2,936.43	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%
TOTAL, CAPITAL OUTLAY			2,500.00	94,500.00	6,901.43	133,500.00	(39,000.00)	-41.3%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
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%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL EXPENDITURES			159,156.00	264,738.00	57,426.99	299,348.00		

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)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
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%
INTERFUND TRANSFERS OUT								
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) TOTAL, INTERFUND TRANSFERS OUT			10,500.00	10,500.00	0.00	10,500.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
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%
USES								
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%
CONTRIBUTIONS								
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%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(10,500.00)	(10,500.00)	0.00	(10,500.00)		

<u>Resource</u>	<u>Description</u>	<u>2015/16 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)
A. REVENUES								
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	600,000.00	600,000.00	600,000.00	New
5) TOTAL, REVENUES			0.00	0.00	600,000.00	600,000.00		
B. EXPENDITURES								
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	218.49	218.49	0.00	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			218.49	218.49	0.00	218.49		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)								
			(218.49)	(218.49)	600,000.00	599,781.51		
D. OTHER FINANCING SOURCES/USES								
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)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(218.49)	(218.49)	600,000.00	599,781.51		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	218.49	218.49		218.49	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)			218.49	218.49		218.49		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			218.49	218.49		218.49		
2) Ending Balance, June 30 (E + F1e)			0.00	0.00		600,000.00		
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								
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		600,000.00		
Reserved for Mello Roos Projects	0000	9780				600,000.00		
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)
FEDERAL REVENUE								
All Other Federal Revenue		8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER STATE REVENUE								
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%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
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%
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%
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	600,000.00	600,000.00	600,000.00	New
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	600,000.00	600,000.00	600,000.00	New
TOTAL REVENUES			0.00	0.00	600,000.00	600,000.00		

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)
CLASSIFIED SALARIES								
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%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
EMPLOYEE BENEFITS								
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%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.00	0.00	0.00	0.0%
BOOKS AND SUPPLIES								
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%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.00	0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
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%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			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)
CAPITAL OUTLAY								
Land		6100	218.49	218.49	0.00	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%
TOTAL, CAPITAL OUTLAY			218.49	218.49	0.00	218.49	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
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%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL EXPENDITURES			218.49	218.49	0.00	218.49		

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)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
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%
INTERFUND TRANSFERS OUT								
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) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
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%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
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%
CONTRIBUTIONS								
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%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.00	0.00		

<u>Resource</u>	<u>Description</u>	<u>2015/16 Projected Year Totals</u>
	Total, Restricted Balance	<u>0.00</u>

Fund: 01 General Fund		
Resource: 0000 Unrestricted		
Description	Object	2015-16 Projected Totals
Ending Fund Balance	979Z	4,172,210.57
Components of Ending Fund Balance		
Nonspendable		
Revolving Cash	9711	20,000.00
Stores	9712	0.00
Prepaid Expenditures	9713	0.00
All Others	9719	0.00
Restricted	9740	0.00
Committed		
Stabilization Arrangements	9750	0.00
Other Commitments	9760	0.00
Assigned		
Other Assignments	9780	2,992,388.35
District Technology	9780	300,000.00
Supplemental/Concentration	9780	210,424.00
Mandated One-Time Carryover	9780	444,888.00
Declining Enrollment	9780	1,037,076.35
Personalized Learning Resources	9780	1,000,000.00
Unassigned/Unappropriated		
Reserve for Economic Uncertainties	9789	1,159,822.22
Unassigned/Unappropriated	9790	0.00

Fund: 01 General Fund		
Resource: 1100 Lottery: Unrestricted		
Description	Object	2015-16 Projected Totals
Ending Fund Balance	979Z	199,617.43
Components of Ending Fund Balance		
Nonspendable		
Revolving Cash	9711	0.00
Stores	9712	0.00
Prepaid Expenditures	9713	0.00
All Others	9719	0.00
Restricted	9740	0.00
Committed		
Stabilization Arrangements	9750	0.00
Other Commitments	9760	0.00
Assigned		
Other Assignments	9780	199,617.43
Teacher Lottery	9780	62,100.00
Lottery Expenses	9780	137,517.43
Unassigned/Unappropriated		
Reserve for Economic Uncertainties	9789	0.00
Unassigned/Unappropriated	9790	0.00

Fund: 01 General Fund		
Resource: 1400 Education Protection Account		
Description	Object	2015-16 Projected Totals
Ending Fund Balance	979Z	374,234.00
Components of Ending Fund Balance		
Nonspendable		
Revolving Cash	9711	0.00
Stores	9712	0.00
Prepaid Expenditures	9713	0.00
All Others	9719	0.00
Restricted	9740	0.00
Committed		
Stabilization Arrangements	9750	0.00
Other Commitments	9760	0.00
Assigned		
Other Assignments	9780	374,234.00
Salaries	9780	374,234.00
Unassigned/Unappropriated		
Reserve for Economic Uncertainties	9789	0.00
Unassigned/Unappropriated	9790	0.00

Fund: 01 General Fund		
Resource: 3310 Special Ed: IDEA Basic Local Assistance Entitlement, Part B, Sec 611 (formerly P		
Description	Object	2015-16 Projected Totals
Ending Fund Balance	979Z	32,486.00
Components of Ending Fund Balance		
Nonspendable		
Revolving Cash	9711	0.00
Stores	9712	0.00
Prepaid Expenditures	9713	0.00
All Others	9719	0.00
Restricted	9740	32,486.00
Committed		
Stabilization Arrangements	9750	0.00
Other Commitments	9760	0.00
Assigned		
Other Assignments	9780	0.00
Unassigned/Unappropriated		
Reserve for Economic Uncertainties	9789	0.00
Unassigned/Unappropriated	9790	0.00

Fund: 01 General Fund		
Resource: 4203 NCLB: Title III, Limited English Proficient (LEP) Student Program		
Description	Object	2015-16 Projected Totals
Ending Fund Balance	979Z	22,597.59
Components of Ending Fund Balance		
Nonspendable		
Revolving Cash	9711	0.00
Stores	9712	0.00
Prepaid Expenditures	9713	0.00
All Others	9719	0.00
Restricted	9740	22,597.59
Committed		
Stabilization Arrangements	9750	0.00
Other Commitments	9760	0.00
Assigned		
Other Assignments	9780	0.00
Unassigned/Unappropriated		
Reserve for Economic Uncertainties	9789	0.00
Unassigned/Unappropriated	9790	0.00

