

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

Regular/Annual Organizational Board Meeting  
Wednesday, December 12, 2018  
**6:00 p.m. Closed Session**  
**7:00 p.m. Open Session**

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

# AGENDA

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

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

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

**A. 6:00 p.m. – Closed Session: Galt Joint Union Elementary School District Office**

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

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

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

**D. Public Comments** for topics not on the agenda

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

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

**F. The Oath of Office** will be administered to the following appointees in lieu of election to the office of Galt Joint Union Elementary School District Governing Board Member at an election duly held therein on the 6<sup>th</sup> day of November, 2018

1. Wesley Cagle
2. Grace Malson
3. Thomas Silva

- G. 171.956 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. 171.957 Board Committee Member Reorganization for 2019** MOTION

**I Recognition**

1. Board of Trustee Service
2. SEVA Student Educational Video Awards Teacher of the Week

**J. Reports**

LCAP GOAL 1

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

LCAP GOAL 2

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

LCAP GOAL 3

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

1. CA Dashboard: GJUESD

LCAP GOAL 4

*School facilities are safe, healthy, hazard free, clean and equipped for 21<sup>st</sup> century learning.*

1. Measure K Update
  - a. Budget and Expenditures
  - b. Marengo Ranch Elementary School Construction Update

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

- 171.958 Consent Calendar MOTION

a. Approval of the Agenda

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

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

b. Minutes: November 28, 2018 Regular Board Meeting

c. Payment of Warrants –

Certificated/Classified Payrolls Dated: 11/30/18

Vendor Warrant Numbers: 19437515-19437556, 19439286-19439317

d. Personnel

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

171.959	Consent Calendar (Continued) – Items Removed for Later Consideration	CC Items Removed
171.960	Board Consideration of Approval of School Boundary Change Beginning in the 2019-20 School Year	MOTION
171.961	Board Consideration of Approval of 2018/19 First Period Interim Report and Budget Revisions	MOTION
171.962	Board Consideration of Approval of 2017/18 GJUESD Single Plans for Student Achievement	MOTION
171.963	Board Consideration of Approval of 2019-20 School Calendar	MOTION
171.964	California School Employees Association and its GJUESD Chapter No. 362 Proposal for Fiscal Year 2019-20 with GJUESD	Information Item
171.965	GJUESD Proposal for Fiscal Year 2019-20 with California School Employees Association and its GJUESD Chapter No. 362	Information Item

**L. Public Comments** for topics not on the agenda

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

**M. Pending Agenda Items**

1. School Furniture Analysis and Pilot Programs
2. Farm To Futures Center
3. Technology and Learning
4. School District Properties

**N Adjournment**

*The next regular meeting of the GJUESD Board of Education: January 23, 2019*

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

<b>Meeting Date:</b> 12/12/18	<b>Agenda Item:</b> Closed Session
<b>Presenter:</b> Karen Schauer	<b>Action Item:</b> <b>Information Item:</b> XX

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



## Board Meeting Agenda Item Information

<b>Meeting Date:</b> 12/12/18	<b>Agenda Item:</b> Announcement of Results of Board Member Election as Per Elections Code §15400
<b>Presenter:</b> Karen Schauer	<b>Action Item:</b> <b>Information Item:</b> XX

**The Oath of Office** will be administered to the following appointees in lieu of election to the office of Galt Joint Union Elementary School District Governing Board Member at an election duly held therein on the 6<sup>th</sup> day of November, 2018.

1. Wesley Cagle
2. Grace Malson
3. Thomas Silva



## Board Meeting Agenda Item Information

<b>Meeting Date:</b> 12/12/18	<b>Agenda Item:</b> 171.956 Annual Organization of the Board/Election of Officers
<b>Presenter:</b> Karen Schauer	<b>Action Item:</b> XX <b>Information Item:</b>

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

**1. Election of President**

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

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

**2. Election of Vice President**

Serve as presiding officer in the absence of the president.

**3. Election of Clerk**

The duties of the clerk shall be to:

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

**4. Election of Board Representative**

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

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



## Board Meeting Agenda Item Information

<b>Meeting Date:</b> 12/12/18	<b>Agenda Item: 171.957</b> Board Consideration of Approval of 2019 Board Committee Members
<b>Presenter:</b> Karen Schauer	<b>Action Item:</b> XX <b>Information Item:</b>

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.

**Attachments:**

1. Revised Appointments: July 2018
2. Appointments: December 2017

# 2018 GJUESD Board Member Committee Appointments

<b>CAST</b> (City And Schools Together)	<b>Galt Schools JPA</b> (Joint Powers Authority)	<b>Transportation</b>	<b>SCSBA</b> (Sacramento County School Board Association Rep.)	<b>Board Policy Committee</b>
Meets as needed.  5:00 p.m. City of Galt	Meets quarterly, 2 <sup>nd</sup> Monday of Jan., Mar., June & Sept. (additional meetings called as needed)  5:30 p.m. GJUESD District Office	Meets as needed.	Meets as needed.	Meets as needed.
Committee communicates and collaborates concerning Galt youth matters, opportunities, and partnerships. Committee composed of 2 city council members, 2 GJUESD Board members, and 2 GHSD board members, city manager and district superintendents.	Established December 12, 1990 between the Galt Joint Union High School District and the Galt Joint Union Elementary School District. The purpose of the Galt Schools JPA is to provide for the financing or refinance the acquisition, construction and improvement of various school facilities for the GHSD and the GJUESD.	Committee represents GJUESD and GHSD to discuss transportation matters.	Brings together school governing board members and the county office on behalf of Sacramento county children as needed.	Committee prepares GJUESD new policies or revises existing policies for board consideration.
Note: The CAST Committee typically meets 4 times a year.	Note: The JPA typically meets 4 times a year.	Note: The Transportation Committee meets as needed.	Note: There are 2 SCSBA meetings per year. One in March and one in October.	Note: The Board Policy Committee meets as needed.
<b>Members</b>	<b>Members</b>	<b>Members</b>	<b>Member</b>	<b>Member</b>
John Gordon	*Wesley Cagle	Wesley Cagle	John Gordon	Grace Malson
Grace Malson	Grace Malson	*John Gordon		
<i>Alternate:</i> Wesley Cagle	<i>Alternate:</i> *Matthew Felix	<i>Alternate:</i> *Matthew Felix	<i>Alternate:</i> Grace Malson	

\*Revised July 25, 2018



# 2018 GJUESD Board Member Committee Appointments

<b>CAST</b> (City And Schools Together)	<b>Galt Schools JPA</b> (Joint Powers Authority)	<b>Transportation</b>	<b>SCSBA</b> (Sacramento County School Board Association Rep.)	<b>Board Policy Committee</b>
Meets as needed.  5:00 p.m. City of Galt	Meets quarterly, 2 <sup>nd</sup> Monday of Jan., Mar., June & Sept. (additional meetings called as needed)  5:30 p.m. GJUESD District Office	Meets as needed.	Meets as needed.	Meets as needed.
Committee communicates and collaborates concerning Galt youth matters, opportunities, and partnerships. Committee composed of 2 city council members, 2 GJUESD Board members, and 2 GHSD board members, city manager and district superintendents.	Established December 12, 1990 between the Galt Joint Union High School District and the Galt Joint Union Elementary School District. The purpose of the Galt Schools JPA is to provide for the financing or refinance the acquisition, construction and improvement of various school facilities for the GHSD and the GJUESD.	Committee represents GJUESD and GHSD to discuss transportation matters.	Brings together school governing board members and the county office on behalf of Sacramento county children as needed.	Committee prepares GJUESD new policies or revises existing policies for board consideration.
Note: The CAST Committee typically meets 4 times a year.	Note: The JPA typically meets 4 times a year.	Note: The Transportation Committee meets as needed.	Note: There are 2 SCSBA meetings per year. One in March and one in October.	Note: The Board Policy Committee meets as needed.
<b>Members</b>	<b>Members</b>	<b>Members</b>	<b>Member</b>	<b>Member</b>
John Gordon	Kevin Papineau	Wesley Cagle	John Gordon	Grace Malson
Grace Malson	Grace Malson	Kevin Papineau		
<i>Alternate: Wesley Cagle</i>	<i>Alternate: Wesley Cagle</i>	<i>Alternate: John Gordon</i>	<i>Alternate: Grace Malson</i>	



## Board Meeting Agenda Item Information

<b>Meeting Date:</b> 12/12/18	<b>Agenda Item:</b> Recognition
<b>Presenter:</b> Karen Schauer	<b>Action Item:</b> <b>Information Item:</b> XX

1. Board of Trustee Service
2. SEVA Student Educational Video Awards Teacher of the Week



# SEVA

## STUDENT EDUCATIONAL VIDEO AWARDS

Karen Albert of Robert L. McCaffrey Middle School in the [Galt Joint Elementary School District](#) is this weeks SEVA Teacher of the Week.

Mrs. Albert has helped students learn all things video production for ten of her 19 years in teaching. During these ten years Mrs. Albert has gotten to experience the magic of seeing students' creativity shine. She challenges her students to try something new and helps them see that they are capable of things they might not have known were possible otherwise.

Mrs. Albert has found that her students often teach her just as much as she is teaching them. While she encourages her students to look to their peers for help before they come to her, she also isn't afraid to ask for help from her students in front of the class. The sense of pride that comes from this collaboration is unmistakable. Mrs. Albert understands that the more responsibility she gives her students the more they develop skills that can be used beyond the four walls of the classroom. Mrs. Albert has been one of the biggest supporters of creating a group for our teachers. She is always looking to build a stronger network and has been instrumental in creating a community for media teachers.



### ABOUT SECC

SECC's mission is to provide quality educational resources to learners of all ages in the greater Sacramento community primarily through video and other information and communication technologies via cable systems and networks. SECC is a collaborative effort of the K-20 education community all working together toward this mission.





## Board Meeting Agenda Item Information

<b>Meeting Date:</b> December 12, 2018	<b>Agenda Item: Reports</b>
<b>Presenter:</b> Karen Schauer	<b>Action Item:</b> <b>Information Item:</b> XX

**LCAP GOAL 1**

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

**LCAP GOAL 2**

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

**LCAP GOAL 3**

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

1. CA Dashboard: GJUESD

**LCAP GOAL 4**

*School facilities are safe, healthy, hazard free, clean and equipped for 21<sup>st</sup> century learning.*

1. Measure K Update
  - a. Budget and Expenditures
  - b. Marengo Ranch Elementary School Construction Update



### LCAP GOAL 3

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

#### 1. CA Dashboard: GJUESD

*Presenter: Claudia Del Toro-Anguiano, Curriculum Director*

The California School Dashboard is part of the new state accountability and continuous improvement system that moves away from a single score to a system that uses multiple measures. The Dashboard is essentially a report card for local schools and districts that takes a more holistic look at the many performance areas that are key to preparing learners for college and career after 12th grade.

This new accountability system puts equity at the center of assessing local schools and districts. The Dashboard provides greater transparency for parents and the community. A report will be presented to the board which will include applicable state measures for our district and our schools.

The CA Dashboard was publicly released on Thursday, December 6, 2018.



## LCAP GOAL 4

*School facilities are safe, healthy, hazard free, clean and equipped for 21<sup>st</sup> century learning.*

### 1. Measure K Update

*Presenter: Lois Yount, Business Services Director*

#### a. Budget and Expenditures

The GJUESD Facilities Roadmap is updated and reflects current project timelines, expenditures and application status.

#### b. Marengo Ranch Elementary School Construction Update: Budget and Scope Considerations

Pre-Construction services to identify site constraints, constructability issues, field investigations, bid solicitations, schedule sequencing and provide an initial Guaranteed Maximum Price (GMP) budget are now complete. During pre-construction efforts, extensive site investigations and job walks with major trade contractors and design architect have identified additional scope of work that is required to remedy the current state of the buildings.

All of the buildings, with the exception of Building H, will require a new substrate-plywood as the original buildings were assumed to have this installed as a part of its stucco system but did not. This, along with current market conditions has resulted in a significant impact to the overall construction budget.

The GMP for current project design will not work within the \$7 million Construction Budget. The District, PBK, and S+B James Construction are working together to review potential design modifications, Value Engineering, scope reductions and deferred maintenance to better align the project design to the construction budget constraints.

Some of the items that are being considered for scope modifications include but are not limited to the following:

1. Replacement of only 4 Air Handling Units as the others can be serviced and kept functional
2. Deletion of Sounds Absorption Panels in Multipurpose Building
3. Roof replacement by overlay over existing roof in lieu of complete demo and replacement
4. Cost effective substrate options being reviewed (Plywood vs DensShield)
5. Reduction of Canopy Structures at locations not utilized as primary entrances
6. Alternate product selection for canopy structures in lieu of Kalwall
7. Review of Nichiha and plaster ratios
8. Deletion of new round window in admin building

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT	ASSUMES STATE FUNDING FOR ALL MODERNIZATION PROJECTS RECEIVED IN 2020/21								
CASH FLOW ANALYSIS MODERNIZATION PROJECTS									
2017 THROUGH 2021									
November 26, 2018									
ACTUAL AND PROJECTED REVENUE AND EXPENDITURES 2016/17 - 2021/22	ACTUAL 2016/17	ACTUAL 2017/18	ACTUAL 2018/19 THROUGH NOV 2018	PROJECTED 2018/19	2019/20	2020/21	2021/22		
BEGINNING BALANCE	\$0	\$10,136,222	\$7,757,754	\$4,814,521	\$5,712,535	(\$668,400)	\$5,529,455		
Column1	Column2	Column3	Column4	Column5	Column6	Column7	Column8		
REVENUE AVAILABLE FOR EXISTING FACILITIES/MODERNIZATION									
Measure K Bond Issuance #1	\$9,490,000								
Measure K Bond Issuance #2	\$0	\$0	\$0	\$9,695,000					
Interest Earnings	\$5,952	\$123,543	\$5,000	\$30,000	\$60,000	\$30,000	\$30,000	\$30,000	
Prop 39 Energy Funding	\$650,248								
State School Facilities Program -- Valley Oaks ES Modernization	\$0	\$0	\$0	\$0	\$0	\$2,841,216	\$0	\$0	
State School Facilities Program -- Greer ES Modernization	\$0	\$0	\$0	\$0	\$0	\$2,062,322	\$0	\$0	
State School Facilities Program -- River Oaks ES Modernization	\$0	\$0	\$0	\$0	\$0	\$2,509,572	\$0	\$0	
State School Facilities Program -- Facil. Hardship -- Marengo Ranch -- Unknown	\$0	\$0	\$0	\$0	\$0	TBD	\$0	\$0	
Other									
<b>SUBTOTAL MOD/EXISTING FACILITIES REVENUE</b>	<b>\$10,146,200</b>	<b>\$123,543</b>	<b>\$5,000</b>	<b>\$9,725,000</b>	<b>\$60,000</b>	<b>\$7,443,110</b>	<b>\$30,000</b>		
<b>CUMULATIVE MOD/EX. FACILITIES REVENUE</b>	<b>\$10,146,200</b>	<b>\$10,269,743</b>	<b>\$10,274,743</b>	<b>\$19,999,743</b>	<b>\$20,059,743</b>	<b>\$27,502,853</b>	<b>\$27,532,853</b>		
ACTUAL AND PROJECTED EXPENDITURES									
Districtwide Telephone Project		\$296,610	\$18,100						
Districtwide Security Camera Project		\$368,287	\$3,592						
Paving/Playground Equip/Fencing Project		\$332,042	\$22,212						
McCaffrey MS BFLC Renovation/Projectors Mount		\$274,917							
Valley Oaks ES HVAC/Roofing Inc. 1A (Updated Estimate to Reflect LLB and Soft)		\$281,116	\$1,348,695	\$398,287					
Valley Oaks ES Kitchen/MPR Mod Inc. 1B (Updated Est. to Reflect LLB and Soft)		\$172,788	\$1,181,351	\$2,701,846					
Greer ES Modernization Increment 1		\$163,749	\$49,168	\$886,283					
Marengo Ranch ES Modernization (PBK Estimate PLUS UPDATED DSA FEES)		\$378,782	\$204,781	\$3,360,699	\$3,944,262				
River Oaks ES Mod Increment I (PBK Estimate)		\$149,326	\$18,627	\$1,409,872	\$2,186,673				
Greer ES DSA Close-Out Work			\$49,484						
Greer ES Mod Increment 2 (DCA Estimate)						\$355,255		\$1,880,435	
Greer ES Mod Increment 3 (DCA Estimate)									
Valley Oaks ES Mod Increment 2 (DCA Estimate)						\$400,000		\$1,864,800	
Valley Oaks ES Mod Increment 3 (DCA Estimate)									
Valley Oaks ES Mod Increment 4 (DCA Estimate)									
Greer ES Increment 4 (DCA Estimate)									
Warranty Callback				\$10,000	\$20,000	\$20,000	\$20,000	\$20,000	
Program Costs (legal, advertisement, consultants)	\$9,978	\$84,395	\$20,968	\$20,000	\$30,000	\$30,000	\$30,000	\$30,000	
Catastrophic Loss Reserve (Claims, Major dryrot, termites, etc) @5%				\$0	\$100,000	\$100,000	\$100,000	\$100,000	
Escalation/Inflation					\$70,000	\$250,000	\$230,000	\$230,000	
Program Contingency					\$50,000	\$50,000	\$50,000	\$50,000	
Project Management			\$31,255	\$40,000	\$40,000	\$40,000	\$40,000	\$30,000	
Other									
<b>TOTAL EXPENDITURES</b>	<b>\$9,978</b>	<b>\$2,502,012</b>	<b>\$2,948,233</b>	<b>\$8,826,986</b>	<b>\$6,440,935</b>	<b>\$1,245,255</b>	<b>\$4,205,235</b>		
<b>TOTAL CUMULATIVE EXPENDITURES</b>	<b>\$9,978</b>	<b>\$2,511,989</b>	<b>\$5,460,222</b>	<b>\$14,287,208</b>	<b>\$20,728,143</b>	<b>\$21,973,398</b>	<b>\$26,178,633</b>		
<b>ENDING BALANCE MODERNIZATION/EXISTING FACILITIES</b>	<b>\$10,136,222</b>	<b>\$7,757,754</b>	<b>\$4,814,521</b>	<b>\$5,712,535</b>	<b>(\$668,400)</b>	<b>\$5,529,455</b>	<b>\$1,354,220</b>		