Fund: 01 General Fund		
Resource: 6512 Special Ed: Mental Health Services		
Description	Object	2015-16 Projected Totals
Ending Fund Balance	979Z	174,757.16
Components of Ending Fund Balance		
Nonspendable		
Revolving Cash	9711	0.00
Stores	9712	0.00
Prepaid Expenditures	9713	0.00
All Others	9719	0.00
Restricted	9740	174,757.16
Committed		
Stabilization Arrangements	9750	0.00
Other Commitments	9760	0.00
Assigned		
Other Assignments	9780	0.00
Unassigned/Unappropriated		
Reserve for Economic Uncertainties	9789	0.00
Unassigned/Unappropriated	9790	0.00

Fund: 01 General Fund		
Resource: 7810 Other Restricted State		
Description	Object	2015-16 Projected Totals
Ending Fund Balance	979Z	256.86
Components of Ending Fund Balance		
Nonspendable		
Revolving Cash	9711	0.00
Stores	9712	0.00
Prepaid Expenditures	9713	0.00
All Others	9719	0.00
Restricted	9740	256.86
Committed		
Stabilization Arrangements	9750	0.00
Other Commitments	9760	0.00
Assigned		
Other Assignments	9780	0.00
Unassigned/Unappropriated		
Reserve for Economic Uncertainties	9789	0.00
Unassigned/Unappropriated	9790	0.00

Fund: 01 General Fund		
Resource: 9010 Other Restricted Local		
Description	Object	2015-16 Projected Totals
Ending Fund Balance	979Z	69,101.20
Components of Ending Fund Balance		
Nonspendable		
Revolving Cash	9711	0.00
Stores	9712	0.00
Prepaid Expenditures	9713	0.00
All Others	9719	0.00
Restricted	9740	69,101.20
Committed		
Stabilization Arrangements	9750	0.00
Other Commitments	9760	0.00
Assigned		
Other Assignments	9780	0.00
Unassigned/Unappropriated		
Reserve for Economic Uncertainties	9789	0.00
Unassigned/Unappropriated	9790	0.00

Fund: 12 Child Development Fund		
Resource: 6130 Child Development: Center-Based Reserve Account		
Description	Object	2015-16 Projected Totals
Ending Fund Balance	979Z	7,514.20
Components of Ending Fund Balance		
Nonspendable		
Revolving Cash	9711	0.00
Stores	9712	0.00
Prepaid Expenditures	9713	0.00
All Others	9719	0.00
Restricted	9740	7,514.20
Committed		
Stabilization Arrangements	9750	0.00
Other Commitments	9760	0.00
Assigned		
Other Assignments	9780	0.00
Unassigned/Unappropriated		
Reserve for Economic Uncertainties	9789	0.00
Unassigned/Unappropriated	9790	0.00

Fund: 13 Cafeteria Special Revenue Fund		
Resource: 5310 Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pr		
Description	Object	2015-16 Projected Totals
Ending Fund Balance	979Z	23,677.00
Components of Ending Fund Balance		
Nonspendable		
Revolving Cash	9711	0.00
Stores	9712	0.00
Prepaid Expenditures	9713	0.00
All Others	9719	0.00
Restricted	9740	23,677.00
Committed		
Stabilization Arrangements	9750	0.00
Other Commitments	9760	0.00
Assigned		
Other Assignments	9780	0.00
Unassigned/Unappropriated		
Reserve for Economic Uncertainties	9789	0.00
Unassigned/Unappropriated	9790	0.00

Fund: 13 Cafeteria Special Revenue Fund		
Resource: 5320 Child Nutrition: Child Care Food Program (CCFP) Claims-Centers and Family Day Ca		
Description	Object	2015-16 Projected Totals
Ending Fund Balance	979Z	174,212.53
Components of Ending Fund Balance		
Nonspendable		
Revolving Cash	9711	0.00
Stores	9712	0.00
Prepaid Expenditures	9713	0.00
All Others	9719	0.00
Restricted	9740	174,212.53
Committed		
Stabilization Arrangements	9750	0.00
Other Commitments	9760	0.00
Assigned		
Other Assignments	9780	0.00
Unassigned/Unappropriated		
Reserve for Economic Uncertainties	9789	0.00
Unassigned/Unappropriated	9790	0.00

Fund: 13 Cafeteria Special Revenue Fund		
Resource: 5330 Child Nutrition: Summer Food Service Program Operations		
Description	Object	2015-16 Projected Totals
Ending Fund Balance	979Z	15,667.74
Components of Ending Fund Balance		
Nonspendable		
Revolving Cash	9711	0.00
Stores	9712	0.00
Prepaid Expenditures	9713	0.00
All Others	9719	0.00
Restricted	9740	15,667.74
Committed		
Stabilization Arrangements	9750	0.00
Other Commitments	9760	0.00
Assigned		
Other Assignments	9780	0.00
Unassigned/Unappropriated		
Reserve for Economic Uncertainties	9789	0.00
Unassigned/Unappropriated	9790	0.00

Fund: 20 Special Reserve Fund for Postemployment Benefits		
Resource: 0000 Unrestricted		
Description	Object	2015-16 Projected Totals
Ending Fund Balance	979Z	255,112.07
Components of Ending Fund Balance		
Nonspendable		
Revolving Cash	9711	0.00
Stores	9712	0.00
Prepaid Expenditures	9713	0.00
All Others	9719	0.00
Restricted	9740	0.00
Committed		
Stabilization Arrangements	9750	0.00
Other Commitments	9760	0.00
Assigned		
Other Assignments	9780	255,112.07
Retiree Benefits	9780	255,112.07
Unassigned/Unappropriated		
Reserve for Economic Uncertainties	9789	0.00
Unassigned/Unappropriated	9790	0.00

Fund: 25 Capital Facilities Fund		
Resource: 0000 Unrestricted		
Description	Object	2015-16 Projected Totals
Ending Fund Balance	979Z	1,083,102.41
Components of Ending Fund Balance		
Nonspendable		
Revolving Cash	9711	0.00
Stores	9712	0.00
Prepaid Expenditures	9713	0.00
All Others	9719	0.00
Restricted	9740	0.00
Committed		
Stabilization Arrangements	9750	0.00
Other Commitments	9760	0.00
Assigned		
Other Assignments	9780	1,083,102.41
Capital Facilities Projects	9780	1,083,102.41
Unassigned/Unappropriated		
Reserve for Economic Uncertainties	9789	0.00
Unassigned/Unappropriated	9790	0.00

Fund: 49 Capital Project Fund for Blended Component Units		
Resource: 0000 Unrestricted		
Description	Object	2015-16 Projected Totals
Ending Fund Balance	979Z	600,000.00
Components of Ending Fund Balance		
Nonspendable		
Revolving Cash	9711	0.00
Stores	9712	0.00
Prepaid Expenditures	9713	0.00
All Others	9719	0.00
Restricted	9740	0.00
Committed		
Stabilization Arrangements	9750	0.00
Other Commitments	9760	0.00
Assigned		
Other Assignments	9780	600,000.00
Reserved for Mello Roos Projects	9780	600,000.00
Unassigned/Unappropriated		
Reserve for Economic Uncertainties	9789	0.00
Unassigned/Unappropriated	9790	0.00



Board Meeting Agenda Item Information

Meeting Date: 12/15/15	Agenda Item: 131.690 Board Consideration of Approval of 2015-16 Every Kid In A Park Transportation Grants Program
Presenter: Claudia Del Toro-Anguiano, John Durand	Action Item: XX Information Item:

To help engage and create our next generation of park visitors, supporters and advocates, the White House, in partnership with the Federal Land Management agencies, launched the Every Kid in a Park initiative. The immediate goal is to provide an opportunity for each 4th grade student across the country to experience their federal public lands and waters in person throughout the 2015-2016 school year.

All fourth grade kids have access to their own Every Kid in a Park pass. This pass provides free access to national parks, national forests, national wildlife refuges, and more!

The Every Kid in a Park Transportation Grant complements the Every Kid in a Park pass program reported at the October GJUESD board meeting.

The Every Kid in a Park transportation grant seeks to remove barriers to accessing our nation's public lands and waters, with a special focus on underserved and urban communities. With cutbacks in school funding for field trips, this strategic funding will help provide comprehensive access to all federal sites, including national parks, forests, wildlife refuges and public lands and waters. Transportation grants are available to the federal agencies participating in the program which include the National Park Service, Forest Service, Department of Education, Army Corps of Engineers, Bureau of Land Management, Fish and Wildlife Service, Bureau of Reclamation, and National Oceanic and Atmospheric Administration.

The Cosumnes River Preserve is a site administered by the Bureau of Land Management and was awarded a \$9,000 transportation grant. The GJUESD was named as fiscal partner in the grant which is awarded through the National Park Foundation.

Grant requirements include

- Pre-Visit Activity, On-Site Field Trip, Post-Visit Activity
- Underserved Students with Focus on Title One
- Site and School Letters of Support
- Cost Ratio ~ \$10/student
- Timeline of Activities: September 2015 – August 2016
- New or Existing Programming
- Reporting and Evaluation

2015-2016 EVERY KID IN A PARK TRANSPORTATION GRANTS PROGRAM

GRANT AGREEMENT Between
Cosumnes River Preserve
AND
Galt Joint Union Elementary School District
AND
NATIONAL PARK FOUNDATION (NPF)

Purpose

One of the greatest barriers preventing our youth from experiencing the national parks around them is transportation. The goal of the Every Kid in a Park Transportation Grants program is to support the White House youth initiative, Every Kid in a Park, by providing transportation support for 4th grade students to visit our national parks and other federal public lands and waters and to engage the youth in meaningful activities once there. Once in these places, a world of learning begins as young people discover their natural, cultural and historical heritage, participate in volunteer and service-learning activities, enjoy recreational opportunities and most importantly, begin a lifelong relationship with their federal public lands and waters.

Please see Attachment A for your approved project.

Program Requirements

The *Every Kid in a Park Transportation Grant* program provides an excellent platform to efficiently leverage transportation funding and programmatic activities to engage the next generation in meaningful ways with national parks. Following are the grantee responsibilities for the September 2015 – August 2016 cycle:

1. Get youth outside for some portion of their visit.
2. Implement a “three-aspect” project that includes pre-visit, field day, and post-visit elements.
3. Be mindful of cost ratio per youth (maximize number of youth engaged, as feasible).
4. Demonstrated support for your visit.
5. Engage underserved 4th graders in the project.
6. Participate in evaluation and provide materials as requested for reports to donor, including mandatory final report.
7. Provide NPF with photos (released for publication), blogs, vod/podcasts, and media that will help tell the story to current and new potential donors.

Grant Award

Cosumnes River Preserve will receive a total of \$9000 for the project, “«Project_Title».” Galt Joint Union Elementary School District has agreed to be the fiscal manager of Cosumnes River Preserve’s Every Kid in a Park transportation grant from NPF and will receive the grant check after the signed agreement has been returned to NPF.

Reporting

Cosumnes River Preserve and Galt Joint Union Elementary School District are to provide the National Park Foundation and Applied Research Northwest with a Final Report for the full grant period that will be due on or before September 2016. Details for reporting requirements will be provided in advance of the completion of your grant. If a final report is not received by the deadline, this will affect the status of future grants requested from NPF.

A copy of all materials (pictures, video, fliers, posters, hats, t-shirts) produced as a result of this grant must be sent to the National Park Foundation with the final report. Please note, the National Park Foundation might request a copy of certain materials before the final report due date in order to promote the program, gain media attention, and/or populate our website. Please let the Program Manager know if the program encounters any delays.

Evaluation

All parties involved agree to participate in an evaluation of their 2015 Every Kid in a Park transportation grant project through the social science firm, Applied Research Northwest. The evaluation is meant to capture basic information about the project that enables NPF to report to donors as required.

Compliance with this process is considered integral to the terms of this agreement. *Please see Appendix B for an outline of evaluation and reporting requirements.*

Additionally, grantees will be asked to provide anecdotal information, quotes, photos and samples of any materials developed through the program.

Public Relations

NPF wants to work with you to insure that every opportunity is taken to call positive public attention to your project, your Park, and the National Park Foundation's generous support. In signing this agreement, you are acknowledging your willingness to work with NPF to develop, at a minimum, a press release around your participation in this program. A press release template will be provided by NPF for your park to use in order to draw local media attention.

By signing this agreement, you are also agreeing, as appropriate in relationship to this grant, to recognize the National Park Foundation as the national charitable partner of America's National Parks in keeping with National Park Service Guidelines, *Director's Orders 21*. For the writing of press releases and the planning of the media event, the parks should work with NPF's communications department. Additionally, all media created as a result of this project may be used by the National Park Foundation as deemed necessary.

Sample Photo Releases are attached in Appendix C [Adult] and Appendix D [Youth/Parent/Guardian]. It is important to secure photo releases from participants so NPF, Park Name and Partner Name may utilize photos taken on behalf of the project to be used for lawful, non-commercial purposes.

Donor Recognition Guidance and Language

Any interpretive media, educational materials, reports, or other park documents created as a result of this grant must include the following donor recognition language:

This project was made possible by a grant from the National Park Foundation through the generous support of DISNEY and individual donors from across the country.