<b>GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT</b>			
<b>CASH FLOW ANALYSIS MODERNIZATION PROJECTS</b>			
<b>2017 THROUGH 2021</b>			
<b>November 26, 2018</b>			
<b>ACTUAL AND PROJECTED REVENUE AND EXPENDITURES 2016/17 - 2021/22</b>	<b>2022/23</b>	<b>FUTURE</b>	<b>TOTAL</b>
<b>BEGINNING BALANCE</b>	\$1,354,220	(\$6,205,686)	
<b>Column1</b>	<b>Column9</b>	<b>Column10</b>	<b>Column11</b>
<b>REVENUE AVAILABLE FOR EXISTING FACILITIES/MODERNIZATION</b>			
Measure K Bond Issuance #1			\$9,490,000
Measure K Bond Issuance #2			\$9,695,000
Interest Earnings			\$284,495
Prop 39 Energy Funding			\$650,248
State School Facilities Program -- Valley Oaks ES Modernization			\$2,841,216
State School Facilities Program -- Greer ES Modernization			\$2,062,322
State School Facilities Program -- River Oaks ES Modernization			\$2,509,572
State School Facilities Program -- Facil. Hardship -- Marengo Ranch -- Unknown			TBD
Other			
<b>SUBTOTAL MOD/EXISTING FACILITIES REVENUE</b>	<b>\$0</b>	<b>\$0</b>	<b>\$27,532,853</b>
<b>CUMULATIVE MOD/EX. FACILITIES REVENUE</b>	<b>\$27,532,853</b>	<b>\$27,532,853</b>	
<b>ACTUAL AND PROJECTED EXPENDITURES</b>			
Districtwide Telephone Project			\$314,710
Districtwide Security Camera Project			\$371,879
Paving/Playground Equip/Fencing Project			\$354,254
McCaffrey MS BFLC Renovation/Projectors Mount			\$274,917
Valley Oaks ES HVAC/Roofing Inc. 1A (Updated Estimate to Reflect LLB and Soft)			\$2,028,098
Valley Oaks ES Kitchen/MPR Mod Inc. 1B (Updated Est. to Reflect LLB and Soft)			\$4,055,985
Greer ES Modernization Increment 1			\$1,099,200
Marengo Ranch ES Modernization (PBK Estimate PLUS UPDATED DSA FEES)			\$7,888,523
River Oaks ES Mod Increment I (PBK Estimate)			\$3,764,498
Greer ES DSA Close-Out Work			\$49,484
Greer ES Mod Increment 2 (DCA Estimate)	\$1,038,626		\$3,274,316
Greer ES Mod Increment 3 (DCA Estimate)		\$1,532,544	\$1,532,544
Valley Oaks ES Mod Increment 2 (DCA Estimate)	\$6,421,280		\$8,686,080
Valley Oaks ES Mod Increment 3 (DCA Estimate)		4,213,331	\$4,213,331
Valley Oaks ES Mod Increment 4 (DCA Estimate)		1,198,080	\$1,198,080
Greer ES Increment 4 (DCA Estimate)		\$8,686,080	\$8,686,080
Warranty Callback	\$30,000		\$100,000
Program Costs (legal, advertisement, consultants)	\$0	\$0	\$225,340
Catastrophic Loss Reserve (Claims, Major dryrot, termites, etc) @5%	\$20,000	\$0	\$320,000
Escalation/Inflation	\$0		\$550,000
Program Contingency	\$50,000	\$0	\$200,000
Project Management	\$0		\$181,255
Other			
<b>TOTAL EXPENDITURES</b>	<b>\$7,559,906</b>	<b>\$15,630,035</b>	<b>\$49,368,573</b>
<b>TOTAL CUMULATIVE EXPENDITURES</b>	<b>\$33,738,539</b>	<b>\$49,368,574</b>	
<b>ENDING BALANCE MODERNIZATION/EXISTING FACILITIES</b>	<b>(\$6,205,686)</b>	<b>(\$21,835,721)</b>	



GJUESD MEASURE K FACILITIES IMPROVEMENT PRIORITIES: MULTI-YEAR ROLL-OUT									
TIMELINE ASSUMES STATE FUNDING FOR ALL MODERNIZATION PROJECTS RECEIVED 2020/21									
PROGRESS UPDATE NOVEMBER 2018									
Priority 1: Safety and Security; Priority 2: Modernization; Priority 3: Infrastructure; Priority 4: 21st Century Learning									
	VALLEY OAKS	GREER	MARENGO RANCH	RIVER OAKS	LAKE CANYON	MCCAFFREY	FAIRSITE	TOTAL	
<b>PLANNED FUNDING PER SCHOOL</b>									
Measure K GO Bond	\$5,501,164	\$5,000,000	\$5,000,000	\$3,160,000	\$200,000	\$500,000	\$40,000	\$19,401,164	
Proposition 39 Energy Funding	\$122,100	\$85,154	\$318,464	\$230,849	\$0	\$48,280		\$804,847	
State School Facilities Program (SFP)/Prop 51									
*Modernization	\$2,841,216	\$2,062,322	TBD-Elig in 2022	\$2,509,572	\$0	\$0	\$0	\$7,413,110	
*New Construction	TBD	TBD	\$0	TBD	\$0	\$0	\$0	\$0	
*Facilities Hardship (State Funding)	\$0	\$0	TBD	\$0	\$0	\$0	\$0	TBD	
<b>TOTAL PLANNED FUNDING</b>	<b>\$8,464,480</b>	<b>\$7,147,476</b>	<b>\$5,318,464</b>	<b>\$5,900,421</b>	<b>\$200,000</b>	<b>\$548,280</b>	<b>\$40,000</b>	<b>\$27,619,121</b>	
<b>COMPLETED PROJECTS 2017/18 and 18/19</b>									
<b>Priority 1 Projects: Safety and Security</b>	Telephones	Telephones	Telephones	Telephones	Security System	Telephones	Telephones		
	Security Cameras	Security Cameras	Security Cameras	Security Cameras	Playground Equip.	Security Cameras	Security Cameras		
	Paving	Paving	Paving	Paving		Paving	Paving		
	<b>Increment I Projects: Priority 2: Modernization</b>	Kinder Playground		Playground Equip.		<b>Priority 4: 21st Century Learning</b>			
	HVAC/Roofing: Bldgs A,C,E	<b>DSA Close-Out Work: Priority 3: Infrastructure</b>		Security Fencing		BFLC Remodel			
	<b>CDE Approved, Submitted to OPSC on 11/13/18</b>	Firewall Repair		<b>Priority 3: Infrastructure</b>		Projector Mounting			
		Lighting Infrastructure		Site Water Pump Replacement					
<b>INCREMENT I PROJECTS</b>									
<b>CURRENTLY ACTIVE PROJECTS</b>	Security Fencing			<b>Priority 1: Safety and Security</b>					
<b>UNDER CONSTRUCTION</b>	Kitchen/MP Room			Fire Alarm System					
<b>AS OF NOVEMBER 2018</b>	Remodel: Including			Intrusion System					
<b>Priority 1: Safety and Security</b>	Kitchen Equipment			<b>CDE and DSA Approved</b>					
<b>Priority 2: Modernization</b>	Replacement/Upgrade								
<b>Priority 3: Infrastructure</b>	Fire Alarm System/Sprinklers								
	MPR Restroom Accessibility								
	Light Fixture and Controls								
	New Epoxy Flooring in Kitchen								
	<b>CDE Approved, Submitted to OPSC on 11/13/18</b>								
	<b>January 2019</b>			<b>January 2019</b>					
<b>CURRENTLY ACTIVE PROJECTS IN DESIGN</b>		<b>Priority 4: 21st Century Learning Priority 2: Modernization</b>	<b>Priority 1: Safety and Security</b>	<b>Priority 2: Modernization</b>					
<b>AS OF NOVEMBER 2018</b>		Remodel Classrooms: 3,4,5,6,10	Veneer Replacement	<b>Priority 3: Infrastructure</b>					
<b>INCREMENT I PROJECTS</b>		Modernizing Restrooms - Building C	Replace Fire Alarm System	Wood/Dryrot Repair					
		Possible Removal of Portables	Replace Intrusion Alarm System	Stucco/Masonry Repair					
		<b>CDE Approved, DSA Appt. 12/10/18</b>	<b>Priority 2: Modernization</b>	Strip and paint roofs					
			<b>Priority 3: Infrastructure</b>	Repair Drains/Downspouts					
			Restroom Modernization	Roof coating at Port. CR's					
			Replace/repair Dryrot at Port. CR's	Replace HVAC System					
			New Exterior Lighting and Controls	Replace BMS System					
			Exterior Paint	<b>CDE and DSA Approved</b>					
			Replace Roofs Campuswide						
			Replace Roof Drains and Downspouts						
			Structural Repairs						
			Roof Coating at Port. CR's						
			Replace HVAC System						
			Replace BMS System						
			<b>CDE and DSA Approved</b>						
<b>Estimated Construction Start</b>		<b>Summer 2019</b>	<b>January 2019</b>	<b>Summer 2019</b>					

GJUESD MEASURE K FACILITIES IMPROVEMENT PRIORITIES: MULTI-YEAR ROLL-OUT								
TIMELINE ASSUMES STATE FUNDING FOR ALL MODERNIZATION PROJECTS RECEIVED 2020/21								
PROGRESS UPDATE NOVEMBER 2018								
Priority 1: Safety and Security; Priority 2: Modernization; Priority 3: Infrastructure; Priority 4: 21st Century Learning								
	VALLEY OAKS	GREER	MARENGO RANCH	RIVER OAKS	LAKE CANYON	MCCAFFREY	FAIRSITE	TOTAL
<b>INCREMENT 2 PROJECTS IN DESIGN</b>								
	(Increment 2)	Priority 2: Modernization						
	Priority 4: 21st Century Learning	Priority 3: Infrastructure						
	New Classroom Buildings	(Increment 2)						
	New Student and Staff Restrooms	Roof Replacement and Repair						
	Remove Portables	and HVAC Upgrades: At Bldgs. A, B, C, and D						
		Admin, Library, Classroom, Multi-Purpose Room						
		New Energy Management System						
		Exterior Painting of Permanent Buildings						
Estimated Construction Start	2020/21	2020/21						
<b>INCREMENT 3 AND 4 PROJECTS</b>								
<b>FUTURE: UNKNOWN FUNDING</b>								
	(Increment 3)	(Increment 3)						
	Priority 1: Safety and Security	Priority 2: Modernization						
	Upgrade Fire Alarm System	Roof Replacement and Repair at Portable Classrooms						
	Priority 2: Modernization							
	New Energy Management System	Roofing/Fascia/Eave						
	Streetscape Improvements	Exterior Painting of Port. CR's						
	Remodel Bldg. D Library into	Upgrade Fire Alarm System						
	New Administration							
	Upgrades to Port. Classrooms:							
	Roofing/Fascia/Eave/Painting							
	(Increment 4)	(Increment 4)						
	Priority 4: 21st Century Learning	Priority 4: 21st Century Learning						
	Remodel 3rd Gr. Classrooms into BFLC	New Classroom Buildings						
		New Student and Staff Bathrooms						
	Priority 2: Modernization	Possible Removal of Portables						
	Priority 3: Infrastructure							
	Other: Sewer Replacement							
Estimated Construction Start	Unknown: Beyond Measure K and State Funding	Unknown: Beyond Measure K and State Funding						



## Board Meeting Agenda Item Information

<b>Meeting Date:</b> 12/12/18	<b>Agenda Item:</b> 171.958 Consent Calendar
<b>Presenter:</b> Karen Schauer	<b>Action Item:</b> XX <b>Information Item:</b>
<p>a. Approval of the Agenda</p> <p>b. Minutes: November 28, 2018 Regular Board Meeting</p> <p>c. Payment of Warrants: <u>Certificated/Classified Payrolls Dated:</u> 11/30/18 <u>Vendor Warrant Numbers:</u> 19437515-19437556, 19439286-19439317</p> <p>d. Personnel</p> <ol style="list-style-type: none"><li>1. Resignations/Retirement</li><li>2. Leave of Absence Requests</li><li>3. New Hires</li></ol>	

**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 28, 2018  
Galt City Hall Chamber  
380 Civic Drive, Galt CA 95632

**Board Members Present**

Grace Malson  
Matthew Felix  
Wesley Cagle  
John Gordon- absent

Lois Yount  
Ron Rammer  
David Nelson  
Donna Gill  
Jennifer Porter

**Administrators Present**

Karen Schauer  
Donna Mayo-Whitlock  
Claudia Del Toro-Anguiano  
Judith Hayes  
Stephanie Simonich

# MINUTES

- A.** Present for closed session: Karen Schauer, Claudia Del Toro-Anguiano, Lois Yount, Donna Mayo-Whitlock, Grace Malson, Matthew Felix, Wesley Cagle
- B. Closed Session** was called to order at 6:19 pm to discuss the following items:
1. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6  
Agency Negotiator: Karen Schauer, Lois Yount, Donna Mayo-Whitlock, Claudia Del Toro-Anguiano
    - Employee Agency: (GEFA) Galt Elementary Faculty Association
    - Employee Agency: (CSEA) California School Employee Association
    - Unrepresented Employees
  2. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE, Government Code §54957
  3. PUBLIC EMPLOYEE PERFORMANCE EVALUATION, Government Code §54957
    - Probationary Classified
- C. Closed Session Adjourned** at 7:03 pm. The open meeting was called to order at 7:06 pm by Grace Malson followed by the flag salute. She announced no action taken in closed session.
- D. Public Comments** for topics not on the agenda  
There was no public comment.
- E. Reports**  
LCAP GOAL 1  
*Develop and implement a personalized learning and strengths-based growth plan for every learner that articulates and transitions to high school learning pathways while closing the achievement gap.*

## LCAP GOAL 2

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

1. Claudia Del Toro-Anguiano reported on the CA Dashboard Self-Reflection Tools and Determination. She indicated the intention of the Dashboard is to help community's access important information about K-12 schools and districts. It features reports on multiple measures of school and district success. All Priorities have a MET rating level.

Donna Mayo-Whitlock addressed Local Indicator Priority 1, Basic Services. She indicated the district has appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.

Claudia Del Toro-Anguiano addressed Local Indicator Priority 2, Implementation of State Standards. She indicated performance levels using a reflective tool provided by the Dashboard.

Donna Mayo-Whitlock addressed Local Indicator Priority 3, Parental Engagement. She indicated that 587 families participated in a survey about the quality of instruction and facilities. The majority of the responses was positive.

Donna Mayo-Whitlock addressed Local Indicator Priority 6, Local School Climate. She highlighted the GALLUP Student Poll results that measures the engagement, hope, entrepreneurial aspiration and career/financial literacy of students for 2017-18. She indicated the results were positive.

Ms. Whitlock also shared positive results from the Healthy Kids survey.

Claudia Del Toro-Anguiano addressed Local Indicator Priority 7, Broad Course of Study. She indicated this Priority shares the extent to which students have access to, and are enrolled in, a broad course of study which includes core subjects along with additional courses.

Grace Malson asked how students are engaged in the decision making process as indicated on the Healthy Kids Survey.

Ron Rammer provided a response. He indicated that feedback is gathered from the leadership and advisory classes at McCaffrey Middle School.

## LCAP GOAL 3

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

## LCAP GOAL 4

*School facilities are safe, healthy, hazard free, clean and equipped for 21<sup>st</sup> century learning.*

1. Karen Schauer reported on School Boundaries. She reviewed that SchoolWorks presentation reported to the board in December 2017 and February 2018 on boundary options. Dr. Schauer indicated the district is considering additional boundary options to better support neighborhood elementary school while creating additional space for future east side growth.

Lois Yount shared the November 2018 SchoolWorks comprehensive Demographic Study. She highlighted areas in the report including the district continues to be in

declining enrollment. However, the report does project a 4% enrollment increase by 2024/25. Ms. Yount also highlighted new housing developments that are projected to increase student enrollment and school facility utilization. She indicated that for 2018, the school with the highest percentage of available space is Greer Elementary and the school that is impacted the most is Lake Canyon Elementary.

Ron Rammer inquired about the classroom counts and capacity defined in the study. He indicated that teachers would need to leave their classrooms during their prep periods to realize these counts.

Lois Yount clarified that the study defines capacity as what is possible, not necessarily what would take place.

Matthew Felix stated that it would be prudent to check with all principals regarding classroom counts and capacity in the report.

Ms. Yount indicated that she would confirm the classroom count summary in the report with principals.

Ms. Yount referenced enrollment projections for Valley Oaks and Greer to achieve more balanced enrollment and leave room for future.

Matthew Felix noted that when Ken Reynolds, SchoolWorks made his presentation the it looked like the capacity of Lake Canyon elementary was stressed but with the boundary change recommendation it now looks like Lake Canyon will not be impacted.

Donna Mayo-Whitlock spoke to the transportation needs of students living near Fairsite School Readiness Center. She indicated transportation is key to this boundary change to balance student populations.

Karen Schauer stated that the projected impact to free/reduced lunch levels at Valley Oaks and Greer elementary is minor but would likely change in the future with new homes coming in.

Lois Yount indicated that it is difficult to determine the free/reduced lunch rates as some students who can remain at current schools (grandfather) may choose not to.

Karen Schauer reviewed next steps. She indicated that the alternative boundary option will be taken to the District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), staff and parents. If possible, the boundary change option will be brought back to the December board meeting for action.

2. The School Choice (intra-district transfers) report was moved to this point in the meeting.

Donna Mayo-Whitlock reported that school choice procedures have been modified as follows:

- 1) February school choice window
- 2) Application decisions conducted in May
- 3) Overflow students are called back prior to new student registrations and school choice requests

- 4) No reapplication process except due to excessive enrollment per board policy
  - 5) Inter-district requests will follow school choice
  - 6) School Choice priority given to children of staff for workplace school placement (intra-district and inter-district)
2. Kevin Sellstrom provided the first annual Transportation Program Evaluation. He highlighted the Maintenance, Operations, Transportation (MOT) facility, transportation program, fleet management program, route data, historical route data, fleet data, budget data, fleet replacement plan, transportation challenges, transportation successes and field trip destinations.
  3. Lois Yount provided a Measure K Facilities Improvements Update. Based on feedback and questions from last month she has added timelines related to California Department of Education (CDE), Department of the State Architect (DSA) and Office of Public School Construction (OPSC)

Ms. Yount stated that she will bring a construction contract for Marengo Ranch elementary to the next board meeting and updated facilities cashflow information.

**F. Routine Matters/New Business**

- |         |   |                                 |
|---------|---|---------------------------------|
| 171.949 | A motion was made by Matthew Felix to approve the Consent Calendar, seconded by Wesley Cagle and unanimously carried.   | <b>Consent<br/>Calendar</b>     |
|         | a. Approval of the Agenda   |                                 |
|         | b. Minutes: October 24, 2018 Regular Board Meeting  |                                 |
|         | c. Payment of Warrants:<br><u>Vendor Warrant Numbers:</u> 19431616-19431685, 19433208-19433271, 19434794-19434841, 19436322-19436391<br><u>Certificated/Classified Payrolls Dated:</u> 10/31/18 and 11/09/18  |                                 |
|         | d. Personnel <ul style="list-style-type: none"> <li>1. Resignations/Retirement</li> <li>2. Leave of Absence Requests</li> <li>3. New Hires</li> </ul>   |                                 |
|         | e. Donations  |                                 |
| 171.950 | Consent Calendar (Continued) – Items Removed for Later Consideration. There were items removed.   | <b>CC<br/>Items<br/>Removed</b> |
| 171.951 | A motion was made by Wesley Cagle to approve December 12, 2018 at 7:00 p.m. at Galt Joint Union Elementary School District Office as the Annual Organizational Meeting and Regular Monthly Meeting per Education Code §35143, seconded by Grace Malson and unanimously carried. | <b>Dec Mtg<br/>Date</b>         |

171.952 A motion was made by Wesley Cagle to Nominate John Gordon for CSBA (California School Boards Association) Delegate Assembly, Subregion 6-B, seconded by Matthew Felix and unanimously carried. **CSBA Delegate Assembly**

171.953 A motion was made by Matthew Felix to approve Resolution #7 Accepting Final Completion of Contract for the River Oaks Elementary School Pump Replacement Project; Wagner Mechanical Inc., seconded by Grace Malson and unanimously carried.

171.954 Lois Yount thanked Stacey Toledo, Attorney at Law, Parker & Covert LLP and Matthew Kolker, Client Services Director, Government Financial Strategies for their service in preparing bond documents. **Res 8 GO Bond Series 2**

Matthew Kolker addressd the Board. He indicated the documents included in this action item are similar to the documents approved from the last bond issuance. Additionally, he shared the municipal bond market was trending upward prior to, but has decreased following the general election held November 6, 2018.

A motion was made by Wesley Cagle to approve Resolution 8: A Resolution Of The Board Of Education Of The Galt Joint Union Elementary School District Prescribing The Terms And Authorizing The Issuance Of Bonds Of The District; Approving Forms Of And Authorizing Execution And Delivery Of A First Supplemental Paying Agent Agreement, A Bond Purchase Agreement, A Continuing Disclosure Certificate, And An Official Statement; Authorizing Distribution Of The Official Statement And Sale Documents; And Authorizing Execution Of Necessary Certificates And Related Actions, seconded by Matthew Felix and unanimously carried.

171.955 A motion was made by Wesley Cagle to approve Galt Elementary Faculty Association and GJUESD Agreement Regarding Preschool Language, seconded by Grace Malson and unanimously carried. **GEFA Agreement**

Grace Malson shared information about the choir performing during Lighting of the Night.

**G. Pending Agenda Items**

1. School Furniture Analysis and Pilot Programs
2. Farm To Futures Center
3. Technology and Learning
4. School District Properties

**H. Public Comments** for topics not on the agenda

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

**I. Adjournment 9:00 pm.**

\_\_\_\_\_  
Clerk, GJUESD Board of Education

\_\_\_\_\_  
Date





## CONSENT CALENDAR

### Human Resources

Recommend approval of the following:

#### Resignations/Retirements

Name	Position	Effective Date	Site

#### Leave of Absence Requests

Name	Position	Effective Date	Site
Bandy, Jo	Food Service, Lead	11/26/2018-12/20/2018	River Oaks
Newman, Danielle	Accounts Receivable	11/26/2018-1/6/2019	District Office
Ponce, Lorraine	Yard Supervisor	11/26/2018-1/31/2019	Valley Oaks
Reyes, Maria	Yard Supervisor	12/17/2018-1/18/2019	River Oaks
Sutter, Debra	Instructional Asst.	12/3/2018 – 12/20/2018	Marengo Ranch
Williams, Marie	Administrative Asst.	11/26/2018-1/31/2019	District Office

#### New Hires

Name	Position	Site
Corona, April	Yard Supervisor	Greer
Garrett, John	Classified Substitute	N/A
Greggory, Bryant	Classified Substitute	N/A
Hay, Ana	Bilingual Office Assistant	River Oaks
Jimenez, Alex	Classified Substitute	N/A
Muniz, Celeste	ASES Instructional Assistant	Valley Oaks
Ojeda, Erika	Yard Supervisor	Marengo Ranch
Rodriguez, Brenda	Classified Substitute	N/A
Rocha, Taylor	Classified Substitute	N/A
Soria, Rosa	Bilingual Office Assistant	River Oaks
Trujillo Carpio, Maria	Special Education Instructional Assistant	River Oaks
Tuitele, Vincent	Classified Substitute	N/A
Vasquez, Robert	Classified Substitute	N/A



Galt Joint Union Elementary School District

## Galt Joint Union Elementary School District

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

### Board Meeting Agenda Item Information

<b>Meeting Date:</b> 12/12/18	<b>Agenda Item:</b> 171.959 Consent Calendar (continued)- Items Removed For Later Consideration
<b>Presenter:</b> Karen Schauer	<b>Action Item:</b> XX <b>Information Item:</b>
<p>The Board will have the opportunity to address any items that are moved from the consent calendar.</p>	



## Board Meeting Agenda Item Information

<b>Meeting Date:</b> 1212/18	<b>Agenda Item: 171.960</b> Board Consideration of Approval of School Boundary Change Beginning in the 2019-20 School Year
<b>Presenter:</b> Karen Schauer	<b>Action Item:</b> XX <b>Information Item:</b>

A modification in school boundaries is recommended to:

1. better support neighborhood elementary schools
2. relieve projected overcrowding at Lake Canyon elementary
3. create additional space for future growth
4. better balance the enrollment and demographics over time for Greer and Valley Oaks elementary
5. improve attendance

To gradually phase in boundary changes, students affected by this proposal are eligible to “grandfather” and stay at their current school. Their siblings (incoming TK-Kinder) will be assigned to their new boundary school.

School boundaries and enrollment planning has been shared with:

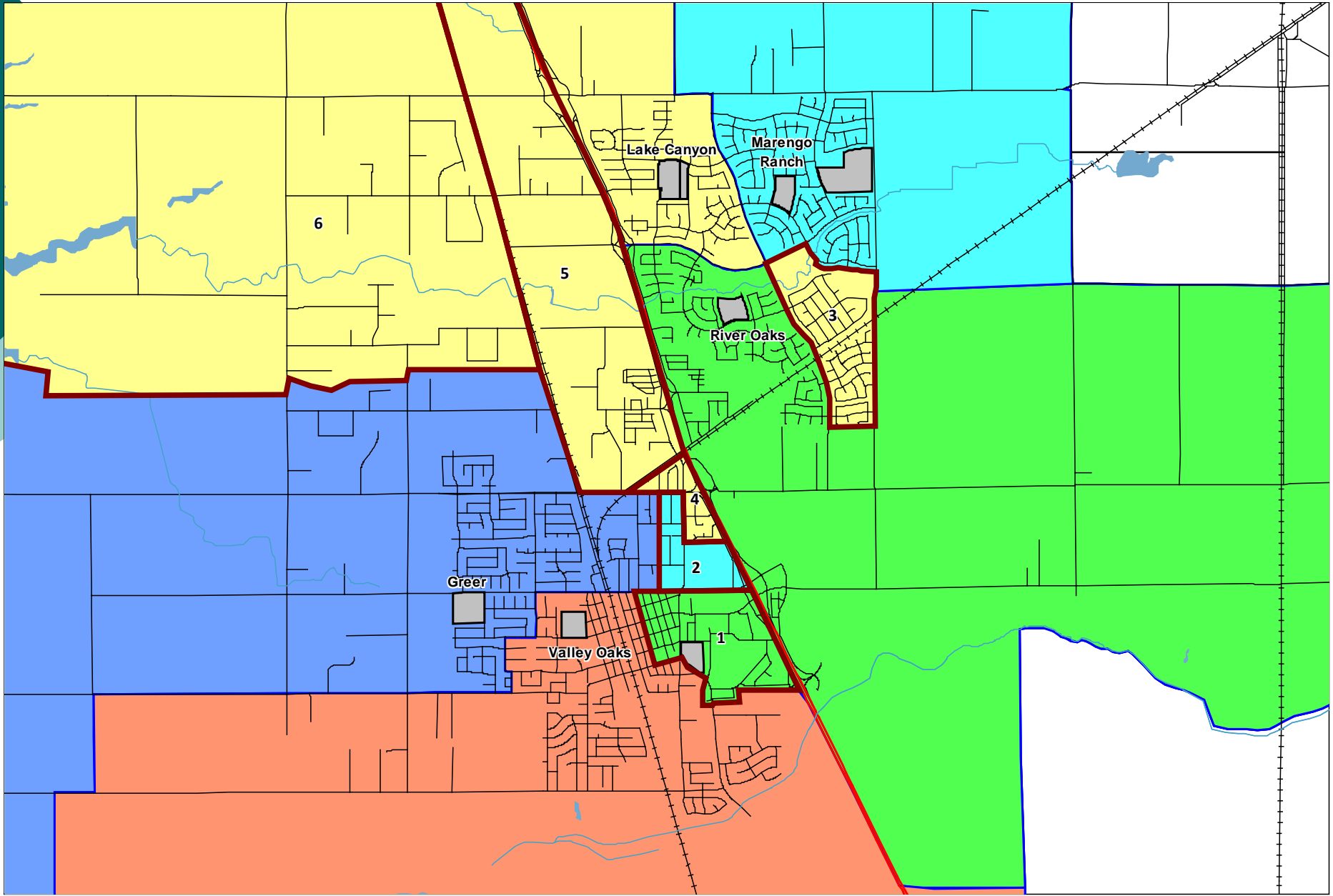
1. District Advisory Committee (DAC): December 4, 2018
2. Greer and Valley Oaks staff meeting: December 5, 2018
3. Parent/Guardian informational meeting: December 5, 2018
4. District English Learner Advisory Committee (DELAC): December 6, 2018

Parents were sent potential boundary changes through the Blackboard on-line communications system. In addition, the boundary information was sent to GJUESD employees by e-mail.

Fiscal Implications: \$4000 to \$10,000 depending on bus space on current routes and supervision needs.

# Study Areas

# Current Boundaries



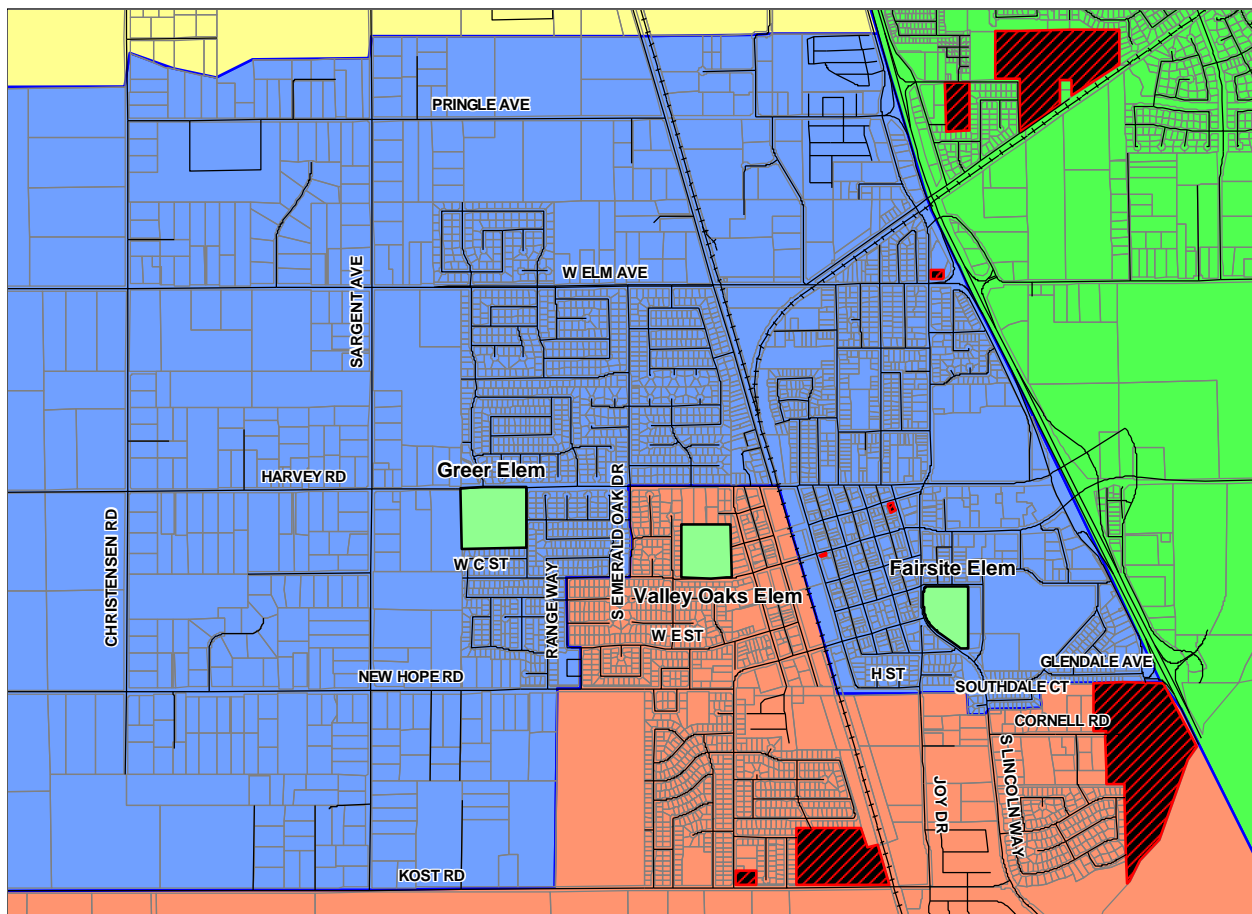
**Galt Joint Union Elementary School District**  
**Demographic Study**  
**2018/19**

**Alternate Boundary Option**

This report was based on a boundary plan that was presented to the school board last year and was partially implanted for the 2018/19 school year to relieve the projected overcrowding at Lake Canyon. After reviewing the results of the six year projections in this report for each school as the new boundaries go into effect, there is no longer any overcrowding anticipated. However, Greer Elementary has the lowest projected utilization rate and Valley Oaks Elementary has the highest projected utilization rate.

This section of the report shows an alternate boundary for Greer and Valley Oaks that creates better balance for the enrollment and demographics for these two schools.

**Greer and Valley Oaks Boundary Map**



This map creates a larger boundary for Greer to reduce the enrollment at Valley Oaks but leaves the projected new developments within the Valley Oaks boundary. The two changes made to the Greer boundary include the neighborhood around the Fairside campus and the area between New Hope Rd and Kost Rd.

# Galt Joint Union Elementary School District

## Demographic Study

### 2018/19

#### Galt Joint Union Elementary School District

#### Enrollment Projections

YEAR 19/20, 1 Year Proj.

School	T K	K	1	2	3	4	5	6	7	8	TOTAL
Lake Canyon Elem	19	63	55	89	75	87	70	77	0	0	535
Marengo Ranch Elem	8	80	85	70	72	86	62	78	0	0	541
River Oaks Elem	21	61	86	82	79	84	79	66	0	0	558
Valley Oaks Elem	11	57	100	84	68	86	81	91	0	0	578
Greer Elem	12	101	52	70	70	51	67	69	0	0	492
McCaffrey Middle	0	0	0	0	0	0	0	0	410	448	858
<b>Totals</b>	<b>71</b>	<b>362</b>	<b>378</b>	<b>395</b>	<b>364</b>	<b>394</b>	<b>359</b>	<b>381</b>	<b>410</b>	<b>448</b>	<b>3,562</b>
Current CBEDS	72	366	387	357	392	351	370	406	423	471	3,595
<b>Net Change</b>	<b>-1</b>	<b>-4</b>	<b>-9</b>	<b>38</b>	<b>-28</b>	<b>43</b>	<b>-11</b>	<b>-25</b>	<b>-13</b>	<b>-23</b>	<b>-33</b>
Cohort Change			12	8	7	2	8	11	4	25	

#### School Facility Utilization

	Classrooms	Net CR Capacity	2018/19	2024/25	2018/19	2024/25
			Current Enrollment	Projected Enrollment	Current Utilization	Projected Utilization
<u>Elementary Schools</u>						
Lake Canyon Elem	23	600	554	482	92.3%	80.3%
Marengo Ranch Elem	34	800	532	643	66.5%	80.4%
River Oaks Elem	29	750	560	586	74.7%	78.1%
Valley Oaks Elem	35	830	583	602	70.2%	72.5%
Greer Elem	28	740	472	578	63.8%	78.1%
<b>Sub-Totals</b>	<b>172</b>	<b>3,720</b>	<b>2,701</b>	<b>2,891</b>	<b>72.6%</b>	<b>77.7%</b>
<u>Middle Schools</u>						
McCaffrey Middle	40	1,280	894	872	69.8%	68.1%
<b>Sub-Totals</b>	<b>40</b>	<b>1,280</b>	<b>894</b>	<b>872</b>	<b>69.8%</b>	<b>68.1%</b>
<b>District Totals</b>	<b>212</b>	<b>5,000</b>	<b>3,595</b>	<b>3,763</b>	<b>71.9%</b>	<b>75.3%</b>

The six year projection for Valley Oaks is 602 students and results in a utilization factor of 72.5%. The six year projection for Greer is up to 578 students and results in a utilization factor of 78.1%. These results achieve better balance and leave room for future growth and provides adequate space for school of choice options.



## Board Meeting Agenda Item Information

<b>Meeting Date:</b> 12/12/18	<b>Agenda Item: 171.961</b> Board Consideration of Approval of 2018/19 First Period Interim Report and Budget Revisions
<b>Presenter:</b> Lois Yount	<b>Action Item:</b> XX <b>Information Item:</b>

This is the First Interim Budget Report for the 2018-19 school year. This report includes increases in revenue since the budget revisions in August.

### Increases in General Fund Revenue:

- LCFF - \$202,400 due to increase of unduplicated count. Unduplicated count increased from 2,143 to 2,235. GJUESD is now at 60.39% unduplicated.
- Title IV - \$80,645
- Low-Performing Students Block Grant - \$300,356
- Classified Employee Professional Block Grant - \$38,365

### Summary of Assumptions:

- Enrollment is projected to slightly decline.
- Projected decrease of \$750,000 in SELPA funding for Special Education in 2019-20.
- Proposed reductions of \$1,051,210 in 2019-20.
- Proposed reductions of \$448,789 on 2020-21.
- Projected deficit spending has decreased by \$361,337 in 2018-19.
- Projected reserve has increased from 3.94% to 4.69% in 2018-19.

The Governor's proposed budget for 2019-20 will be released in January 2019. The Second Interim Report will be presented to the Board by March 2019.

Board approval is recommended.

## **Galt Joint Union Elementary School District 2018-19 First Interim Assumptions**

### **INCOME**

### **ASSUMPTIONS**

#### **Student ADA**

-Revenue is based on the 2017-18 P2 ADA of 3,468. Enrollment is projected to decline slightly due to slow housing starts.

-There is a 2.71% statutory COLA for 2018-19 and the LCFF GAP funding is projected to be 100% in 2018-19.

#### **Federal Income**

-The following changes have been made:

Addition of \$80,645 in Title IV

#### **State Income**

-The following changes have been made:

Addition of \$300,356 in Low-Performing Students Block Grant

Addition of \$38,365 in Classified Employees Professional Development

#### **Local Income**

-The following changes have been made:

Addition of current year donations have been updated

#### **Transfers In**

-Transfers remain the same

### **EXPENSES**

#### **Cert. Salaries**

- No significant changes have been made

#### **Class. Salaries**

- No significant changes have been made

#### **Benefits**

- No significant changes have been made

#### **Supplies**

- No significant changes have been made

#### **Operating Expenses**

- No significant changes have been made

#### **Capital Outlay**

- No significant changes have been made

#### **Transfers Out**

-The transfer to Cafeteria Fund remain at \$250,000



**OTHER FUNDS:**

**CHILD DEVELOPMENT**

- No significant changes have been made

**CAFETERIA FUND**

- Income and expenditure projections have been updated
- The transfer into Cafeteria from Fund 1 remains at \$250,000 at this time.