Signatures

Please sign below to indicate agreement and acceptance of these terms. Keep a copy of the agreement for your records and return the signed original to Every Kid in A Park at the National Park Foundation at:

National Park Foundation
Attn: Every Kid In A Park
1110 Vermont Avenue, Suite 200
Washington, DC 20005
Tel: 202-796-3161



Will Shafroth, President and CEO
National Park Foundation

Date

Harry McQuillen, Cosumnes River Preserve Manager
Cosumnes River Preserve

Date

Myla Frantson, Fiscal Services Supervisor
Galt Joint Union Elementary School District

Date

ATTACHMENT A
APPROVED PROJECT

**EKIP TRANSPORTATION GRANTS
2015 APPLICATIONS**

PARK: Cosumnes River Preserve

AGENCY: BLM

PROJECT TITLE

Cosumnes River Preserve 4th Grade Youth Education and Stewardship (YES) Project

Project Description

The Cosumnes River Preserve 4th Grade Youth Education and Stewardship (YES) Project will provide opportunities for 1,200 economically disadvantaged youth to learn about their watershed and participate in outdoor education activities. Students will explore the nature trails and work with scientists on critical habitat restoration projects. They will develop an appreciation of the natural world and develop skills and attitudes which will lead to long term environmental stewardship.

The 50,000 acre Preserve provides unparalleled educational and recreational opportunities for visitors of all ages. Protecting the last undammed river in the Sierra, the Preserve is a watershed scale project in California's Central Valley and Delta that has steadily and effectively protected and enhanced its agricultural and riverine, wetland, grassland, and riparian habitats through programs that integrate environmental, educational, stewardship, scientific, and public policy strategies.

The Bureau of Land Management values the involvement of youth in recreation, education, and restoration on the Cosumnes River Preserve. The K--12th grade environmental education program began in the early 1990s and has gained state and national recognition. The Cosumnes River Preserve Youth Education and Stewardship Project follows the environmental education goals and objectives in the Preserve's Management Plan, which include:

- Providing teacher training and staff development about the Cosumnes River watershed
- Preparing students and teachers for field trips through classroom presentations and investigations
- Coordinating service-learning projects that instill long-term environmental stewardship values through restoration and monitoring projects

As youth participate in forest, grassland, and wetland restoration projects; they develop a sense of responsibility for the environment.

- The Preserve protects groves of valley oak trees which once flourished in the Central Valley. Teams of fourth grade students will plant acorns on land that one day will return to oak forest.
- Located on the Cosumnes River Preserve are magnificent examples of seasonal and permanent wetlands, habitats that once flooded vast portions of the Central Valley. Students will plant native grasses and sedges on banks and along nature trails. This vegetation will provide erosion control and much needed waterfowl habitat.

Pre-visit 4th grade classroom activities include 3 class presentations about natural resources and the importance of practicing the 3R's of Reduce, Reuse, and Recycle. This engaging program is provided free of charge to schools by CalWaste, one of our many community partners. The program teaches personal responsibility and provides a framework for outdoor service-learning projects.

The Cosumnes River Preserve is designated as a Globally Significant Bird Area. All field trips include opportunities for observing some of the 300 species of resident and migratory birds that frequent the wetlands and forests. Pre- and post-visit activities always include avian studies, and all 4th grade classes participate in the annual Galt Winter Bird Festival which will be held January 23, 2016.

In the spring the 4th grade classes will spend a day living as pioneers on the Preserve's McFarland Living History Ranch which is operated by volunteers from the Galt Area Historical Society. Students will learn about California's rich agricultural heritage as they reenact history.

Federal Staff Leads

Harry McQuillen, Cosumnes River Preserve Manager, BLM

Mark Ackerman, Cosumnes River Preserve Wildlife Biologist, BLM

Patrick Moffett, Cosumnes River Preserve Intern, BLM

School/Youth Serving Partner(s)

The Galt Joint Union Elementary School District is responsible for the coordination of the Preserve's Environmental Education Program. The GJUESD is also the lead agency in a multi-school district collaborative to provide opportunities for K-12th grade students to participate in environmental education that enhances academic learning and fosters environmental stewardship. Preserve staff work directly with youth in planning and implementing restoration projects. The Preserve's growing program teaches students about the unique habitats within the watershed. Students learn about the complexities of the ecosystem and how their actions impact the environment. Service learning is a teaching strategy that provides a structure for students to investigate community issues and take action. GJUESD and the Preserve have embraced service learning as an environmental education strategy that provides lasting benefits to the community.

The student population reflects the wide range of language, socioeconomic status, and cultural diversity found in the region. In Galt schools, 62% of the students are low-income, and 22% are English language learners. Students visiting the Preserve from urban and suburban areas of Sacramento and Stockton speak more than 30 languages and represent multiple ethnicities. The participation of Galt's youth in environmental service learning actively supports the missions of the GJUESD and the Cosumnes River Preserve.

The Cosumnes River Preserve is managed by the BLM in cooperation with California Department of Fish and Wildlife, California Department of Water Resources, California State Lands Commission, Natural Resources Conservation Service, Sacramento County, The Nature Conservancy, Ducks Unlimited, and the US Fish and Wildlife Service.

HOW MANY STUDENTS DO YOU EXPECT TO DIRECTLY SERVE?

1200

Project Timeline

October, November, December 2015

4th grade classroom presentations at every school

- Natural Resources, Recycling program

November, December 2015, January 2016

Field trips to the Cosumnes River Preserve

- Oak riparian forest restoration project planting acorns
- Forest trail activities
- Wetlands tour
- Birding in the wetlands with thousands of Sandhill cranes, waterfowl, and shorebirds

Post-visit classroom reflection activities

- Students create art for the Galt Winter Bird Festival
- Science journals
- Citizen science projects

January 2016

Galt Winter Bird Festival

- Partnership between the City of Galt, The Cosumnes River Preserve, and GJUESD

January, February, March 2016

Field trips to the Cosumnes River Preserve

- Wetland restoration projects planting tules and sedges
- Birding in the wetlands with thousands of Sandhill cranes, waterfowl, and shorebirds
- Visitor Center and Trail activities
- Riparian and wetland restoration projects planting willow and cottonwood cuttings

Post-visit classroom reflection activities

- Science journals
- Citizen science projects

April, May, June 2016

Field trips to McFarland Living History Ranch on the Cosumnes River Preserve

- 4th grade Pioneer Days in partnership with the Galt Area Historical Society
- Students dress in pioneer clothing, participate in living history program
- Activities include farming, grinding corn, feeding livestock, woodworking, candle and rope making, tinsmithing, skits, square dancing, making ice cream, and farm chores

Post-visit classroom reflection activities

- Science journals
- Citizen science projects
- Earth Day projects
- Open House

June, July 2016

Summer school day camp program at the Cosumnes river Preserve

Are there any "leveraging" opportunities?