**POST RETIREMENT FUND**

- No changes have been made

**BUILDING FUND – BOND PROCEEDS**

- Expenditure projections have been updated

**CAPITAL FACILITIES**

- Expenditure projections have been updated

**MELLO ROOS**

- Expenditure projections have been updated

<b>Multi Year Financial Analysis</b>
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**18-19 First Interim**

*Assumptions:*

*STRS increase of 1.85% additional in 2018-19 and beyond*

*PERS increase of 2.53% in 2018-19, 2.73% in 2019-20, and 2.7% in 2020-21*

*Enrollment projected at 3584 in 2018-19, 3564 in 19-20 and 20-21*

*2.71% COLA in 2018-19, 2.57% in 2019-20, and 2.67% in 2020-21*

*100% LCFF Funding*

*3% Routine Repair/Maintenance in 2018-19 and beyond in addition to Routine Repair Carryover*

	<b>Account Codes</b>	<b>Projected 2018-19</b>	<b>Projected 2019-20</b>	<b>Projected 2020-21</b>
<b>A. REVENUES</b>				
LCFF Sources	8010-8099	31,740,890	32,455,940	33,371,133
Federal Revenues	8100-8299	2,752,252	2,752,252	2,752,252
Other State Revenues	8300-8599	4,169,925	3,064,473	3,064,473
Other Local Revenues	8600-8799	2,571,848	1,821,848	1,821,848
		<b>41,234,915</b>	<b>40,094,513</b>	<b>41,009,706</b>
<b>Total Revenues</b>				
<b>B. EXPENDITURES</b>				
Certificated Salaries	1000-1999	18,863,642	18,438,410	18,673,677
Classified Salaries	2000-2999	7,557,831	7,323,206	7,299,175
Employee Benefits	3000-3999	9,460,260	9,718,061	10,144,203
Books and Supplies	4000-4999	1,662,002	1,660,002	1,660,002
Services	5000-5999	4,205,814	3,204,765	3,154,086
Capital Outlay	6000-6999	525,110	0	0
Other Outgo	7438-7439	112,772	112,772	112,772
Direct/Indirect Costs	7310-7350	(133,281)	(133,281)	(133,281)
<b>Total Expenses</b>		<b>42,254,150</b>	<b>40,323,935</b>	<b>40,910,634</b>
<b>Difference (Revenues-Expenses)</b>				
		<b>(1,019,235)</b>	<b>(229,422)</b>	<b>99,072</b>
<b>Prior Year Adjustments</b>				
Transfers In		5,000	5,000	5,000
Other Sources		10,000	10,000	10,000
Transfers Out		250,000	225,000	225,000
Contributions		0	0	0
<b>Total Transfers</b>		<b>(235,000)</b>	<b>(210,000)</b>	<b>(210,000)</b>
<b>Net Increase(Decrease) in Fund Balance</b>				
		<b>(1,254,235)</b>	<b>(439,422)</b>	<b>(110,928)</b>
<b>Beginning Balance</b>				
		<b>3,821,510</b>	<b>2,567,274</b>	<b>2,127,852</b>
<b>Audit Adjustments</b>				
		<b>2,567,274</b>	<b>2,127,852</b>	<b>2,016,924</b>
<b>Econ. Uncertainties</b>				
		<b>1,275,125</b>	<b>1,216,468</b>	<b>1,234,069</b>
<b>Components of Reserve</b>				
		<b>2018-19 Total</b>	<b>Projected 2019-20</b>	<b>Projected 2020-21</b>
Revolving Fund		20,000	20,000	20,000
Prepaid		0	0	0
		0	0	0
<b>Restricted Beg. Balance:</b>		0	0	0
Restricted Carryover		249,490	25,000	0
Routine Maintenance Carryover		323,048	323,048	323,048
One Time Carryover		0	0	0
Prop 39		0	0	0
Lottery Current to spend next year		75,400	75,400	75,400
Reserve for Supplemental/Conc.		114,000	114,000	114,000
School Site Carryovers		0	0	0
Reserve for declining enrollment		510,212	353,938	250,407
		<b>1,292,150</b>	<b>911,385</b>	<b>782,855</b>
3% Economic Uncertainties		<b>1,275,125</b>	<b>1,216,468</b>	<b>1,234,069</b>
<i>Total Reserve Percentage</i>		<i>6.0%</i>	<i>5.2%</i>	<i>4.9%</i>
<b>Total Unrestricted Reserve</b>		<b>4.69%</b>	<b>4.39%</b>	<b>4.12%</b>

# Galt Joint Union Elementary School District 2018-19 First Interim Budget

## MULTI-YEAR BUDGET NARRATIVE and ASSUMPTIONS

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

- The Local Control Funding Formula (LCFF) revenue has been calculated using the FCMAT (Fiscal Crisis and Management Assistance Team) calculator. The calculator was updated by FCMAT to incorporate the Governor's signed State Budget.
- Enrollment Projections: Note – we are funded on the attendance rate of our enrollment or “Average Daily Attendance” (ADA). Typically, we average about a 95% - 96% actual attendance rate on our enrollment. Due to enrollment projections for 2018-19 and beyond, we have budgeted ADA to decrease in 2018-19, 2019-20 and in 2020-21.
  - 2018-19: 3,584
  - 2019-20: 3,564
  - 2020-21: 3,564
  - 2021-22: 3,564
- COLA Projections:
  - 2018-19: 2.71%
  - 2019-20: 2.57%
  - 2020-21: 2.67%
  - 2021-22: 3.42%
- LCFF Gap Funding
  - 2018-19: 100%
  - 2019-20: 100%
  - 2020-21: 100%
  - 2021-22: 100%
- STRS Employer Rates
  - 2018-19: 16.28%
  - 2019-20: 18.13%
  - 2020-21: 19.10%
- PERS Employer Rates
  - 2018-19: 18.062%
  - 2019-20: 20.7%
  - 2020-21: 23.40%
- Unduplicated/Free/Reduced/EL percentages:
  - 2018-19: 60.39%
  - 2019-20: 61.30%
  - 2020-21: 62.59%

- The Routine Repair and Maintenance restricted account remains at 3% of the total general fund adopted budget expenditures for 18-19 and beyond.
  
- Components of the Ending Balance
  - ✓ Restricted carryovers each year must be reserved as part of the program from which the funding originated.
  - ✓ The calculation for the Supplemental/Concentration funding is \$4,050,825 in 2018-19, \$4,297,648 in 2019-20, \$4,642,518 in 2020-21.
  - ✓ The district's Reserve for Economic Uncertainties has been set at 3% annually.
  
- Projections for subsequent years:
  - A decrease of 20 in enrollment has been projected in 19-20 and 20-21.
  - Projected decrease of \$750,000 in SELPA funding for special education in 19-20.
  - Proposed reductions of \$1,051,210 in 2019-20 and \$448,789 in 2020-21.

**GALT JOINT UNION SCHOOL DISTRICT  
2018-19 First Interim**

**GENERAL FUND REVENUE:**

DESCRIPTION	AMOUNT
LCFF	202,400
Federal Revenue	82,314
State Revenue	507,334
Local Revenues	51,211
Other	
Transfers from Other Funds	
<b>TOTAL INCOME INCREASE</b>	<b>843,259</b>

**GENERAL FUND EXPENDITURES:**

DESCRIPTION	AMOUNT
Certificated Salary	(114,800)
Classified Salary	59,562
Employee Benefits	(33,328)
Books & supplies	(134,441)
Services, Other Expense	709,168
Capital Outlay	(1,000)
Other Outgo	0
Interfund Transfers	(3,238)
Stores	
Restricted Reserve	22,746
Designated Reserve	324,132
Reserve for Economic Uncertainties	14,458
<b>TOTAL INCREASE IN EXPENSE/RESERVE</b>	<b>843,259</b>

**GALT JOINT UNION SCHOOL DISTRICT  
2018-19 First Interim**

**PRESCHOOL FUND INCOME:**

DESCRIPTION	AMOUNT
Federal Revenues	
State Revenues	0
Local Revenues	
<b>TOTAL INCOME INCREASE</b>	<b>0</b>

**PRESCHOOL FUND EXPENDITURES:**

DESCRIPTION	AMOUNT
Cert. Salaries	30,503
Class. Salaries	(4,597)
Benefits	14,211
Books & Supplies	(27,140)
Services	4,549
Capital Outlay	
Other Outgo	5,913
Designated for Economic Uncertainties	(23,439)
<b>TOTAL INCREASE IN EXPENSE/RESERVE</b>	<b>0</b>

**CAFETERIA FUND INCOME:**

DESCRIPTION	AMOUNT
Federal Revenues	(39,345)
State Revenues	(2,335)
Local Revenues	25,529
<b>TOTAL INCOME INCREASE</b>	<b>(16,151)</b>

**CAFETERIA EXPENDITURES:**

DESCRIPTION	AMOUNT
Classified Salaries	(2,752)
Benefits	15,316
Supplies	(89,838)
Services	(11,558)
Capital Outlay	0
Other Outgo	(3,674)
Transfer to General Fund	
Stores	
Designated for Economic Uncertainties	76,355
<b>TOTAL INCREASE IN EXPENSE/RESERVE</b>	<b>(16,151)</b>

**GALT JOINT UNION SCHOOL DISTRICT  
2018-19 First Interim**

**BUILDING FUND INCOME**

DESCRIPTION	AMOUNT
Interest	
Other Income	
<b>TOTAL INCOME INCREASE</b>	<b>0</b>

**BUILDING FUND EXPENDITURES**

DESCRIPTION	AMOUNT
Supplies	(32,600)
Services	76,729
Capital Outlay	4,055,279
Transfer to State School Building	
Lease/Purchase Payments	
Designated for Capital Projects	(4,099,408)
<b>TOTAL INCREASE IN EXPENSE/RESERVE</b>	<b>0</b>

DESCRIPTION	AMOUNT
Local Income	
Proceeds from Leases	
<b>TOTAL INCOME INCREASE</b>	<b>0</b>

**CAPITAL FACILITIES EXPENDITURES:**

DESCRIPTION	AMOUNT
Salaries	2,910
Benefits	107
Supplies	
Services	27,880
Capital Outlay	
Transfers to other funds	
Lease Payments	
Designated for Capital Projects	
<b>TOTAL INCREASE IN EXPENSE/RESERVE</b>	<b>0</b>

**GALT JOINT UNION SCHOOL DISTRICT  
2018-19 First Interim**

**MELLO ROOS INCOME**

<b>DESCRIPTION</b>	<b>AMOUNT</b>
Interest	
Other Income	
<b>TOTAL INCOME INCREASE</b>	<b>0</b>

**MELLO ROOS EXPENDITURES:**

<b>DESCRIPTION</b>	<b>AMOUNT</b>
Supplies	11,696
Services	27,825
Capital Outlay	103,457
Transfer to State School Building	
Lease/Purchase Payments	
Designated for Capital Projects	(142,978)
<b>TOTAL INCREASE IN EXPENSE/RESERVE</b>	<b>0</b>



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	31,441,077.00	31,538,490.00	7,733,538.02	31,740,890.00	202,400.00	0.6%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	1,824,881.00	1,273,210.00	31,618.91	1,295,280.00	22,070.00	1.7%
4) Other Local Revenue		8600-8799	373,739.00	396,218.00	96,375.15	387,204.00	(9,014.00)	-2.3%
5) TOTAL, REVENUES			33,639,697.00	33,207,918.00	7,861,532.08	33,423,374.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	15,172,155.00	15,068,483.00	5,462,341.51	14,921,472.00	147,011.00	1.0%
2) Classified Salaries		2000-2999	5,091,987.00	5,209,470.00	2,072,929.96	5,309,966.00	(100,496.00)	-1.9%
3) Employee Benefits		3000-3999	6,070,059.31	6,088,801.31	2,381,122.41	6,064,752.31	24,049.00	0.4%
4) Books and Supplies		4000-4999	840,901.91	928,284.96	302,125.43	875,578.60	52,706.36	5.7%
5) Services and Other Operating Expenditures		5000-5999	2,100,928.00	2,186,250.41	902,717.21	2,214,220.41	(27,970.00)	-1.3%
6) Capital Outlay		6000-6999	1,000.00	1,000.00	0.00	0.00	1,000.00	100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	43,876.00	43,871.00	7,732.08	42,872.00	999.00	2.3%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(377,673.00)	(389,066.00)	0.00	(415,410.00)	26,344.00	-6.8%
9) TOTAL, EXPENDITURES			28,943,234.22	29,137,094.68	11,128,968.60	29,013,451.32		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>								
			4,696,462.78	4,070,823.32	(3,267,436.52)	4,409,922.68		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	31,905.00	5,000.00	0.00	5,000.00	0.00	0.0%
b) Transfers Out		7600-7629	250,000.00	250,000.00	0.00	250,000.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	10,000.00	0.00	10,000.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(4,655,796.00)	(4,600,188.00)	(1,236,665.00)	(4,600,697.00)	(509.00)	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(4,873,891.00)	(4,835,188.00)	(1,236,665.00)	(4,835,697.00)		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(177,428.22)	(764,364.68)	(4,504,101.52)	(425,774.32)		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	2,420,510.41	2,420,510.41		2,420,510.41	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)			2,420,510.41	2,420,510.41		2,420,510.41		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,420,510.41	2,420,510.41		2,420,510.41		
2) Ending Balance, June 30 (E + F1e)			2,243,082.19	1,656,145.73		1,994,736.09		
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 Items		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		
	0000	9760		0.00				
d) Assigned								
Other Assignments		9780	0.00	714,612.00		699,611.00		
Declining enrollment	0000	9780		639,212.00				
Teacher Lottery	1100	9780		75,400.00				
S&C	0000	9780				114,000.00		
Declining enrollment	0000	9780				510,211.00		
teacher Lottery	1100	9780				75,400.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	921,533.73		1,275,125.09		
Unassigned/Unappropriated Amount		9790	2,243,082.19	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>LCFF SOURCES</b>								
Principal Apportionment State Aid - Current Year		8011	21,751,238.00	21,533,800.00	6,016,628.00	21,263,175.00	(270,625.00)	-1.3%
Education Protection Account State Aid - Current Year		8012	4,248,713.00	4,563,564.00	1,243,812.00	4,561,565.00	(1,999.00)	0.0%
State Aid - Prior Years		8019	0.00	0.00	471,231.91	0.00	0.00	0.0%
Tax Relief Subventions Homeowners' Exemptions		8021	32,834.00	32,834.00	0.00	32,540.00	(294.00)	-0.9%
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	3,065,395.00	3,065,395.00	1,756.77	3,286,378.00	220,983.00	7.2%
Unsecured Roll Taxes		8042	99,497.00	99,497.00	(452.32)	111,158.00	11,661.00	11.7%
Prior Years' Taxes		8043	23,419.00	23,419.00	321.71	22,635.00	(784.00)	-3.3%
Supplemental Taxes		8044	187,735.00	187,735.00	0.00	279,596.00	91,861.00	48.9%
Education Revenue Augmentation Fund (ERAF)		8045	1,901,844.00	1,901,844.00	239.95	1,988,278.00	86,434.00	4.5%
Community Redevelopment Funds (SB 617/699/1992)		8047	130,402.00	130,402.00	0.00	194,631.00	64,229.00	49.3%
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	0.00	0.00	0.00	934.00	934.00	New
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			31,441,077.00	31,538,490.00	7,733,538.02	31,740,890.00	202,400.00	0.6%
<b>LCFF Transfers</b>								
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			31,441,077.00	31,538,490.00	7,733,538.02	31,740,890.00	202,400.00	0.6%
<b>FEDERAL REVENUE</b>								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00		
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00		
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00		
Donated Food Commodities		8221	0.00	0.00	0.00	0.00		
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00		
Title I, Part A, Basic	3010	8290						
Title I, Part D, Local Delinquent Programs	3025	8290						
Title II, Part A, Educator 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)
Title III, Part A, Immigrant Education Program	4201	8290						
Title III, Part A, English Learner Program	4203	8290						
Public Charter Schools Grant Program (PCSGP)	4610	8290						
	3020, 3040, 3041, 3045, 3060, 3061, 3110, 3150, 3155, 3177, 3180, 3181, 3185, 4050, 4123, 4124, 4126, 4127,							
Other NCLB / Every Student Succeeds Act	5510, 5630	8290						
Career and Technical Education	3500-3599	8290						
All Other Federal Revenue	All Other	8290	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER STATE REVENUE</b>								
Other State Apportionments								
ROC/P Entitlement Prior Years	6360	8319						
Special Education Master Plan Current Year	6500	8311						
Prior Years	6500	8319						
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00		
Mandated Costs Reimbursements		8550	1,297,967.00	746,296.00	0.00	746,291.00	(5.00)	0.0%
Lottery - Unrestricted and Instructional Materials		8560	526,914.00	526,914.00	27,588.91	544,959.00	18,045.00	3.4%
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%
After School Education and Safety (ASES)	6010	8590						
Charter School Facility Grant	6030	8590						
Career Technical Education Incentive Grant Program	6387	8590						
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	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						
All Other State Revenue	All Other	8590	0.00	0.00	4,030.00	4,030.00	4,030.00	New
<b>TOTAL, OTHER STATE REVENUE</b>			<b>1,824,881.00</b>	<b>1,273,210.00</b>	<b>31,618.91</b>	<b>1,295,280.00</b>	<b>22,070.00</b>	<b>1.7%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>OTHER LOCAL REVENUE</b>								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00		
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	25,200.00	75,984.00	0.00	0.0%
Interest		8660	80,060.00	80,060.00	1,881.05	80,060.00	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	114,632.00	147,884.00	174.00	117,400.00	(30,484.00)	-20.6%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
Plus: Misc Funds Non-LCFF (50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00		
All Other Local Revenue		8699	103,063.00	92,290.00	69,120.10	113,760.00	21,470.00	23.3%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers Of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791						
From County Offices	6500	8792						
From JPAs	6500	8793						
ROC/P Transfers								
From Districts or Charter Schools	6360	8791						
From County Offices	6360	8792						
From JPAs	6360	8793						
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			373,739.00	396,218.00	96,375.15	387,204.00	(9,014.00)	-2.3%
<b>TOTAL, REVENUES</b>			33,639,697.00	33,207,918.00	7,861,532.08	33,423,374.00	215,456.00	0.6%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Certificated Teachers' Salaries		1100	12,661,006.00	12,594,134.00	4,534,489.48	12,453,308.00	140,826.00	1.1%
Certificated Pupll Support Salaries		1200	501,133.00	508,254.00	184,723.56	505,042.00	3,212.00	0.6%
Certificated Supervisors' and Administrators' Salaries		1300	1,811,398.00	1,859,845.00	704,938.03	1,858,447.00	1,398.00	0.1%
Other Certificated Salaries		1900	198,618.00	106,250.00	38,190.44	104,675.00	1,575.00	1.5%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>15,172,155.00</b>	<b>15,068,483.00</b>	<b>5,462,341.51</b>	<b>14,921,472.00</b>	<b>147,011.00</b>	<b>1.0%</b>
<b>CLASSIFIED SALARIES</b>								
Classified Instructional Salaries		2100	446,796.00	526,915.00	205,121.07	484,659.00	42,256.00	8.0%
Classified Support Salaries		2200	1,714,109.00	1,740,696.00	702,167.94	1,831,385.00	(90,689.00)	-5.2%
Classified Supervisors' and Administrators' Salaries		2300	479,332.00	455,167.00	180,991.84	455,954.00	(787.00)	-0.2%
Clerical, Technical and Office Salaries		2400	2,009,268.00	2,044,424.00	814,204.41	2,045,512.00	(1,088.00)	-0.1%
Other Classified Salaries		2900	442,482.00	442,268.00	170,444.70	492,456.00	(50,188.00)	-11.3%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>5,091,987.00</b>	<b>5,209,470.00</b>	<b>2,072,929.96</b>	<b>5,309,966.00</b>	<b>(100,496.00)</b>	<b>-1.9%</b>
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	2,434,113.00	2,407,438.00	865,816.06	2,380,711.00	26,727.00	1.1%
PERS		3201-3202	706,016.46	744,664.46	282,191.42	743,433.46	1,231.00	0.2%
OASDI/Medicare/Alternative		3301-3302	621,983.00	632,710.00	232,000.94	629,990.00	2,720.00	0.4%
Health and Welfare Benefits		3401-3402	1,478,054.00	1,471,205.00	588,042.11	1,480,632.00	(9,427.00)	-0.6%
Unemployment Insurance		3501-3502	10,512.85	11,600.85	3,666.93	10,337.85	1,263.00	10.9%
Workers' Compensation		3601-3602	326,960.00	326,487.00	126,466.30	340,863.00	(14,376.00)	-4.4%
OPEB, Allocated		3701-3702	182,835.00	182,835.00	88,109.55	176,515.00	6,320.00	3.5%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	309,585.00	311,861.00	194,829.10	302,270.00	9,591.00	3.1%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>6,070,059.31</b>	<b>6,088,801.31</b>	<b>2,381,122.41</b>	<b>6,064,752.31</b>	<b>24,049.00</b>	<b>0.4%</b>
<b>BOOKS AND SUPPLIES</b>								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	799,174.91	887,454.96	292,216.35	846,621.60	40,833.36	4.6%
Noncapitalized Equipment		4400	41,727.00	40,830.00	9,909.08	28,957.00	11,873.00	29.1%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>840,901.91</b>	<b>928,284.96</b>	<b>302,125.43</b>	<b>875,578.60</b>	<b>52,706.36</b>	<b>5.7%</b>
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	36,061.00	58,013.00	14,429.26	64,920.00	(6,907.00)	-11.9%
Travel and Conferences		5200	52,390.00	35,390.00	9,885.62	36,238.00	(848.00)	-2.4%
Dues and Memberships		5300	19,336.00	19,721.00	22,927.11	24,223.00	(4,502.00)	-22.8%
Insurance		5400-5450	185,410.00	185,410.00	91,207.50	185,788.00	(378.00)	-0.2%
Operations and Housekeeping Services		5500	760,115.00	780,615.00	240,573.79	780,615.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	223,642.00	236,392.00	83,349.73	230,337.00	6,055.00	2.6%
Transfers of Direct Costs		5710	(23,378.00)	(27,378.00)	(3,211.25)	(32,248.00)	4,870.00	-17.8%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	(1,299.00)	1,299.00	New
Professional/Consulting Services and Operating Expenditures		5800	747,247.00	797,582.41	413,122.59	825,141.41	(27,559.00)	-3.5%
Communications		5900	100,105.00	100,505.00	30,432.86	100,505.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>2,100,928.00</b>	<b>2,186,250.41</b>	<b>902,717.21</b>	<b>2,214,220.41</b>	<b>(27,970.00)</b>	<b>-1.3%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	1,000.00	1,000.00	0.00	0.00	1,000.00	100.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>1,000.00</b>	<b>1,000.00</b>	<b>0.00</b>	<b>0.00</b>	<b>1,000.00</b>	<b>100.0%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments								
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues								
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments								
To Districts or Charter Schools	6500	7221						
To County Offices	6500	7222						
To JPAs	6500	7223						
ROC/P Transfers of Apportionments								
To Districts or Charter Schools	6360	7221						
To County Offices	6360	7222						
To JPAs	6360	7223						
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	3,065.00	2,877.00	338.99	1,997.00	880.00	30.6%
Other Debt Service - Principal		7439	40,811.00	40,994.00	7,393.09	40,875.00	119.00	0.3%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>43,876.00</b>	<b>43,871.00</b>	<b>7,732.08</b>	<b>42,872.00</b>	<b>999.00</b>	<b>2.3%</b>
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>								
Transfers of Indirect Costs		7310	(249,571.00)	(258,024.00)	0.00	(282,129.00)	24,105.00	-9.3%
Transfers of Indirect Costs - Interfund		7350	(128,102.00)	(131,042.00)	0.00	(133,281.00)	2,239.00	-1.7%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			<b>(377,673.00)</b>	<b>(389,066.00)</b>	<b>0.00</b>	<b>(415,410.00)</b>	<b>26,344.00</b>	<b>-6.8%</b>
<b>TOTAL, EXPENDITURES</b>			<b>28,943,234.22</b>	<b>29,137,094.68</b>	<b>11,128,968.60</b>	<b>29,013,451.32</b>	<b>123,643.36</b>	<b>0.4%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	31,905.00	5,000.00	0.00	5,000.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			<b>31,905.00</b>	<b>5,000.00</b>	<b>0.00</b>	<b>5,000.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>INTERFUND TRANSFERS OUT</b>								
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	250,000.00	250,000.00	0.00	250,000.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			<b>250,000.00</b>	<b>250,000.00</b>	<b>0.00</b>	<b>250,000.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
State Apportionments Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.0%
<b>Proceeds</b>								
Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.0%
<b>Other Sources</b>								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	10,000.00	0.00	10,000.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			<b>0.00</b>	<b>10,000.00</b>	<b>0.00</b>	<b>10,000.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	(4,655,796.00)	(4,600,188.00)	(1,236,665.00)	(4,600,697.00)	(509.00)	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(e) TOTAL, CONTRIBUTIONS</b>			<b>(4,655,796.00)</b>	<b>(4,600,188.00)</b>	<b>(1,236,665.00)</b>	<b>(4,600,697.00)</b>	<b>(509.00)</b>	<b>0.0%</b>
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> (a - b + c - d + e)			<b>(4,873,891.00)</b>	<b>(4,835,188.00)</b>	<b>(1,236,665.00)</b>	<b>(4,835,697.00)</b>	<b>(509.00)</b>	<b>0.0%</b>