Substantial grant funding from multiple agencies and foundations have been instrumental in developing partnerships in the community. Contributions from Preserve partners including the BLM and The Nature Conservancy have ensured the success of the education program. Funding from the National Parks Foundation grant will ensure the continued expansion of this project and provide opportunities for 1,200 underserved youth to participate in a high quality outdoor education program. The Galt Joint Union Elementary School District has the capacity and desire to manage this grant. As a public school district, the GJUESD complies with all required reporting, budgeting, and audit requirements.

Field trip and bus transportation costs are a considerable barrier limiting student and teacher access to nature areas. In recent years school district transportation funding has been drastically reduced. Grant funding will provide bus transportation and support for students during the school day and in after school programs. Funding for field trips will be matched with school district and private donations.

Grant funding will also be matched by in kind contributions from community partners. The Cosumnes River Preserve provides office space and staff support for the environmental education coordinator. The coordinator's office is in the Visitor Center which is a Bureau of Land Management building. The Nature Conservancy staff provides clerical assistance, logistical support, and vehicle use for restoration projects. Ducks Unlimited provides planting materials and curriculum for wetlands restoration. A Sacramento County Park staff person assists in field trip planning and reservations as well as an extensive volunteer program.

Name and Title of Superintendent, Site Manager or equivalent of the Federal public land or water.

Harry L. McQuillen
Manager, Cosumnes River Preserve
U.S. Bureau of Land Management
13501 Franklin Blvd., Galt, CA 95632

Other

Evaluation Plan

Our main evaluation question is: What is the impact of the program on students? We want to know if students know/understand more about watersheds than they did at the beginning of the year. The Preserve has an extensive data collection and evaluation model to measure program success. Students, teachers, and volunteers are recognized for participation at various levels of involvement.

Project Outcomes

Youth will

- Know more about their local watershed and its diverse flora and fauna
- Value and appreciate the importance of ecosystem processes
- Develop a sense of responsibility and a personal commitment toward the environment
- Change behaviors with increased efforts to conserve energy and recycle at home and school
- Return to the Preserve and public lands with their families for recreation and volunteer activities such as National Public Lands Day

Teachers will

- Incorporate more science and environmental education activities

Project Outputs

- Provide training and staff development for 40 teachers
- Direct field activities for 1,200 youth visiting the Preserve
- Improve understanding of science content
- Increase awareness and understanding of ecological issues

Student activities include research, habitat restoration, and monitoring. Curriculum-embedded assessments will provide teachers with information about the level of student mastery of standards, allow for immediate remediation to strengthen skills, and provide documentation for the efficacy the project. The goal is to assess how students are achieving and use that data analysis to help recognize the strengths and weaknesses of programs, leading to continued reflection and improvement.

REQUEST AMOUNT: 9,000

Project Budget Description

Budget Narrative of Grant Project Costs

Grant Funds

Bus transportation for field trips to the Cosumnes River Preserve

Fall 2015, 10 field trips at \$300 per trip..... \$3,000

60 fourth grade students per bus, 600 students

Spring 2016, 10 trips at \$300 per trip.... \$3,000

60 fourth grade students per bus, 600 students

Restoration tools and supplies..... \$2000

Work gloves, shovels, trowels, clippers, nursery stock

Fall pre- and post- visit classroom materials.... \$500

Curriculum, field guides, resources, supplies

Spring pre- and post- visit classroom materials.... \$500

Curriculum, field guides, resources, supplies

Total grant request \$9,000

Cost per pupil.... \$7.50

Matching Funds \$15,380

Coordinate 20 field trips including classroom pre-visit activities, service learning project at the Cosumnes River Preserve on field trip day, and post-visit classroom reflection activity and evaluation

Provide additional outreach to schools and classrooms that have not previously visited the Preserve

Total project cost including grant and matching funds \$24,380

**Cosumnes River Preserve Youth Education and Stewardship (YES) Project Budget
2015-16 Every Kid in a Park Transportation Grant and Matching Funds**

A. Grant Funds Requested

Grant Funds Requested	Amount
Grant Request	\$ 9,000
	\$ 9,000

B. Matching Funds

Funder	Item (if In-Kind)	Total
Galt Joint Union School District		\$ 10,380
The Nature Conservancy	Staff support	\$ 2,000
Community donations		\$ 3,000
		\$ 15,380

Total Grant and Match Funds \$ 24,380

Expenses

C. Salaries

Position	Rate per Day	# of Days	Total	Funding Source (Grant or Matching)
Environmental Ed Coordinator	\$ 395.00	20	\$ 7,900	Matching Funds
TNC project staff	\$ 200.00	10	\$ 2,000	Matching Funds
			\$ 9,900	\$ -

Ever Kid in a Park Transportation Grant 2015-2016
Cosumnes River Preserve YES Project

D. Benefits and Taxes (% of salaries)

Benefit and Tax (%)	Total	Funding Source (Grant or Matching)
20%	\$ 1,980	Matching Funds
	\$ 1,980	

E. Equipment

Item	Cost per Unit	# of Units	Total	Funding Source (Grant or Matching)
			\$ -	
			\$ -	

F. Contractual Services

Contractor	Rate per Hour	# of Hours	Total	Funding Source (Grant or Matching)
			\$ -	
			\$ -	

G. Supplies and Materials

Item	Cost per Unit	# of Units	Total	Funding Source (Grant or Matching)
Restoration project tools and supplies			\$ 2,000	Grant
Project supplies, water, snacks			\$ 3,000	Match
Pre-visit & post-visit curriculum and resources			\$ 1,000	Grant
			\$ 6,000	

H. Printing					
Description of Printing	Cost per Unit	# of Units	Total	Funding Source (Grant or Matching)	
			\$ -		
I. Travel/Transportation					
Description of Travel	Cost per Unit	# of Units	Total	Funding Source (Grant or Matching)	
Buses for field trips	\$ 300.00	20	\$ 6,000	Grant	
			\$ -		
			\$ 6,000		
Total Direct Costs			\$ 23,880		
J. Indirect Costs					
Indirect Cost Rate (up to 15%)			Total		
5.00%			\$ 500	Matching Funds	
Total Expenses			\$ 24,380		
Difference			\$ -		

Ever Kid in a Park Transportation Grant 2015-2016
Cosumnes River Preserve YES Project

ATTACHMENT B
Every Kid in a Park Transportation Grant Program Evaluation 2015-16

The following information is for federal public lands and water (hereafter “parks”) whose visitors are teachers and students in a traditional classroom. If your program is for groups with other structures, such as summer camps or Boys and Girls Clubs, for example, you will be contacted about alternative visitor evaluations.

Evaluation Instruments

1.	Park	Letter to teachers re: evaluation
2.	Park	Rosters
3.	Visitors (Students)	Pre- and Post-visit surveys
4.	Visitors (Teachers)	Post-visit survey
5.	Park	Final Report (online)
6.	Park	Publicity, photos to NPF

Applied Research Northwest (ARN) will provide parks with a letter that the parks will forward to teachers/schools that apply for Every Kid in a Park transportation grants funding. Parks will provide this letter (or the information contained within) to all applying teachers/schools as part of the application process. The letter informs the teachers of the possibility of being chosen to participate in the evaluation.

Roster: As soon as field trips are scheduled, parks will provide ARN with a roster including dates of visits, grade levels and teachers contact information.

Visitor surveys: ARN will then randomly select a few teachers who will participate in the evaluation. ARN will send an electronic file of the surveys to the teachers. The teachers will print and administer the surveys to one classroom of visiting students. The pre-visit survey will be completed before any in-school activities begin in advance of the visit. The post-visit survey will be completed after the visit and any in-school activities that may occur after the visit. The teacher will complete their own post-visit feedback survey, and mail them all.

ARN will handle all communication with the teacher involving program evaluation. The roster is very important, and should be sent as soon as it is created or updated.

ARN will notify the park when sufficient visitor surveys have been collected. Until then, parks will continue to send roster updates. It is important that ARN be sent updates as soon as they occur.

Final Report: When the program is complete, or by September 2016, parks will complete their Final Report online. An electronic document with the full text of the questions will be sent to the park in advance, to aid in preparing responses. A link will then be sent for accessing the online report.

The Final Report will contain questions regarding the following topics:

- Number of visitors funded by Every Kid in a Park Transportation Grant program
- Demographic info about your visitors, including ethnicity and age.
- Partner information – new, expanded, volunteers, donations, leveraged contributions
- Teachers/schools –recruitment strategies
- Promotions and publicity
- NPS/DOI initiatives

More information, and a chance to discuss your questions and concerns with ARN and NPF, will be provided during the Orientation Call. Katherine Chesson of NPF will notify you of the date/time of this call.

ATTACHMENT C

**PHOTO/MEDIA RELEASE – For Program Participants
EVERY KID IN A PARK TRANSPORTATION GRANT
ADULT PARTICIPANTS (18 and older)**

On this day _____ (date) of _____ (month), 201 __, I, _____
Name (please print)

agree to participate in the **2015 Every Kid in a Park Transportation Grant Program** (“Program”) and that all text and images submitted to The National Park Foundation (“NPF”) /«Park»/ «Partner» (“Sponsors”) associated with the Program may be used and re-used by the Sponsors for purposes of illustration, advertising, promotion, display or publication, and for any other lawful, non-commercial use.

This consent has no limits as to media, territory or time.

I understand that these assets may be cropped, edited or otherwise altered and that whether any of them is used, and how it is used, is entirely for Sponsor (or its licensee) to decide. I hereby relinquish all rights to review or approve any such use.

I hereby authorize the Sponsors to use my name and any biographical data I may provide in connection with this project. I hereby represent and warrant that:

I have full authority to grant this consent and release. Nothing herein violates the terms of any affiliation I may have with any third party and I take full responsibility for satisfying all obligations arising from any such affiliation.

I HEREBY RELEASE THE NATIONAL PARK FOUNDATION, «Park», «Partner», THEIR SUBSIDIARIES, AFFILIATES, SUCCESSORS AND ASSIGNS, TOGETHER WITH THEIR OFFICERS, DIRECTORS, EMPLOYEES, REPRESENTATIVES, AGENCIES AND LICENSEES, FROM ALL LIABILITY IN CONNECTION WITH ANY USE OF THESE ASSETS.

Name: (print) _____

Signature: _____

Organization (if applicable): _____

Address: _____

Address (city/state/zip): _____

Date: _____

ATTACHMENT D

PHOTO/MEDIA RELEASE – For Youth Program Participants / Parent / Guardian
EVERY KID IN A PARK TRANSPORTATION GRANT

On this day _____ (date) of _____ (month), 201____, I, _____
Parent/Guardian Name (*please print*)

hereby irrevocably give my consent for my son/daughter/legal dependent:

Youth Name (*please print*) (Age) _____

to participate in the **Every Kid in a Park Transportation Grant Program** (“Program”) and that all text and images submitted to The National Park Foundation (“NPF”) /«Park»/ «Partner» (“Sponsors”) associated with the Program may be used and re-used by the Sponsors for purposes of illustration, advertising, promotion, display or publication, and for any other lawful, non-commercial use.

This consent has no limits as to media, territory or time.

I understand that these images may be cropped, edited or otherwise altered and that whether any of them is used, and how it is used, is entirely for the Sponsors (or their licensees) to decide. I hereby relinquish all rights to review or approve any such use.

I hereby authorize the Sponsors to use my son/daughter/legal dependent’s name and any biographical data I may provide in connection with this project. I hereby represent and warrant that:

I have full authority to grant this consent and release. Nothing herein violates the terms of any affiliation I may have with any third party and I take full responsibility for satisfying all obligations arising from any such affiliation.

I HEREBY RELEASE THE NATIONAL PARK FOUNDATION, «Park», «Partner», THEIR SUBSIDIARIES, AFFILIATES, SUCCESSORS AND ASSIGNS, TOGETHER WITH THEIR OFFICERS, DIRECTORS, EMPLOYEES, REPRESENTATIVES, AGENCIES AND LICENSEES, FROM ALL LIABILITY IN CONNECTION WITH ANY USE OF THESE REPORTS/MEDIA.

Signed by Parent/Guardian: _____

Parent/Guardian Name (Please print) _____

Address: _____
Street Address (include suite #, building, floor # if applicable)

City State Zip

Home PH: _____ Cell PH: _____ email: _____



Board Meeting Agenda Item Information

Meeting Date: 12/15/15	Agenda Item: 131.691 Board Consideration of Approval of 2015-16 Yard Supervisor Salary Schedule
Presenter: Robert Nacario	Action Item: XX Information Item:

A new minimum wage law takes effect on January 1, 2016. The Yard Duty Supervisor Salary Schedule has been adjusted to address this requirement.

**GALT JOINT UNION SCHOOL DISTRICT
YARD SUPERVISOR
SALARY SCHEDULE
2015-16**

	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6
2.8%	10.00	10.28	10.57	10.87	11.17	11.48
Current	9.19	9.65	10.13	10.64	11.17	11.45

In order to comply with the minimum wage law that takes effect on January 1, 2016, CSEA Chapter 362 and the Galt Joint Union Elementary School District agree to adjust the Yard Supervisor Salary Schedule to reflect the minimum \$10.00/hr. at Step 1 while adding 2.8% to each subsequent step.