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	2,417,788.00	2,669,938.00	216,240.24	2,752,252.00	82,314.00	3.1%
3) Other State Revenue		8300-8599	2,389,381.00	2,389,381.00	232,566.83	2,874,645.00	485,264.00	20.3%
4) Other Local Revenue		8600-8799	2,065,064.00	2,124,419.00	503,444.01	2,184,644.00	60,225.00	2.8%
5) TOTAL, REVENUES			6,872,233.00	7,183,738.00	952,251.08	7,811,541.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	3,936,917.00	3,909,959.00	1,359,599.49	3,942,170.00	(32,211.00)	-0.8%
2) Classified Salaries		2000-2999	2,284,833.00	2,288,799.00	848,074.17	2,247,865.00	40,934.00	1.8%
3) Employee Benefits		3000-3999	3,402,112.00	3,404,787.00	667,837.49	3,395,508.00	9,279.00	0.3%
4) Books and Supplies		4000-4999	600,496.00	868,158.00	303,940.02	786,423.00	81,735.00	9.4%
5) Services and Other Operating Expenditures		5000-5999	1,105,440.00	1,310,396.00	483,538.16	1,991,594.00	(681,198.00)	-52.0%
6) Capital Outlay		6000-6999	374,862.00	525,110.00	146,490.00	525,110.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	69,900.00	69,900.00	0.00	69,900.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	249,571.00	258,024.00	0.00	282,129.00	(24,105.00)	-9.3%
9) TOTAL, EXPENDITURES			12,024,131.00	12,635,133.00	3,809,479.33	13,240,699.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(5,151,898.00)	(5,451,395.00)	(2,857,228.25)	(5,429,158.00)		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	4,655,796.00	4,600,188.00	1,236,665.00	4,600,697.00	509.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			4,655,796.00	4,600,188.00	1,236,665.00	4,600,697.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(496,102.00)	(851,207.00)	(1,620,563.25)	(828,461.00)		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	1,400,998.77	1,400,998.77		1,400,998.77	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,400,998.77	1,400,998.77		1,400,998.77		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,400,998.77	1,400,998.77		1,400,998.77		
2) Ending Balance, June 30 (E + F1e)			904,896.77	549,791.77		572,537.77		
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 Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted			904,896.77	549,792.21		572,537.77		
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	(0.44)		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>LCFF SOURCES</b>								
Principal Apportionment								
State Aid - Current Year		8011	0.00	0.00	0.00	0.00		
Education Protection Account State Aid - Current Year		8012	0.00	0.00	0.00	0.00		
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00		
Tax Relief Subventions								
Homeowners' Exemptions		8021	0.00	0.00	0.00	0.00		
Timber Yield Tax		8022	0.00	0.00	0.00	0.00		
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00		
County & District Taxes								
Secured Roll Taxes		8041	0.00	0.00	0.00	0.00		
Unsecured Roll Taxes		8042	0.00	0.00	0.00	0.00		
Prior Years' Taxes		8043	0.00	0.00	0.00	0.00		
Supplemental Taxes		8044	0.00	0.00	0.00	0.00		
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00	0.00		
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00		
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00		
Miscellaneous Funds (EC 41604)								
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00		
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00		
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00		
<b>Subtotal, LCFF Sources</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>		
<b>LCFF Transfers</b>								
Unrestricted LCFF Transfers - Current Year	0000	8091						
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00		
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, LCFF SOURCES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>FEDERAL REVENUE</b>								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	657,016.00	657,622.00	(143,689.00)	657,622.00	0.00	0.0%
Special Education Discretionary Grants		8182	180,277.00	211,176.00	41,864.00	211,468.00	292.00	0.1%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00		
Flood Control Funds		8270	0.00	0.00	0.00	0.00		
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00		
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	1,226,546.00	1,354,407.00	201,012.53	1,354,407.00	0.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Educator Quality	4035	8290	161,296.00	209,031.00	33,445.69	209,031.00	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 (E/B) (F)
Title III, Part A, Immigrant Education Program	4201	8290	2,475.00	3,140.00	675.39	3,140.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	77,460.00	114,529.00	32,629.65	114,529.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3020, 3040, 3041, 3045, 3060, 3061, 3110, 3150, 3155, 3177, 3180, 3181, 3185, 4050, 4123, 4124, 4126, 4127, 5510, 5630	8290	0.00	0.00	20,161.00	80,645.00	80,645.00	New
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	112,718.00	120,033.00	30,140.98	121,410.00	1,377.00	1.1%
<b>TOTAL, FEDERAL REVENUE</b>			<b>2,417,788.00</b>	<b>2,669,938.00</b>	<b>216,240.24</b>	<b>2,752,252.00</b>	<b>82,314.00</b>	<b>3.1%</b>
<b>OTHER STATE REVENUE</b>								
Other State Apportionments								
ROC/P Entitlement								
Prior Years	6360	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Master Plan								
Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	0.00	0.00	0.00	0.00		
Lottery - Unrestricted and Instructional Mater		8560	173,232.00	173,232.00	40,367.90	191,277.00	18,045.00	10.4%
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	365,159.00	365,159.00	36,515.93	365,159.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	25,000.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
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%
All Other State Revenue	All Other	8590	1,825,990.00	1,850,990.00	155,683.00	2,318,209.00	467,219.00	25.2%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>2,389,381.00</b>	<b>2,389,381.00</b>	<b>232,566.83</b>	<b>2,874,645.00</b>	<b>485,264.00</b>	<b>20.3%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>OTHER LOCAL REVENUE</b>								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction								
		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes								
		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.00	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00		
Non-Resident Students		8672	0.00	0.00	0.00	0.00		
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	39,636.00	39,636.00	New
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	193,076.00	193,076.00	58.71	192,771.00	(305.00)	-0.2%
Other Local Revenue								
Plus: Misc Funds Non-LCFF (50%) Adjustme		8691	0.00	0.00	0.00	0.00		
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	581,203.00	674,288.00	141,217.30	695,182.00	20,894.00	3.1%
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	1,290,785.00	1,257,055.00	362,168.00	1,257,055.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers								
From Districts or Charter Schools	6360	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6360	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6360	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>2,065,064.00</b>	<b>2,124,419.00</b>	<b>503,444.01</b>	<b>2,184,644.00</b>	<b>60,225.00</b>	<b>2.8%</b>
<b>TOTAL, REVENUES</b>			<b>6,872,233.00</b>	<b>7,183,738.00</b>	<b>952,251.08</b>	<b>7,811,541.00</b>	<b>627,803.00</b>	<b>8.7%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>CERTIFICATED SALARIES</b>								
Certificated Teachers' Salaries		1100	3,262,298.00	3,251,822.00	1,118,052.83	3,243,598.00	8,224.00	0.3%
Certificated Pupil Support Salaries		1200	46,750.00	47,670.00	16,377.00	47,670.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	81,152.00	106,800.00	44,006.75	115,285.00	(8,485.00)	-7.9%
Other Certificated Salaries		1900	546,717.00	503,667.00	181,162.91	535,617.00	(31,950.00)	-6.3%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>3,936,917.00</b>	<b>3,909,959.00</b>	<b>1,359,599.49</b>	<b>3,942,170.00</b>	<b>(32,211.00)</b>	<b>-0.8%</b>
<b>CLASSIFIED SALARIES</b>								
Classified Instructional Salaries		2100	1,522,138.00	1,520,842.00	536,979.67	1,464,066.00	56,776.00	3.7%
Classified Support Salaries		2200	249,210.00	255,252.00	105,860.30	258,196.00	(2,944.00)	-1.2%
Classified Supervisors' and Administrators' Salaries		2300	149,143.00	123,005.00	48,917.44	124,565.00	(1,560.00)	-1.3%
Clerical, Technical and Office Salaries		2400	94,844.00	99,982.00	40,273.47	101,123.00	(1,141.00)	-1.1%
Other Classified Salaries		2900	269,498.00	289,718.00	116,043.29	299,915.00	(10,197.00)	-3.5%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>2,284,833.00</b>	<b>2,288,799.00</b>	<b>848,074.17</b>	<b>2,247,865.00</b>	<b>40,934.00</b>	<b>1.8%</b>
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	2,160,964.00	2,158,748.00	203,515.94	2,162,116.00	(3,368.00)	-0.2%
PERS		3201-3202	359,105.00	359,628.00	134,274.89	347,264.00	12,364.00	3.4%
OASDI/Medicare/Alternative		3301-3302	251,281.00	250,875.00	87,594.31	246,419.00	4,456.00	1.8%
Health and Welfare Benefits		3401-3402	464,654.00	479,330.00	185,972.33	482,727.00	(3,397.00)	-0.7%
Unemployment Insurance		3501-3502	3,325.00	3,332.00	1,106.48	3,267.00	65.00	2.0%
Workers' Compensation		3601-3602	101,207.00	101,048.00	36,459.59	102,060.00	(1,012.00)	-1.0%
OPEB, Allocated		3701-3702	12,635.00	8,065.00	3,634.96	8,700.00	(635.00)	-7.9%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	48,941.00	43,761.00	15,278.99	42,955.00	806.00	1.8%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>3,402,112.00</b>	<b>3,404,787.00</b>	<b>667,837.49</b>	<b>3,395,508.00</b>	<b>9,279.00</b>	<b>0.3%</b>
<b>BOOKS AND SUPPLIES</b>								
Approved Textbooks and Core Curricula Materials		4100	15,349.00	60,807.00	58,950.80	60,807.00	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	566,347.00	788,551.00	239,590.71	697,872.00	90,679.00	11.5%
Noncapitalized Equipment		4400	18,800.00	18,800.00	5,398.51	27,744.00	(8,944.00)	-47.6%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>600,496.00</b>	<b>868,158.00</b>	<b>303,940.02</b>	<b>786,423.00</b>	<b>81,735.00</b>	<b>9.4%</b>
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	313,874.00	313,874.00	139,005.50	347,015.00	(33,141.00)	-10.6%
Travel and Conferences		5200	47,715.00	51,893.00	11,851.19	102,644.00	(50,751.00)	-97.8%
Dues and Memberships		5300	1,514.00	1,124.00	189.00	1,553.00	(429.00)	-38.2%
Insurance		5400-5450	1,410.00	0.00	0.00	1,495.00	(1,495.00)	New
Operations and Housekeeping Services		5500	7,000.00	7,000.00	3,643.56	7,000.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	63,000.00	63,000.00	8,938.80	67,845.00	(4,845.00)	-7.7%
Transfers of Direct Costs		5710	23,378.00	27,378.00	3,211.25	32,248.00	(4,870.00)	-17.8%
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	644,448.00	843,026.00	315,767.12	1,428,693.00	(585,667.00)	-69.5%
Communications		5900	3,101.00	3,101.00	931.74	3,101.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>1,105,440.00</b>	<b>1,310,396.00</b>	<b>483,538.16</b>	<b>1,991,594.00</b>	<b>(681,198.00)</b>	<b>-52.0%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	17,462.00	17,462.00	0.00	17,462.00	0.00	0.0%
Equipment Replacement		6500	357,400.00	507,648.00	146,490.00	507,648.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>374,862.00</b>	<b>525,110.00</b>	<b>146,490.00</b>	<b>525,110.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	69,900.00	69,900.00	0.00	69,900.00	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	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%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>69,900.00</b>	<b>69,900.00</b>	<b>0.00</b>	<b>69,900.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>								
Transfers of Indirect Costs		7310	249,571.00	258,024.00	0.00	282,129.00	(24,105.00)	-9.3%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			<b>249,571.00</b>	<b>258,024.00</b>	<b>0.00</b>	<b>282,129.00</b>	<b>(24,105.00)</b>	<b>-9.3%</b>
<b>TOTAL, EXPENDITURES</b>			<b>12,024,131.00</b>	<b>12,635,133.00</b>	<b>3,809,479.33</b>	<b>13,240,699.00</b>	<b>(605,566.00)</b>	<b>-4.8%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00		
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
State Apportionments Emergency Apportionments		8931	0.00	0.00	0.00	0.00		
Proceeds								
Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	4,655,796.00	4,600,188.00	1,236,665.00	4,600,697.00	509.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			4,655,796.00	4,600,188.00	1,236,665.00	4,600,697.00	509.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> (a - b + c - d + e)			4,655,796.00	4,600,188.00	1,236,665.00	4,600,697.00	(509.00)	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 (E/B) (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	31,441,077.00	31,538,490.00	7,733,538.02	31,740,890.00	202,400.00	0.6%
2) Federal Revenue		8100-8299	2,417,788.00	2,669,938.00	216,240.24	2,752,252.00	82,314.00	3.1%
3) Other State Revenue		8300-8599	4,214,262.00	3,662,591.00	264,185.74	4,169,925.00	507,334.00	13.9%
4) Other Local Revenue		8600-8799	2,438,803.00	2,520,637.00	599,819.16	2,571,848.00	51,211.00	2.0%
5) TOTAL, REVENUES			40,511,930.00	40,391,656.00	8,813,783.16	41,234,915.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	19,109,072.00	18,978,442.00	6,821,941.00	18,863,642.00	114,800.00	0.6%
2) Classified Salaries		2000-2999	7,376,820.00	7,498,269.00	2,921,004.13	7,557,831.00	(59,562.00)	-0.8%
3) Employee Benefits		3000-3999	9,472,171.31	9,493,588.31	3,048,959.90	9,460,260.31	33,328.00	0.4%
4) Books and Supplies		4000-4999	1,441,397.91	1,796,442.96	606,065.45	1,662,001.60	134,441.36	7.5%
5) Services and Other Operating Expenditures		5000-5999	3,206,368.00	3,496,646.41	1,386,255.37	4,205,814.41	(709,168.00)	-20.3%
6) Capital Outlay		6000-6999	375,862.00	526,110.00	146,490.00	525,110.00	1,000.00	0.2%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	113,776.00	113,771.00	7,732.08	112,772.00	999.00	0.9%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(128,102.00)	(131,042.00)	0.00	(133,281.00)	2,239.00	-1.7%
9) TOTAL, EXPENDITURES			40,967,365.22	41,772,227.68	14,938,447.93	42,254,150.32		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(455,435.22)	(1,380,571.68)	(6,124,664.77)	(1,019,235.32)		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	31,905.00	5,000.00	0.00	5,000.00	0.00	0.0%
b) Transfers Out		7600-7629	250,000.00	250,000.00	0.00	250,000.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	10,000.00	0.00	10,000.00	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			(218,095.00)	(235,000.00)	0.00	(235,000.00)		