CSEA


GJUESD



Board Meeting Agenda Item Information

Meeting Date: 12/15/15	Agenda Item: 131.692 Board Consideration of Approval of Resolution #8 Creation of Senior Manager of the Classified Service Position
Presenter: Karen Schauer	Action Item: XX Information Item:

The resolution designates the Director of Business Services as a Senior Manager. This leadership designation aligns with certificated director positions.

GALT JOINT UNION SCHOOL DISTRICT

RESOLUTION # 8

CREATION OF SENIOR MANAGER OF THE CLASSIFIED SERVICE POSITION

1. WHEREAS Education Code section 45100.5 allows the Governing Board by resolution to designate certain positions as senior management of the classified service;
2. WHEREAS Education Code section 45108.5 defines a senior management employee in section 45108.5(a) (2) to include “an employee who acts as a fiscal advisor to the District Superintendent.”
3. WHEREAS pursuant to Education Code section 45108.5(b)(1) Galt Joint Union Elementary School District is eligible to create two senior management of the classified services positions;
4. WHEREAS the Superintendent has recommended that the Board of Education designates the Director of Business Services to be designated as senior management of the classified service;

NOW THEREFORE BE IT RESOLVED, that the position of Director of Business Services in the Galt Joint Union Elementary School District be designated as a senior manager of the classified service.

Ayes: _____

Noes: _____

Abstain: _____

Absent: _____

Adopted December 15, 2015

Clerk of the Board
Galt Joint Union Elementary School District



Board Meeting Agenda Item Information

Meeting Date: 12/15/15	Agenda Item: 131.693 Board Consideration of Approval of Director of Business Services Contract
Presenter: Karen Schauer	Action Item: XX Information Item:

Tom Barentson has served as the Interim Business Services Director since September 10, 2015. He brings valued experience to support critical learning efforts through business services leadership and experience.

The multi-year contract reflects the top level for directors on the salary schedule based upon previous experience that includes thirty years of providing leadership, fiscal management and strategic planning to education and organizations serving public education. His leadership experience includes serving as Deputy Superintendent/Chief Fiscal Officer of the Sacramento City Unified School District.

Board approval is recommended.

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
CONTRACT OF EMPLOYMENT FOR DIRECTOR OF BUSINESS SERVICES

PREAMBLE

The following is an agreement between the Governing Board of the Galt Joint Union Elementary School District, hereinafter referred to as "Governing Board," and Tom Barentson, hereinafter referred to as "Director of Business Services and/or Director." The Director of Business Services position has been designated as senior manager of the classified service pursuant to Education Code section 45100.5.

RECITALS

I. TERM OF CONTRACT

The terms of this contract shall commence on December 15, 2015, subject to the terms and conditions hereinafter set forth. The contract shall be in effect through June 30, 2018. The work year for the Director of Business Services shall be 225 days.

II. SALARY

The base salary of the Director of Business Services shall be not less than \$120,977 per year for the term of this contract, payable at the rate of not less than \$10,081.42 per calendar month for twelve months of service ending June 30, 2018.

The Governing Board reserves the right to modify the annual salary rate of any or all years of the Director of Business Service's contract, with the mutual consent of the Director. Such modifications may be retroactive. However, by so doing, a new contract has not been entered into, nor the termination date of the existing contract extended. The Governing Board shall have an annual review of the Director's salary.

III. DUTIES AND RESPONSIBILITIES

The Director of Business Services shall assist the Superintendent in maintaining the business and budget functions of the District. The Director supervises all business services personnel.

The Director of Business Services shall render twelve (12) months of full and regular services to the Galt Joint Union Elementary School District during each annual period covered by the agreement, except as hereinafter provided.

The Director of Business Services shall endeavor to maintain and improve his professional competence by all available means including subscription to the reading of appropriate periodicals, maintenance of membership in appropriate professional organizations, and attendance at professional meetings at the local, state and national level, with the Superintendent's approval. The expense of subscriptions, memberships, and attendance is to be at District expense. The Director of Business Services shall receive permission from the Governing Board for his attendance at out-of-state meetings and periodically report to the Governing Board his appraisal of the meetings.

IV. OTHER PROFESSIONAL ACTIVITIES

With the approval of the Governing Board, the Director of Business Services may undertake consultative work, speaking engagements, writing, lecturing, or other professional duties and obligations; said outside professional activities may be performed for consideration provided they do not interfere with or conflict with the Director's performance of his duties under this agreement.

V. VACATION/SICK LEAVE

The Director of Business Services shall be entitled to twenty-two (22) working days annual vacation with pay, and in addition, will receive holidays defined in Sections 37220 and 37222 of the Education Code. In the event of termination of this agreement, the Director shall be entitled to full compensation for unused vacation at the salary rate effective during the school year in which the vacation credit was earned. In no case will more than forty-four (44) days of unused vacation be paid at the expiration or termination of this contract. When this forty-four (44) day cap is reached, unused vacation days shall be paid each year at the rate effective for that school year.

The Director shall accrue sick leave at the rate of fourteen (14) days per contract year. Such days may be used prior to their accrual, but not to exceed the total accumulated and which may accrue in that contract year.

Holidays are to be the same as all other District employees.

VI. EVALUATION

On or prior to June 30 of each year, the Superintendent shall evaluate the performance of the Director according to the position description. In the event the superintendent determines that the performance of the Director is satisfactory, the Superintendent shall so state in writing.

In the event the performance of the Director is less than satisfactory, the Superintendent shall discuss in written detail the unsatisfactory performance

including specific instances where appropriate. Each area ranked less than satisfactory shall be supplemented with recommendations for improvement and Superintendent-developed plan for accomplishing said improvement.

A copy of the written evaluation shall be delivered to the Director within ten (10) days of its completion. The Director shall have the right to make a written response to the Superintendent respecting the evaluation. Within thirty (30) days of the delivery of the written evaluation to the Director, the Superintendent shall meet with the Director to discuss the evaluation.

If the evaluation is less than satisfactory, a probationary period shall begin. During the probationary period the improvement plan developed by the Superintendent shall be implemented. At the end of the probationary period and assuming that the improvement plan has been fully operative for the probationary period, the Superintendent shall reevaluate the performance of the Director. If the Superintendent determines that the Director's overall evaluation has not improved, and notifies the Director in writing that she/he believes that less than satisfactory performance has not been corrected, a material breach of this agreement by the Director will be deemed to have occurred.

VII. BENEFITS AND REIMBURSEMENTS

1) Health and Welfare - The District shall contribute \$460.00 per month toward insurance premium costs. The Director shall be responsible to select a medical insurance plan from the plans offered by the District. The Governing Board shall have an annual review of the amount contributed towards health benefits.

All statutes applicable to classified sick leave and disability leave shall apply. Unused sick leave and disability insurance shall be compensated according to Governing Board policies.

2) The District shall pay the Director's annual professional dues in CASBO. The District shall reimburse the Director for all actual and necessary expenses incurred by the Director within the scope of employment and while representing the District. The Director shall submit original receipts and/or billing slips for all expenses to be paid out of an expense account established by the Board.

VIII. CHANGES IN OR TERMINATION OR CONTRACT

Notwithstanding any other provision of this agreement, pursuant to Education Code section 35031, the Board may, upon the giving of ninety (90) days' notice, terminate this agreement effective as of June 30 of any year during the term of this agreement.

In the event the agreement is terminated for any reason by the Board other than

material breach, the Director shall receive no more than one month's salary for each month remaining on the term of the agreement, but in no event shall this amount exceed six (6) months' payment if the remaining term exceeds six (6) months at the time of termination.

This agreement may be changed or terminated by mutual consent of the parties hereto in the manner provided for in Education Code section 35031, provided, however, that the party seeking such change or termination shall give not less than sixty (60) days' written notice to the other party.

Additional amendments may be added to the contract by mutual consent of the Director and the Governing Board at any time during the period of this contract, provided such agreements are reduced to writing and signed by both parties.

This agreement may be terminated by the Governing Board for material breach, including failure by the Director to perform any of the duties and responsibilities as set forth in the position description of the Director, or any other material breach of this agreement by the Director. Such termination shall not occur until a written statement of the alleged grounds for removal has first been served upon the Director and a hearing is held before the Governing Board.

Should the Director be unable to serve in his position due to physical and/or mental condition, and upon expiration of the sick leave entitlement as provided by statute and Governing Board policies, and upon written evaluation by a licensed physician designated by the District indicating the inability of the Director to further serve in his position of employment, this contract shall be terminated by the Governing Board.

IX. INCORPORATION OF GOVERNMENT CODE SECTIONS

In the event this agreement or applicable law is construed or interpreted to provide any paid leave pending an investigation, criminal legal defense, or cash settlement in the event of termination, the specific limitations set forth in government code sections 54243, 53243.1, 54242.2, and 5324.3 are fully incorporated into this agreement.

GENERAL PROVISIONS

In witness herein we affix our signatures to this agreement as the full and complete understanding of the relationships between the parties hereto.

This contract is the full and complete agreement between the parties hereto, and it can be changed or modified only by a written agreement, signed by all parties or their successors in interest to this agreement.

References to code sections in this agreement are references to sections in force at the time the agreement was signed and to successor sections covering the same statutory issues or to which may subsequently amend the section referred to herein.

GOVERNING BOARD OF THE GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT

BY: _____

BY: _____

BY: _____

BY: _____

BY: _____

I hereby accept this offer of employment and agree to comply with the conditions thereof and to fulfill all of the duties of employment of Director of the Oroville Elementary School District.

Date of Acceptance

Tom Barentson
Director of Business Services

Reviewed by District's Attorney:

Date of Review

Christian M. Keiner



Galt Joint Union Elementary School District

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

Board Meeting Agenda Item Information

Meeting Date: 12/15/15	Agenda Item: 131.694 Board Consideration of Approval of Resolution #7 Authorized Signatories for the Galt Joint Union School District
Presenter: Karen Schauer	Action Item: XX Information Item:

The attached resolution is an update of our previous resolution designating authorized signatures for the financial documents of the district. This resolution is required by the Sacramento County Office of Education (SCOE) along with other entities such as financial institutions.

Board approval is recommended.

GALT JOINT UNION SCHOOL DISTRICT

RESOLUTION # 7

Authorized Signatories for the Galt Joint Union School District

BE IT RESOLVED AND ORDERED by the Governing Board of the Galt Joint Union School District, that Karen Schauer, Tom Barentson and Myla Frantson, employees of the Galt Joint Union School District, whose signatures are appended to this Resolution, shall be hereby authorized and empowered to sign orders for the legally authorized expenses of the District on the funds of the Galt Joint Union School District; and

BE IT FURTHER RESOLVED AND ORDERED that all such orders shall be on forms prescribed by the Sacramento County Superintendent of Schools; and

BE IT FURTHER RESOLVED that all previous Resolutions made by the Galt Joint Union School District Board of Education, authorizing employees of said District to sign orders for the legally authorized expenses of the District, are hereby rescinded.

IN WITNESS WHEREOF, we, the members of the Governing Board of the Galt Joint Union School District of Sacramento County, California, hereunto set our hands this 15th day of December, 2015.

Signatures of Authorized Employees

Karen Schauer Ed. D.
District Superintendent

Tom Barentson
Director of Business Services

Myla Frantson
Fiscal Services Supervisor

AYES:

NOES:

ABSTAIN:

ABSENT:

John Gordon

Kevin Papineau

Wesley Cagle

Grace Malson



Board Meeting Agenda Item Information

Meeting Date: 12/15/15	Agenda Item: 131.695 Board Consideration of Approval to Declare Bus as Bus Surplus
Presenter: Tom Barentson	Action Item: XX Information Item:

Bus E-13 has 193,000 miles and was purchased in 2002. Continued repairs and maintenance repairs to this bus will exceed \$10,000 in the next year.

Therefore the Board is requested to declare the bus surplus and approve sale through surplus property sales policies. Staff estimates the approximate value to be \$4,000, which can be used to offset the purchase of the bus replacement.



Board Meeting Agenda Item Information

Meeting Date: 12/15/15	Agenda Item: 131.696 Galt Elementary Faculty Association (GEFA) Sunshine Proposal for Fiscal Year 2015-16 with Galt Joint Union Elementary School District (GJUESD)
Presenter: Karen Schauer	Action Item: Information Item: XX

The Galt Elementary Faculty Association (GEFA) is announcing its proposal to begin the collective bargaining process with Galt Joint Union Elementary School District (GJUESD) for 2015-16. No action is needed.



Board Meeting Agenda Item Information

Meeting Date: 12/15/15	Agenda Item: 131.697 Galt Joint Union Elementary School District (GJUESD) Sunshine Proposal for Fiscal Year 2015-16 with Galt Elementary Faculty Association (GEFA)
Presenter: Karen Schauer	Action Item: Information Item: XX

The Galt Joint Union Elementary School District (GJUESD) is announcing its proposal to begin the collective bargaining process with Galt Elementary Faculty Association (GEFA) for 2015-16.

Initial proposal includes:

- Article XXII Early Retirement Incentives

The District may present an additional article at the meeting.

No action is needed at this time.