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 (E/B) (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(673,530.22)	(1,615,571.66)	(6,124,664.77)	(1,254,235.32)		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	3,821,509.18	3,821,509.18		3,821,509.18	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)			3,821,509.18	3,821,509.18		3,821,509.18		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,821,509.18	3,821,509.18		3,821,509.18		
2) Ending Balance, June 30 (E + F1e)			3,147,978.96	2,205,937.50		2,567,273.86		
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 Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted			904,896.77	549,792.21		572,537.77		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
	0000	9760		0.00				
d) Assigned								
Other Assignments		9780	0.00	714,612.00		699,611.00		
Declining enrollment	0000	9780		639,212.00				
Teacher Lottery	1100	9780		75,400.00				
S&C	0000	9780				114,000.00		
Declining enrollment	0000	9780				510,211.00		
teacher Lottery	1100	9780				75,400.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	921,533.73		1,275,125.09		
Unassigned/Unappropriated Amount			2,243,082.19	(0.44)		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>LCFF SOURCES</b>								
Principal Apportionment State Aid - Current Year		8011	21,751,238.00	21,533,800.00	6,016,628.00	21,263,175.00	(270,625.00)	-1.3%
Education Protection Account State Aid - Current Year		8012	4,248,713.00	4,563,564.00	1,243,812.00	4,561,565.00	(1,999.00)	0.0%
State Aid - Prior Years		8019	0.00	0.00	471,231.91	0.00	0.00	0.0%
Tax Relief Subventions Homeowners' Exemptions		8021	32,834.00	32,834.00	0.00	32,540.00	(294.00)	-0.9%
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	3,065,395.00	3,065,395.00	1,756.77	3,286,378.00	220,983.00	7.2%
Unsecured Roll Taxes		8042	99,497.00	99,497.00	(452.32)	111,158.00	11,661.00	11.7%
Prior Years' Taxes		8043	23,419.00	23,419.00	321.71	22,635.00	(784.00)	-3.3%
Supplemental Taxes		8044	187,735.00	187,735.00	0.00	279,596.00	91,861.00	48.9%
Education Revenue Augmentation Fund (ERAF)		8045	1,901,844.00	1,901,844.00	239.95	1,988,278.00	86,434.00	4.5%
Community Redevelopment Funds (SB 617/699/1992)		8047	130,402.00	130,402.00	0.00	194,631.00	64,229.00	49.3%
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	0.00	0.00	0.00	934.00	934.00	New
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.0%
<b>Subtotal, LCFF Sources</b>			<b>31,441,077.00</b>	<b>31,538,490.00</b>	<b>7,733,538.02</b>	<b>31,740,890.00</b>	<b>202,400.00</b>	<b>0.6%</b>
<b>LCFF Transfers</b>								
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, LCFF SOURCES</b>			<b>31,441,077.00</b>	<b>31,538,490.00</b>	<b>7,733,538.02</b>	<b>31,740,890.00</b>	<b>202,400.00</b>	<b>0.6%</b>
<b>FEDERAL REVENUE</b>								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	657,016.00	657,622.00	(143,689.00)	657,622.00	0.00	0.0%
Special Education Discretionary Grants		8182	180,277.00	211,176.00	41,864.00	211,468.00	292.00	0.1%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	1,226,546.00	1,354,407.00	201,012.53	1,354,407.00	0.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Educator Quality	4035	8290	161,296.00	209,031.00	33,445.69	209,031.00	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 (E/B) (F)
Title III, Part A, Immigrant Education Program	4201	8290	2,475.00	3,140.00	675.39	3,140.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	77,460.00	114,529.00	32,629.65	114,529.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3020, 3040, 3041, 3045, 3060, 3061, 3110, 3150, 3155, 3177, 3180, 3181, 3185, 4050, 4123, 4124, 4126, 4127, 5510, 5630	8290	0.00	0.00	20,161.00	80,645.00	80,645.00	New
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	112,718.00	120,033.00	30,140.98	121,410.00	1,377.00	1.1%
<b>TOTAL, FEDERAL REVENUE</b>			<b>2,417,788.00</b>	<b>2,669,938.00</b>	<b>216,240.24</b>	<b>2,752,252.00</b>	<b>82,314.00</b>	<b>3.1%</b>
<b>OTHER STATE REVENUE</b>								
Other State Apportionments								
ROC/P Entitlement								
Prior Years	6360	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Master Plan								
Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	1,297,967.00	746,296.00	0.00	746,291.00	(5.00)	0.0%
Lottery - Unrestricted and Instructional Materials		8560	700,146.00	700,146.00	67,956.81	736,236.00	36,090.00	5.2%
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	365,159.00	365,159.00	36,515.93	365,159.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	25,000.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
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%
All Other State Revenue	All Other	8590	1,825,990.00	1,850,990.00	159,713.00	2,322,239.00	471,249.00	25.5%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>4,214,262.00</b>	<b>3,662,591.00</b>	<b>264,185.74</b>	<b>4,169,925.00</b>	<b>507,334.00</b>	<b>13.9%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>OTHER LOCAL REVENUE</b>								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction								
		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes								
		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	75,984.00	75,984.00	25,200.00	75,984.00	0.00	0.0%
Interest		8660	80,060.00	80,060.00	1,881.05	80,060.00	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	114,632.00	147,884.00	174.00	157,036.00	9,152.00	6.2%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	193,076.00	193,076.00	58.71	192,771.00	(305.00)	-0.2%
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	684,266.00	766,578.00	210,337.40	808,942.00	42,364.00	5.5%
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	1,290,785.00	1,257,055.00	362,168.00	1,257,055.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers								
From Districts or Charter Schools	6360	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6360	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6360	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>2,438,803.00</b>	<b>2,520,637.00</b>	<b>599,819.16</b>	<b>2,571,848.00</b>	<b>51,211.00</b>	<b>2.0%</b>
<b>TOTAL, REVENUES</b>			<b>40,511,930.00</b>	<b>40,391,656.00</b>	<b>8,813,783.16</b>	<b>41,234,915.00</b>	<b>843,259.00</b>	<b>2.1%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>CERTIFICATED SALARIES</b>								
Certificated Teachers' Salaries		1100	15,923,304.00	15,845,956.00	5,652,542.31	15,696,906.00	149,050.00	0.9%
Certificated Pupil Support Salaries		1200	547,883.00	555,924.00	201,100.56	552,712.00	3,212.00	0.6%
Certificated Supervisors' and Administrators' Salaries		1300	1,892,550.00	1,966,645.00	748,944.78	1,973,732.00	(7,087.00)	-0.4%
Other Certificated Salaries		1900	745,335.00	609,917.00	219,353.35	640,292.00	(30,375.00)	-5.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>19,109,072.00</b>	<b>18,978,442.00</b>	<b>6,821,941.00</b>	<b>18,863,642.00</b>	<b>114,800.00</b>	<b>0.6%</b>
<b>CLASSIFIED SALARIES</b>								
Classified Instructional Salaries		2100	1,968,934.00	2,047,757.00	742,100.74	1,948,725.00	99,032.00	4.8%
Classified Support Salaries		2200	1,963,319.00	1,995,948.00	808,028.24	2,089,581.00	(93,633.00)	-4.7%
Classified Supervisors' and Administrators' Salaries		2300	628,475.00	578,172.00	229,909.28	580,519.00	(2,347.00)	-0.4%
Clerical, Technical and Office Salaries		2400	2,104,112.00	2,144,406.00	854,477.88	2,146,635.00	(2,229.00)	-0.1%
Other Classified Salaries		2900	711,980.00	731,986.00	286,487.99	792,371.00	(60,385.00)	-8.2%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>7,376,820.00</b>	<b>7,498,269.00</b>	<b>2,921,004.13</b>	<b>7,557,831.00</b>	<b>(59,562.00)</b>	<b>-0.8%</b>
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	4,595,077.00	4,566,186.00	1,069,332.00	4,542,827.00	23,359.00	0.5%
PERS		3201-3202	1,065,121.46	1,104,292.46	416,466.31	1,090,697.46	13,595.00	1.2%
OASDI/Medicare/Alternative		3301-3302	873,264.00	883,585.00	319,595.25	876,409.00	7,176.00	0.8%
Health and Welfare Benefits		3401-3402	1,942,708.00	1,950,535.00	774,014.44	1,963,359.00	(12,824.00)	-0.7%
Unemployment Insurance		3501-3502	13,837.85	14,932.85	4,773.41	13,604.85	1,328.00	8.9%
Workers' Compensation		3601-3602	428,167.00	427,535.00	162,925.89	442,923.00	(15,388.00)	-3.6%
OPEB, Allocated		3701-3702	195,470.00	190,900.00	91,744.51	185,215.00	5,685.00	3.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	358,526.00	355,622.00	210,108.09	345,225.00	10,397.00	2.9%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>9,472,171.31</b>	<b>9,493,588.31</b>	<b>3,048,959.90</b>	<b>9,460,260.31</b>	<b>33,328.00</b>	<b>0.4%</b>
<b>BOOKS AND SUPPLIES</b>								
Approved Textbooks and Core Curricula Materials		4100	15,349.00	60,807.00	58,950.80	60,807.00	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	1,365,521.91	1,676,005.96	531,807.06	1,544,493.60	131,512.36	7.8%
Noncapitalized Equipment		4400	60,527.00	59,630.00	15,307.59	56,701.00	2,929.00	4.9%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>1,441,397.91</b>	<b>1,796,442.96</b>	<b>606,065.45</b>	<b>1,662,001.60</b>	<b>134,441.36</b>	<b>7.5%</b>
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	349,935.00	371,887.00	153,434.76	411,935.00	(40,048.00)	-10.8%
Travel and Conferences		5200	100,105.00	87,283.00	21,736.81	138,882.00	(51,599.00)	-59.1%
Dues and Memberships		5300	20,850.00	20,845.00	23,116.11	25,776.00	(4,931.00)	-23.7%
Insurance		5400-5450	186,820.00	185,410.00	91,207.50	187,283.00	(1,873.00)	-1.0%
Operations and Housekeeping Services		5500	767,115.00	787,615.00	244,217.35	787,615.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	286,642.00	299,392.00	92,288.53	298,182.00	1,210.00	0.4%
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	(1,299.00)	1,299.00	New
Professional/Consulting Services and Operating Expenditures		5800	1,391,695.00	1,640,608.41	728,889.71	2,253,834.41	(613,226.00)	-37.4%
Communications		5900	103,206.00	103,606.00	31,364.60	103,606.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>3,206,368.00</b>	<b>3,496,646.41</b>	<b>1,386,255.37</b>	<b>4,205,814.41</b>	<b>(709,168.00)</b>	<b>-20.3%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	18,462.00	18,462.00	0.00	17,462.00	1,000.00	5.4%
Equipment Replacement		6500	357,400.00	507,648.00	146,490.00	507,648.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>375,862.00</b>	<b>526,110.00</b>	<b>146,490.00</b>	<b>525,110.00</b>	<b>1,000.00</b>	<b>0.2%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments								
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	69,900.00	69,900.00	0.00	69,900.00	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	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6500	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6500	7223	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers of Apportionments								
To Districts or Charter Schools	6360	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6360	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6360	7223	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	3,065.00	2,877.00	338.99	1,997.00	880.00	30.6%
Other Debt Service - Principal		7439	40,811.00	40,994.00	7,393.09	40,875.00	119.00	0.3%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>113,776.00</b>	<b>113,771.00</b>	<b>7,732.08</b>	<b>112,772.00</b>	<b>999.00</b>	<b>0.9%</b>
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00		
Transfers of Indirect Costs - Interfund		7350	(128,102.00)	(131,042.00)	0.00	(133,281.00)	2,239.00	-1.7%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			<b>(128,102.00)</b>	<b>(131,042.00)</b>	<b>0.00</b>	<b>(133,281.00)</b>	<b>2,239.00</b>	<b>-1.7%</b>
<b>TOTAL, EXPENDITURES</b>			<b>40,967,365.22</b>	<b>41,772,227.68</b>	<b>14,938,447.93</b>	<b>42,254,150.32</b>	<b>(481,922.64)</b>	<b>-1.2%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	31,905.00	5,000.00	0.00	5,000.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			31,905.00	5,000.00	0.00	5,000.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	250,000.00	250,000.00	0.00	250,000.00	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			250,000.00	250,000.00	0.00	250,000.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
State Apportionments Emergency Apportionments		8931	0.00	0.00	0.00	0.00	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	10,000.00	0.00	10,000.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	10,000.00	0.00	10,000.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	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%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b>								
(a - b + c - d + e)			(218,095.00)	(235,000.00)	0.00	(235,000.00)	0.00	0.0%



<u>Resource</u>	<u>Description</u>	<u>2018-19 Projected Year Totals</u>
5640	Medi-Cal Billing Option	0.56
6010	After School Education and Safety (ASES)	2.14
6230	California Clean Energy Jobs Act	0.39
6300	Lottery: Instructional Materials	18,119.95
6512	Special Ed: Mental Health Services	199,137.74
7810	Other Restricted State	256.98
8150	Ongoing & Major Maintenance Account (RM,	323,195.86
9010	Other Restricted Local	31,824.15
Total, Restricted Balance		<u>572,537.77</u>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	540,585.00	594,480.00	277,702.63	594,480.00	0.00	0.0%
4) Other Local Revenue		8600-8799	10,408.00	10,408.00	2,688.20	10,408.00	0.00	0.0%
5) TOTAL, REVENUES			550,993.00	604,888.00	280,390.83	604,888.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	178,123.00	173,365.00	74,901.28	203,868.00	(30,503.00)	-17.6%
2) Classified Salaries		2000-2999	195,689.00	200,840.00	69,774.39	196,243.00	4,597.00	2.3%
3) Employee Benefits		3000-3999	111,397.00	111,946.00	39,027.95	126,157.00	(14,211.00)	-12.7%
4) Books and Supplies		4000-4999	0.00	50,013.00	5,733.92	22,873.00	27,140.00	54.3%
5) Services and Other Operating Expenditures		5000-5999	32,995.00	32,870.00	12,626.56	37,419.00	(4,549.00)	-13.8%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	32,506.00	35,446.00	0.00	41,359.00	(5,913.00)	-16.7%
9) TOTAL, EXPENDITURES			550,710.00	604,480.00	202,064.10	627,919.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>								
			283.00	408.00	78,326.73	(23,031.00)		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			283.00	408.00	78,326.73	(23,031.00)		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	73,299.26	73,299.26		73,299.26	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)			73,299.26	73,299.26		73,299.26		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			73,299.26	73,299.26		73,299.26		
2) Ending Balance, June 30 (E + F1e)			73,582.26	73,707.26		50,268.26		
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 Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted			73,582.26	73,707.26		50,268.26		
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)
<b>FEDERAL REVENUE</b>								
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER STATE REVENUE</b>								
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
State Preschool	6105	8590	466,092.00	528,141.00	231,288.00	528,141.00	0.00	0.0%
All Other State Revenue	All Other	8590	74,493.00	66,339.00	46,414.63	66,339.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>540,585.00</b>	<b>594,480.00</b>	<b>277,702.63</b>	<b>594,480.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER LOCAL REVENUE</b>								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	408.00	408.00	76.00	408.00	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	10,000.00	10,000.00	2,612.20	10,000.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>10,408.00</b>	<b>10,408.00</b>	<b>2,688.20</b>	<b>10,408.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, REVENUES</b>			<b>550,993.00</b>	<b>604,888.00</b>	<b>280,390.83</b>	<b>604,888.00</b>		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CERTIFICATED SALARIES</b>								
Certificated Teachers' Salaries		1100	171,123.00	173,365.00	64,027.68	173,965.00	(600.00)	-0.3%
Certificated Pupll Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	7,000.00	0.00	10,873.60	29,903.00	(29,903.00)	New
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>178,123.00</b>	<b>173,365.00</b>	<b>74,901.28</b>	<b>203,868.00</b>	<b>(30,503.00)</b>	<b>-17.6%</b>
<b>CLASSIFIED SALARIES</b>								
Classified Instructional Salaries		2100	144,111.00	147,928.00	50,265.69	144,192.00	3,736.00	2.5%
Classified Support Salaries		2200	10,310.00	10,598.00	4,377.06	10,555.00	43.00	0.4%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	41,268.00	42,314.00	15,131.64	41,496.00	818.00	1.9%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>195,689.00</b>	<b>200,840.00</b>	<b>69,774.39</b>	<b>196,243.00</b>	<b>4,597.00</b>	<b>2.3%</b>
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	44,772.00	44,285.00	11,990.48	49,250.00	(4,965.00)	-11.2%
PERS		3201-3202	11,247.00	11,547.00	4,502.58	12,883.00	(1,336.00)	-11.6%
OASDI/Medicare/Alternative		3301-3302	17,781.00	17,945.00	6,087.61	18,038.00	(93.00)	-0.5%
Health and Welfare Benefits		3401-3402	29,405.00	29,941.00	12,688.24	35,020.00	(5,079.00)	-17.0%
Unemployment Insurance		3501-3502	191.00	211.00	73.11	223.00	(12.00)	-5.7%
Workers' Compensation		3601-3602	6,026.00	6,010.00	2,992.97	8,786.00	(2,776.00)	-46.2%
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	1,975.00	2,007.00	692.96	1,957.00	50.00	2.5%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>111,397.00</b>	<b>111,946.00</b>	<b>39,027.95</b>	<b>126,157.00</b>	<b>(14,211.00)</b>	<b>-12.7%</b>
<b>BOOKS AND SUPPLIES</b>								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	50,013.00	5,733.92	22,873.00	27,140.00	54.3%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>0.00</b>	<b>50,013.00</b>	<b>5,733.92</b>	<b>22,873.00</b>	<b>27,140.00</b>	<b>54.3%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	125.00	0.00	0.00	0.00	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	26,200.00	26,200.00	7,942.01	26,200.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	1,500.00	1,500.00	0.00	1,500.00	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	1,299.00	(1,299.00)	New
Professional/Consulting Services and Operating Expenditures		5800	2,670.00	2,670.00	2,105.00	5,920.00	(3,250.00)	-121.7%
Communications		5900	2,500.00	2,500.00	2,579.55	2,500.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>32,995.00</b>	<b>32,870.00</b>	<b>12,626.56</b>	<b>37,419.00</b>	<b>(4,549.00)</b>	<b>-13.8%</b>
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Other Transfers Out								
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>								
Transfers of Indirect Costs - Interfund		7350	32,506.00	35,446.00	0.00	41,359.00	(5,913.00)	-16.7%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			<b>32,506.00</b>	<b>35,446.00</b>	<b>0.00</b>	<b>41,359.00</b>	<b>(5,913.00)</b>	<b>-16.7%</b>
<b>TOTAL EXPENDITURES</b>			<b>550,710.00</b>	<b>604,480.00</b>	<b>202,064.10</b>	<b>627,919.00</b>		

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

<b>Resource</b>	<b>Description</b>	<b>2018/19 Projected Year Totals</b>
6052	Child Development: Prekindergarten and Family Literacy, Prc	0.03
6105	Child Development: California State Preschool Program	0.03
6130	Child Development: Center-Based Reserve Account	50,268.20
Total, Restricted Balance		<u>50,268.26</u>



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	1,503,619.00	1,503,619.00	256,735.43	1,464,274.00	(39,345.00)	-2.6%
3) Other State Revenue		8300-8599	93,703.00	93,703.00	15,513.48	91,368.00	(2,335.00)	-2.5%
4) Other Local Revenue		8600-8799	98,306.00	98,364.00	(1,656.55)	123,893.00	25,529.00	26.0%
<b>5) TOTAL, REVENUES</b>			<b>1,695,628.00</b>	<b>1,695,686.00</b>	<b>270,592.36</b>	<b>1,679,535.00</b>		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	769,167.00	783,545.00	289,812.26	780,793.00	2,752.00	0.4%
3) Employee Benefits		3000-3999	282,047.00	282,711.00	119,569.75	298,027.00	(15,316.00)	-5.4%
4) Books and Supplies		4000-4999	722,326.00	721,868.00	202,247.70	632,030.00	89,838.00	12.4%
5) Services and Other Operating Expenditures		5000-5999	51,059.00	51,609.00	16,054.98	40,051.00	11,558.00	22.4%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	95,596.00	95,596.00	0.00	91,922.00	3,674.00	3.8%
<b>9) TOTAL, EXPENDITURES</b>			<b>1,920,195.00</b>	<b>1,935,329.00</b>	<b>627,684.69</b>	<b>1,842,823.00</b>		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			<b>(224,567.00)</b>	<b>(239,643.00)</b>	<b>(357,092.33)</b>	<b>(163,288.00)</b>		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	250,000.00	250,000.00	0.00	250,000.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
<b>4) TOTAL, OTHER FINANCING SOURCES/USES</b>			<b>250,000.00</b>	<b>250,000.00</b>	<b>0.00</b>	<b>250,000.00</b>		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			25,433.00	10,357.00	(357,092.33)	86,712.00		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	127,636.77	127,636.77		127,636.77	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			127,636.77	127,636.77		127,636.77		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			127,636.77	127,636.77		127,636.77		
2) Ending Balance, June 30 (E + F1e)			153,069.77	137,993.77		214,348.77		
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 Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted			153,069.77	137,993.77		214,348.77		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>FEDERAL REVENUE</b>								
Child Nutrition Programs		8220	1,503,619.00	1,503,619.00	256,735.43	1,464,274.00	(39,345.00)	-2.6%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			<b>1,503,619.00</b>	<b>1,503,619.00</b>	<b>256,735.43</b>	<b>1,464,274.00</b>	<b>(39,345.00)</b>	<b>-2.6%</b>
<b>OTHER STATE REVENUE</b>								
Child Nutrition Programs		8520	93,703.00	93,703.00	15,513.48	91,368.00	(2,335.00)	-2.5%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>93,703.00</b>	<b>93,703.00</b>	<b>15,513.48</b>	<b>91,368.00</b>	<b>(2,335.00)</b>	<b>-2.5%</b>
<b>OTHER LOCAL REVENUE</b>								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	98,306.00	98,364.00	(235.52)	122,550.00	24,186.00	24.6%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	0.00	0.00	(2,774.48)	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	1,353.45	1,343.00	1,343.00	New
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>98,306.00</b>	<b>98,364.00</b>	<b>(1,656.55)</b>	<b>123,893.00</b>	<b>25,529.00</b>	<b>26.0%</b>
<b>TOTAL, REVENUES</b>			<b>1,695,628.00</b>	<b>1,695,686.00</b>	<b>270,582.36</b>	<b>1,679,535.00</b>		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CERTIFICATED SALARIES</b>								
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.00	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CLASSIFIED SALARIES</b>								
Classified Support Salaries		2200	649,799.00	661,487.00	238,146.20	658,182.00	3,305.00	0.5%
Classified Supervisors' and Administrators' Salaries		2300	75,228.00	76,752.00	31,980.00	76,752.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	44,140.00	45,306.00	19,686.06	45,859.00	(553.00)	-1.2%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			769,167.00	783,545.00	289,812.26	780,793.00	2,752.00	0.4%
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	104,025.00	110,821.00	45,876.85	110,887.00	(66.00)	-0.1%
OASDI/Medicare/Alternative		3301-3302	58,413.00	59,402.00	21,756.58	59,524.00	(122.00)	-0.2%
Health and Welfare Benefits		3401-3402	93,837.00	88,551.00	37,401.94	89,466.00	(915.00)	-1.0%
Unemployment Insurance		3501-3502	425.00	426.00	146.03	417.00	9.00	2.1%
Workers' Compensation		3601-3602	12,366.00	12,569.00	4,859.98	12,738.00	(169.00)	-1.3%
OPEB, Allocated		3701-3702	0.00	0.00	3,804.46	8,775.00	(8,775.00)	New
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	12,981.00	10,942.00	5,723.91	16,220.00	(5,278.00)	-48.2%
<b>TOTAL, EMPLOYEE BENEFITS</b>			282,047.00	282,711.00	119,569.75	298,027.00	(15,316.00)	-5.4%
<b>BOOKS AND SUPPLIES</b>								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	50,280.00	49,880.00	17,287.96	44,580.00	5,300.00	10.6%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
Food		4700	672,046.00	671,988.00	184,959.74	587,450.00	84,538.00	12.6%
<b>TOTAL, BOOKS AND SUPPLIES</b>			722,326.00	721,868.00	202,247.70	632,030.00	89,838.00	12.4%

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 Column B & D (F)
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	2,460.00	2,460.00	1,936.22	2,350.00	110.00	4.5%
Dues and Memberships		5300	177.00	177.00	0.00	177.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	14,985.00	14,985.00	4,665.52	14,600.00	385.00	2.6%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	6,000.00	6,000.00	0.00	0.00	6,000.00	100.0%
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	26,937.00	27,487.00	9,453.24	22,424.00	5,063.00	18.4%
Communications		5900	500.00	500.00	0.00	500.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>51,059.00</b>	<b>51,609.00</b>	<b>16,054.98</b>	<b>40,051.00</b>	<b>11,558.00</b>	<b>22.4%</b>
<b>CAPITAL OUTLAY</b>								
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>								
Transfers of Indirect Costs - Interfund		7350	95,596.00	95,596.00	0.00	91,922.00	3,674.00	3.8%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			<b>95,596.00</b>	<b>95,596.00</b>	<b>0.00</b>	<b>91,922.00</b>	<b>3,674.00</b>	<b>3.8%</b>
<b>TOTAL, EXPENDITURES</b>			<b>1,920,195.00</b>	<b>1,935,329.00</b>	<b>627,684.69</b>	<b>1,842,823.00</b>		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
From: General Fund		8916	250,000.00	250,000.00	0.00	250,000.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			<b>250,000.00</b>	<b>250,000.00</b>	<b>0.00</b>	<b>250,000.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>INTERFUND TRANSFERS OUT</b>								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(e) TOTAL, CONTRIBUTIONS</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> (a - b + c - d + e)			<b>250,000.00</b>	<b>250,000.00</b>	<b>0.00</b>	<b>250,000.00</b>		

<b>Resource</b>	<b>Description</b>	<b>2018/19 Projected Year Totals</b>
5310	Child Nutrition: School Programs (e.g., School Lunch, School	31,353.06
5320	Child Nutrition: Child Care Food Program (CCFP) Claims-Ce	136,430.84
5330	Child Nutrition: Summer Food Service Program Operations	46,561.46
5380	Child Nutrition: School Breakfast Startup	3.41
Total, Restricted Balance		<u>214,348.77</u>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	2,339.00	3,706.00	167.00	3,706.00	0.00	0.0%
<b>5) TOTAL, REVENUES</b>			<b>2,339.00</b>	<b>3,706.00</b>	<b>167.00</b>	<b>3,706.00</b>		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
<b>9) TOTAL, EXPENDITURES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			<b>2,339.00</b>	<b>3,706.00</b>	<b>167.00</b>	<b>3,706.00</b>		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
<b>4) TOTAL, OTHER FINANCING SOURCES/USES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>		



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			2,339.00	3,706.00	167.00	3,706.00		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	261,069.23	261,069.23		261,069.23	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)			261,069.23	261,069.23		261,069.23		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			261,069.23	261,069.23		261,069.23		
2) Ending Balance, June 30 (E + F1e)			263,408.23	264,775.23		264,775.23		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted								
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		264,775.23		
Reserved for Post Retirement Benefits	0000	9780				264,775.23		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	263,408.23	264,775.23		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>OTHER LOCAL REVENUE</b>								
Interest		8660	2,339.00	3,706.00	167.00	3,706.00	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%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>2,339.00</b>	<b>3,706.00</b>	<b>167.00</b>	<b>3,706.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, REVENUES</b>			<b>2,339.00</b>	<b>3,706.00</b>	<b>167.00</b>	<b>3,706.00</b>		
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
From: General Fund/CSSF		8912	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>INTERFUND TRANSFERS OUT</b>								
To: General Fund/CSSF		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>CONTRIBUTIONS</b>								
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(e) TOTAL, CONTRIBUTIONS</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> (a - b + c - d + e)			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>		

<u>Resource</u>	<u>Description</u>	<u>2018/19 Projected Year Totals</u>
	Total, Restricted Balance	<u>0.00</u>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	123,543.00	4,292.00	123,543.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	123,543.00	4,292.00	123,543.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	623,538.00	49,419.00	13,314.75	16,819.00	32,600.00	66.0%
5) Services and Other Operating Expenditures		5000-5999	719,960.00	68,950.00	80,807.64	145,679.00	(76,729.00)	-111.3%
6) Capital Outlay		6000-6999	1,203,835.00	1,495,297.00	2,833,397.66	5,550,576.00	(4,055,279.00)	-271.2%
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			2,547,333.00	1,613,666.00	2,927,520.05	5,713,074.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(2,547,333.00)	(1,490,123.00)	(2,923,228.05)	(5,589,531.00)		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(2,547,333.00)	(1,490,123.00)	(2,923,228.05)	(5,589,531.00)		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	7,250,292.86	7,250,292.86		7,250,292.86	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)			7,250,292.86	7,250,292.86		7,250,292.86		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			7,250,292.86	7,250,292.86		7,250,292.86		
2) Ending Balance, June 30 (E + F1e)			4,702,959.86	5,760,169.86		1,660,761.86		
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 Items		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		1,660,761.86		
Reserved fro Bond Projects	0000	9780				1,660,761.86		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
<b>Unassigned/Unappropriated Amount</b>			4,702,959.86	5,760,169.86		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>FEDERAL REVENUE</b>								
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER STATE REVENUE</b>								
Tax Relief Subventions: Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER LOCAL REVENUE</b>								
County and District Taxes								
Other Restricted Levies Secured Roll								
		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll								
		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes								
		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes								
		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes								
		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other								
		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction								
		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes								
		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies								
		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals								
		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest								
		8660	0.00	123,543.00	4,292.00	123,543.00	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	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>0.00</b>	<b>123,543.00</b>	<b>4,292.00</b>	<b>123,543.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, REVENUES</b>			<b>0.00</b>	<b>123,543.00</b>	<b>4,292.00</b>	<b>123,543.00</b>		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CLASSIFIED SALARIES</b>								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>BOOKS AND SUPPLIES</b>								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	61,188.00	32,655.00	0.00	55.00	32,600.00	99.8%
Noncapitalized Equipment		4400	562,350.00	16,764.00	13,314.75	16,764.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>623,538.00</b>	<b>49,419.00</b>	<b>13,314.75</b>	<b>16,819.00</b>	<b>32,600.00</b>	<b>66.0%</b>
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
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	13,032.00	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	706,928.00	68,950.00	80,807.64	145,679.00	(76,729.00)	-111.3%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>719,960.00</b>	<b>68,950.00</b>	<b>80,807.64</b>	<b>145,679.00</b>	<b>(76,729.00)</b>	<b>-111.3%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CAPITAL OUTLAY</b>								
Land		6100	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	1,109,635.00	1,473,082.00	2,547,925.83	5,265,101.00	(3,792,019.00)	-257.4%
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	94,200.00	22,215.00	285,471.83	285,475.00	(263,260.00)	-1185.1%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>1,203,835.00</b>	<b>1,495,297.00</b>	<b>2,833,397.66</b>	<b>5,550,576.00</b>	<b>(4,055,279.00)</b>	<b>-271.2%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Other Transfers Out								
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, EXPENDITURES</b>			<b>2,547,333.00</b>	<b>1,613,668.00</b>	<b>2,927,520.05</b>	<b>5,713,074.00</b>		



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Proceeds								
Proceeds from Sale of Bonds		8951	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
County School Building Aid		8961	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(e) TOTAL, CONTRIBUTIONS</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)</b>			0.00	0.00	0.00	0.00		

<u>Resource</u>	<u>Description</u>	<u>2018/19 Projected Year Totals</u>
Total, Restricted Balance		<u>0.00</u>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	607,929.00	327,211.00	40,161.10	327,211.00	0.00	0.0%
5) TOTAL REVENUES			607,929.00	327,211.00	40,161.10	327,211.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	40,256.00	40,359.00	17,646.58	43,269.00	(2,910.00)	-7.2%
3) Employee Benefits		3000-3999	10,331.00	9,722.00	4,028.32	9,829.00	(107.00)	-1.1%
4) Books and Supplies		4000-4999	11,750.00	11,750.00	0.00	11,750.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	206,608.00	240,380.00	22,415.49	268,260.00	(27,880.00)	-11.6%
6) Capital Outlay		6000-6999	40,000.00	20,000.00	0.00	20,000.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL EXPENDITURES			308,945.00	322,211.00	44,090.39	353,108.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			298,984.00	5,000.00	(3,929.29)	(25,897.00)		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	31,905.00	5,000.00	0.00	5,000.00	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			(31,905.00)	(5,000.00)	0.00	(5,000.00)		

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)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			267,079.00	0.00	(3,929.29)	(30,897.00)		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	1,876,506.47	1,876,506.47		1,876,506.47	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)			1,876,506.47	1,876,506.47		1,876,506.47		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,876,506.47	1,876,506.47		1,876,506.47		
2) Ending Balance, June 30 (E + F1e)			2,143,585.47	1,876,506.47		1,845,609.47		
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 Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance			0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments			0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		1,845,609.47		
Reserved for Capital Facilities Projects	0000	9780				1,845,609.47		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount			2,143,585.47	1,876,506.47		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>OTHER STATE REVENUE</b>								
Tax Relief Subventions Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER LOCAL REVENUE</b>								
County and District Taxes								
Other Restricted Levies Secured Roll								
		8615	0.00	0.00	0.00	0.00	0.00	0.0%
		8616	0.00	0.00	0.00	0.00	0.00	0.0%
		8617	0.00	0.00	0.00	0.00	0.00	0.0%
		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%
		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction								
		8625	50,075.00	50,075.00	0.00	50,075.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes								
		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies								
		8631	0.00	0.00	0.00	0.00	0.00	0.0%
		8660	7,854.00	27,136.00	1,201.00	27,136.00	0.00	0.0%
		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
		8681	550,000.00	250,000.00	38,960.10	250,000.00	0.00	0.0%
Other Local Revenue								
		8699	0.00	0.00	0.00	0.00	0.00	0.0%
		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>607,929.00</b>	<b>327,211.00</b>	<b>40,161.10</b>	<b>327,211.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, REVENUES</b>			<b>607,929.00</b>	<b>327,211.00</b>	<b>40,161.10</b>	<b>327,211.00</b>		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CERTIFICATED SALARIES</b>								
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CLASSIFIED SALARIES</b>								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	40,256.00	40,359.00	17,646.58	43,269.00	(2,910.00)	-7.2%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			40,256.00	40,359.00	17,646.58	43,269.00	(2,910.00)	-7.2%
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	6,554.00	6,575.00	2,737.65	6,575.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	585.00	586.00	262.35	628.00	(42.00)	-7.2%
Health and Welfare Benefits		3401-3402	2,175.00	455.00	187.75	455.00	0.00	0.0%
Unemployment Insurance		3501-3502	22.00	21.00	9.07	22.00	(1.00)	-4.8%
Workers' Compensation		3601-3602	650.00	650.00	296.68	724.00	(74.00)	-11.4%
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	345.00	1,435.00	534.82	1,425.00	10.00	0.7%
<b>TOTAL, EMPLOYEE BENEFITS</b>			10,331.00	9,722.00	4,028.32	9,829.00	(107.00)	-1.1%
<b>BOOKS AND SUPPLIES</b>								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	1,000.00	1,000.00	0.00	1,000.00	0.00	0.0%
Noncapitalized Equipment		4400	10,750.00	10,750.00	0.00	10,750.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			11,750.00	11,750.00	0.00	11,750.00	0.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	15,000.00	15,000.00	0.00	15,000.00	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	13,000.00	13,000.00	0.00	13,000.00	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	177,303.00	211,075.00	22,415.49	238,955.00	(27,880.00)	-13.2%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			206,608.00	240,380.00	22,415.49	268,260.00	(27,880.00)	-11.6%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CAPITAL OUTLAY</b>								
Land		6100	40,000.00	20,000.00	0.00	20,000.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>40,000.00</b>	<b>20,000.00</b>	<b>0.00</b>	<b>20,000.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Other Transfers Out								
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL EXPENDITURES</b>			<b>308,945.00</b>	<b>322,211.00</b>	<b>44,090.39</b>	<b>353,108.00</b>		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>INTERFUND TRANSFERS OUT</b>								
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	31,905.00	5,000.00	0.00	5,000.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			<b>31,905.00</b>	<b>5,000.00</b>	<b>0.00</b>	<b>5,000.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Proceeds								
Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(e) TOTAL, CONTRIBUTIONS</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)</b>			<b>(31,905.00)</b>	<b>(5,000.00)</b>	<b>0.00</b>	<b>(5,000.00)</b>		



<u>Resource</u>	<u>Description</u>	<u>2018/19 Projected Year Totals</u>
	Total, Restricted Balance	<u>0.00</u>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	1,809.00	139.00	1,809.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	1,809.00	139.00	1,809.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	1,057.89	11,696.00	(11,696.00)	New
5) Services and Other Operating Expenditures		5000-5999	0.00	150,345.00	43,150.00	178,170.00	(27,825.00)	-18.5%
6) Capital Outlay		6000-6999	0.00	6,155.00	6,150.77	109,612.00	(103,457.00)	-1680.9%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	156,500.00	50,358.66	299,478.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			0.00	(154,691.00)	(50,219.66)	(297,669.00)		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			0.00	(154,691.00)	(50,219.66)	(297,669.00)		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	534,096.59	534,096.59		534,096.59	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)			534,096.59	534,096.59		534,096.59		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			534,096.59	534,096.59		534,096.59		
2) Ending Balance, June 30 (E + F1e)			534,096.59	379,405.59		236,427.59		
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 Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance								
c) Committed		9740	0.00	0.00		0.00		
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		236,427.59		
Reserved for Mello Roos Projects	0000	9780				236,427.59		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
<b>Unassigned/Unappropriated Amount</b>			534,096.59	379,405.59		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>FEDERAL REVENUE</b>								
All Other Federal Revenue		8290	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>								
Tax Relief Subventions Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>								
County and District Taxes								
Other Restricted Levies Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	0.00	1,809.00	139.00	1,809.00	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	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			0.00	1,809.00	139.00	1,809.00	0.00	0.0%
<b>TOTAL, REVENUES</b>			0.00	1,809.00	139.00	1,809.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CLASSIFIED SALARIES</b>								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>BOOKS AND SUPPLIES</b>								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	1,057.89	1,058.00	(1,058.00)	New
Noncapitalized Equipment		4400	0.00	0.00	0.00	10,638.00	(10,638.00)	New
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>0.00</b>	<b>0.00</b>	<b>1,057.89</b>	<b>11,696.00</b>	<b>(11,696.00)</b>	<b>New</b>
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
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	930.00	930.00	(930.00)	New
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	150,345.00	42,220.00	177,240.00	(26,895.00)	-17.9%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>0.00</b>	<b>150,345.00</b>	<b>43,150.00</b>	<b>178,170.00</b>	<b>(27,825.00)</b>	<b>-18.5%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	6,155.00	6,150.77	109,612.00	(103,457.00)	-1680.9%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>0.00</b>	<b>6,155.00</b>	<b>6,150.77</b>	<b>109,612.00</b>	<b>(103,457.00)</b>	<b>-1680.9%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Other Transfers Out								
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, EXPENDITURES</b>			<b>0.00</b>	<b>156,500.00</b>	<b>50,358.66</b>	<b>299,478.00</b>		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Proceeds Proceeds from Sale of Bonds		8951	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources County School Building Aid		8961	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	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>2018/19 Projected Year Totals</u>
	Total, Restricted Balance	<u>0.00</u>



Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
<b>A. DISTRICT</b>						
<b>1. Total District Regular ADA</b> Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	3,483.63	3,468.18	3,435.00	3,467.11	(1.07)	0%
<b>2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA</b> Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)	0.00	0.00	0.00	0.00	0.00	0%
<b>3. Total Basic Aid Open Enrollment Regular ADA</b> Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)	0.00	0.00	0.00	0.00	0.00	0%
<b>4. Total, District Regular ADA (Sum of Lines A1 through A3)</b>	3,483.63	3,468.18	3,435.00	3,467.11	(1.07)	0%
<b>5. District Funded County Program ADA</b>						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0%
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]	0.00	0.00	0.00	0.00	0.00	0%
<b>g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)</b>	3,483.63	3,468.18	3,435.00	3,467.11	(1.07)	0%
<b>7. Adults in Correctional Facilities</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)</b>						

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
<b>B. COUNTY OFFICE OF EDUCATION</b>						
<b>1. County Program Alternative Education ADA</b>						
a. County Group Home and Institution Pupils	0.00	0.00	0.00	0.00	0.00	0%
b. Juvenile Halls, Homes, and Camps	0.00	0.00	0.00	0.00	0.00	0%
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	0.00	0.00	0.00	0.00	0.00	0%
<b>d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>2. District Funded County Program ADA</b>						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0%
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]	0.00	0.00	0.00	0.00	0.00	0%
<b>g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>4. Adults in Correctional Facilities</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>5. County Operations Grant ADA</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)</b>						

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
<b>C. CHARTER SCHOOL ADA</b>						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools. Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
<b>FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.</b>						
<b>1. Total Charter School Regular ADA</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>2. Charter School County Program Alternative Education ADA</b>						
a. County Group Home and Institution Pupils	0.00	0.00	0.00	0.00	0.00	0%
b. Juvenile Halls, Homes, and Camps	0.00	0.00	0.00	0.00	0.00	0%
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	0.00	0.00	0.00	0.00	0.00	0%
<b>d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>3. Charter School Funded County Program ADA</b>						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0%
<b>f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.</b>						
<b>5. Total Charter School Regular ADA</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>6. Charter School County Program Alternative Education ADA</b>						
a. County Group Home and Institution Pupils	0.00	0.00	0.00	0.00	0.00	0%
b. Juvenile Halls, Homes, and Camps	0.00	0.00	0.00	0.00	0.00	0%
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	0.00	0.00	0.00	0.00	0.00	0%
<b>d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>7. Charter School Funded County Program ADA</b>						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0%
<b>f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)</b>	0.00	0.00	0.00	0.00	0.00	0%

Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
		ACTUALS THROUGH THE MONTH OF (Enter Month Name):							
<b>A. BEGINNING CASH</b>		4,392,426.00	3,062,115.00	849,454.00	1,508,281.00	800,125.00	(9,112.00)	3,294,602.00	3,119,533.00
<b>B. RECEIPTS</b>									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	1,074,398.00	1,074,398.00	3,177,728.00	1,933,916.00	1,933,916.00	3,157,498.00	1,913,686.00	1,897,052.00
Property Taxes	8020-8079	31,906.00		1,723.00		86,378.00	150,890.00	3,526,028.00	116,601.00
Miscellaneous Funds	8080-8099								
Federal Revenue	8100-8299		17,295.00	644.00	10,604.00	44,770.00	449,242.00	22,098.00	11,231.00
Other State Revenue	8300-8599				133,183.00	167,074.00	350,305.00	280,186.00	105,617.00
Other Local Revenue	8600-8799	66,230.00	72,494.00	149,726.00	279,920.00	137,809.00	167,265.00	262,493.00	182,857.00
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
<b>TOTAL RECEIPTS</b>		1,172,534.00	1,164,187.00	3,329,821.00	2,357,623.00	2,369,947.00	4,275,200.00	6,004,491.00	2,313,358.00
<b>C. DISBURSEMENTS</b>									
Certificated Salaries	1000-1999	1,133,863.00	1,608,010.00	1,639,022.00	1,585,274.00	1,608,010.00	107,651.00	3,216,020.00	1,563,195.00
Classified Salaries	2000-2999	511,141.00	646,190.00	714,143.00	616,628.00	617,644.00	93,389.00	1,239,169.00	605,246.00
Employee Benefits	3000-3999	322,714.00	687,969.00	624,554.00	568,465.00	734,123.00	370,523.00	1,059,124.00	623,582.00
Books and Supplies	4000-4999	128,436.00	112,292.00	150,005.00	192,310.00	100,000.00	175,000.00	100,000.00	100,000.00
Services	5000-5999	294,402.00	401,900.00	276,349.00	280,789.00	150,000.00	150,000.00	350,000.00	350,000.00
Capital Outlay	6000-6599	346,000.00	25,230.00	(325,060.00)	100,320.00			126,206.00	126,207.00
Other Outgo	7000-7499			7,732.00					
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
<b>TOTAL DISBURSEMENTS</b>		2,736,556.00	3,481,591.00	3,086,745.00	3,343,786.00	3,209,777.00	896,563.00	6,090,519.00	3,368,230.00
<b>D. BALANCE SHEET ITEMS</b>									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199								
Accounts Receivable	9200-9299	550,461.00	477,690.00	415,751.00	278,007.00	30,593.00	25,077.00	35,959.00	45,211.00
Due From Other Funds	9310								
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Deferred Outflows of Resources	9490								
<b>SUBTOTAL</b>		0.00	550,461.00	477,690.00	415,751.00	278,007.00	30,593.00	25,077.00	35,959.00
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599								
Due To Other Funds	9610	316,750.00	372,947.00				100,000.00	125,000.00	94,916.00
Current Loans	9640								
Unearned Revenues	9650								
Deferred Inflows of Resources	9690								
<b>SUBTOTAL</b>		0.00	316,750.00	372,947.00	0.00	0.00	0.00	100,000.00	125,000.00
<u>Nonoperating</u>									
Suspense Clearing	9910								
<b>TOTAL BALANCE SHEET ITEMS</b>		0.00	233,711.00	104,743.00	415,751.00	278,007.00	(74,923.00)	(89,041.00)	(49,705.00)
<b>E. NET INCREASE/DECREASE (B - C + D)</b>		(1,330,311.00)	(2,212,661.00)	658,827.00	(708,156.00)	(809,237.00)	3,303,714.00	(175,069.00)	(1,104,577.00)
<b>F. ENDING CASH (A + E)</b>		3,062,115.00	849,454.00	1,508,281.00	800,125.00	(9,112.00)	3,294,602.00	3,119,533.00	2,014,956.00
<b>G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS</b>									

	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ACTUALS THROUGH THE MONTH OF (Enter Month Name):									
A. BEGINNING CASH		2,014,956.00	2,390,630.00	1,130,388.00	2,401,261.00				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	3,140,864.00	1,897,052.00	1,897,052.00	2,727,180.00			25,824,740.00	25,824,740.00
Property Taxes	8020-8079	113.00	71,975.00	1,860,796.00	68,806.00			5,915,216.00	5,915,216.00
Miscellaneous Funds	8080-8099				934.00			934.00	934.00
Federal Revenue	8100-8299	344,302.00	23,500.00	25,196.00	314,568.00	1,488,802.00		2,752,252.00	2,752,252.00
Other State Revenue	8300-8599	179,394.00	268,982.00	469,914.00	370,564.00	1,844,706.00		4,169,925.00	4,169,925.00
Other Local Revenue	8600-8799	144,666.00	180,753.00	302,243.00	177,116.00	448,276.00		2,571,848.00	2,571,848.00
Interfund Transfers In	8910-8929				5,000.00	0.00		5,000.00	5,000.00
All Other Financing Sources	8930-8979				10,000.00	0.00		10,000.00	10,000.00
TOTAL RECEIPTS		3,809,339.00	2,442,262.00	4,555,201.00	3,674,168.00	3,781,784.00	0.00	41,249,915.00	41,249,915.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	1,563,195.00	1,563,195.00	1,563,195.00	1,561,010.00	152,002.00		18,863,642.00	18,863,642.00
Classified Salaries	2000-2999	608,186.00	604,363.00	609,803.00	601,458.00	90,471.00		7,557,831.00	7,557,831.00
Employee Benefits	3000-3999	626,239.00	911,438.00	566,414.00	737,997.00	1,627,118.31		9,460,260.31	9,460,260.31
Books and Supplies	4000-4999	100,000.00	100,000.00	100,000.00	100,000.00	203,958.60		1,662,001.60	1,662,001.60
Services	5000-5999	350,000.00	350,000.00	350,000.00	350,000.00	552,374.41		4,205,814.41	4,205,814.41
Capital Outlay	6000-6599	126,207.00						525,110.00	525,110.00
Other Outgo	7000-7499		105,040.00			(133,281.00)		(20,509.00)	(20,509.00)
Interfund Transfers Out	7600-7629					250,000.00		250,000.00	250,000.00
All Other Financing Uses	7630-7699							0.00	0.00
TOTAL DISBURSEMENTS		3,373,827.00	3,634,036.00	3,189,412.00	3,350,465.00	2,742,643.32	0.00	42,504,150.32	42,504,150.32
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299	35,077.00	26,447.00					1,920,273.00	
Due From Other Funds	9310							0.00	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Deferred Outflows of Resources	9490							0.00	
SUBTOTAL		35,077.00	26,447.00	0.00	0.00	0.00	0.00	1,920,273.00	
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599							0.00	
Due To Other Funds	9610	94,915.00	94,915.00	94,916.00	94,916.00			1,389,275.00	
Current Loans	9640							0.00	
Unearned Revenues	9650							0.00	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		94,915.00	94,915.00	94,916.00	94,916.00	0.00	0.00	1,389,275.00	
<u>Nonoperating</u>									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		(59,838.00)	(68,468.00)	(94,916.00)	(94,916.00)	0.00	0.00	530,998.00	
E. NET INCREASE/DECREASE (B - C + D)		375,674.00	(1,260,242.00)	1,270,873.00	228,787.00	1,039,140.68	0.00	(723,237.32)	(1,254,235.32)
F. ENDING CASH (A + E)		2,390,630.00	1,130,388.00	2,401,261.00	2,630,048.00				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								3,669,188.68	

		Beginning Balances (Ret. Only)	July	August	September	October	November	December	January	February
ACTUALS THROUGH THE MONTH OF (Enter Month Name):										
A. BEGINNING CASH			2,630,048.00	1,961,790.00	64,006.00	288,770.00	13,045.00	(454,046.00)	2,755,206.00	2,697,321.00
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		1,098,911.00	1,098,911.00	3,118,432.00	1,978,040.00	1,978,040.00	3,118,432.00	1,978,040.00	1,978,040.00
Property Taxes	8020-8079		31,906.00		1,723.00		86,378.00	150,890.00	3,526,028.00	116,601.00
Miscellaneous Funds	8080-8099									
Federal Revenue	8100-8299			17,295.00	644.00	10,604.00	44,770.00	449,242.00	22,098.00	11,231.00
Other State Revenue	8300-8599					133,183.00	144,574.00	190,747.00	237,354.00	91,290.00
Other Local Revenue	8600-8799		66,557.00	72,821.00	71,020.00	201,214.00	59,103.00	88,559.00	183,787.00	111,431.00
Interfund Transfers In	8910-8929									
All Other Financing Sources	8930-8979									
TOTAL RECEIPTS			1,197,374.00	1,189,027.00	3,191,819.00	2,323,041.00	2,312,865.00	3,997,870.00	5,947,307.00	2,308,593.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		1,125,303.00	1,555,539.00	1,551,542.00	1,551,018.00	1,551,018.00	107,651.00	3,106,486.00	1,553,721.00
Classified Salaries	2000-2999		511,141.00	599,625.00	695,512.00	599,732.00	600,000.00	93,389.00	1,203,880.00	600,246.00
Employee Benefits	3000-3999		323,677.00	696,939.00	687,269.00	587,062.00	587,062.00	390,000.00	1,059,124.00	622,062.00
Books and Supplies	4000-4999		29,319.00	86,781.00	150,000.00	50,000.00	150,000.00	156,272.00	156,272.00	156,272.00
Services	5000-5999		223,755.00	175,000.00	175,000.00	50,000.00	175,000.00	329,430.00	329,430.00	329,430.00
Capital Outlay	6000-6599									
Other Outgo	7000-7499				7,732.00					
Interfund Transfers Out	7600-7629									
All Other Financing Uses	7630-7699									
TOTAL DISBURSEMENTS			2,213,195.00	3,113,884.00	3,267,055.00	2,837,812.00	3,063,080.00	1,076,742.00	5,855,192.00	3,261,731.00
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199									
Accounts Receivable	9200-9299		550,461.00	281,700.00	300,000.00	239,046.00	438,124.00	438,124.00		
Due From Other Funds	9310									
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Deferred Outflows of Resources	9490									
SUBTOTAL			0.00	550,461.00	281,700.00	300,000.00	239,046.00	438,124.00	438,124.00	0.00
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599		202,898.00	254,627.00	0.00	0.00	155,000.00	150,000.00	150,000.00	150,000.00
Due To Other Funds	9610									
Current Loans	9640									
Unearned Revenues	9650									
Deferred Inflows of Resources	9690									
SUBTOTAL			0.00	202,898.00	254,627.00	0.00	0.00	155,000.00	150,000.00	150,000.00
<u>Nonoperating</u>										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS			0.00	347,563.00	27,073.00	300,000.00	239,046.00	283,124.00	288,124.00	(150,000.00)
E. NET INCREASE/DECREASE (B - C + D)			(668,258.00)	(1,897,784.00)	224,764.00	(275,725.00)	(467,091.00)	3,209,252.00	(57,885.00)	(1,103,138.00)
F. ENDING CASH (A + E)			1,961,790.00	64,006.00	288,770.00	13,045.00	(454,046.00)	2,755,206.00	2,697,321.00	1,594,183.00
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		1,594,183.00	1,890,052.00	583,576.00	1,359,430.00				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	3,118,432.00	1,978,040.00	1,978,040.00	3,118,432.00			26,539,790.00	26,539,790.00
Property Taxes	8020-8079	113.00	71,975.00	1,860,796.00	68,806.00			5,915,216.00	5,915,216.00
Miscellaneous Funds	8080-8099				934.00			934.00	934.00
Federal Revenue	8100-8299	344,302.00	23,500.00	25,196.00	314,568.00	1,488,802.00		2,752,252.00	2,752,252.00
Other State Revenue	8300-8599	176,894.00	66,591.00		221,006.00	1,802,834.00		3,064,473.00	3,064,473.00
Other Local Revenue	8600-8799	73,240.00	109,327.00	230,817.00	105,694.00	448,278.00		1,821,848.00	1,821,848.00
Interfund Transfers In	8910-8929				5,000.00			5,000.00	5,000.00
All Other Financing Sources	8930-8979				10,000.00			10,000.00	10,000.00
TOTAL RECEIPTS		3,712,981.00	2,249,433.00	4,094,849.00	3,844,440.00	3,739,914.00	0.00	40,109,513.00	40,109,513.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	1,553,508.00	1,556,951.00	1,533,764.00	1,556,926.00	134,983.00		18,438,410.00	18,438,410.00
Classified Salaries	2000-2999	603,186.00	601,194.00	607,427.00	586,401.00	21,473.00		7,323,206.00	7,323,206.00
Employee Benefits	3000-3999	622,062.00	912,062.00	587,062.00	622,062.00	2,021,618.00		9,718,061.00	9,718,061.00
Books and Supplies	4000-4999	156,272.00	156,272.00	156,272.00	156,270.00	100,000.00		1,660,002.00	1,660,002.00
Services	5000-5999	329,430.00	329,430.00	329,430.00	329,430.00	100,000.00		3,204,765.00	3,204,765.00
Capital Outlay	6000-6599							0.00	0.00
Other Outgo	7000-7499			105,040.00		(133,281.00)		(20,509.00)	(20,509.00)
Interfund Transfers Out	7600-7629					225,000.00		225,000.00	225,000.00
All Other Financing Uses	7630-7699							0.00	0.00
TOTAL DISBURSEMENTS		3,264,458.00	3,555,909.00	3,318,995.00	3,251,089.00	2,469,793.00	0.00	40,548,935.00	40,548,935.00
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299							2,247,455.00	
Due From Other Funds	9310							0.00	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Deferred Outflows of Resources	9490							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	2,247,455.00	
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599	152,654.00						1,215,179.00	
Due To Other Funds	9610							0.00	
Current Loans	9640							0.00	
Unearned Revenues	9650							0.00	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		152,654.00	0.00	0.00	0.00	0.00	0.00	1,215,179.00	
<u>Nonoperating</u>									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		(152,654.00)	0.00	0.00	0.00	0.00	0.00	1,032,276.00	
E. NET INCREASE/DECREASE (B - C + D)		295,869.00	(1,306,476.00)	775,854.00	593,351.00	1,270,121.00	0.00	592,854.00	(439,422.00)
F. ENDING CASH (A + E)		1,890,052.00	583,576.00	1,359,430.00	1,952,781.00				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								3,222,902.00	

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2019-20 Projection (C)	% Change (Cols. E-C/C) (D)	2020-21 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	31,740,890.00	2.25%	32,455,940.00	2.82%	33,371,133.00
2. Federal Revenues	8100-8299	0.00	0.00%		0.00%	
3. Other State Revenues	8300-8599	1,295,280.00	-49.27%	657,047.00	0.00%	657,047.00
4. Other Local Revenues	8600-8799	387,204.00	0.00%	387,204.00	0.00%	387,204.00
5. Other Financing Sources						
a. Transfers In	8900-8929	5,000.00	0.00%	5,000.00	0.00%	5,000.00
b. Other Sources	8930-8979	10,000.00	0.00%	10,000.00	0.00%	10,000.00
c. Contributions	8980-8999	(4,600,697.00)	2.62%	(4,721,317.00)	6.52%	(5,029,363.00)
6. Total (Sum lines A1 thru A5c)		28,837,677.00	-0.15%	28,793,874.00	2.11%	29,401,021.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				14,921,472.00		14,743,213.80
b. Step & Column Adjustment				175,190.00		175,190.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(353,448.20)		(17,135.26)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	14,921,472.00	-1.19%	14,743,213.80	1.07%	14,901,268.54
2. Classified Salaries						
a. Base Salaries				5,309,966.00		5,044,233.00
b. Step & Column Adjustment				68,197.00		68,197.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(333,930.00)		(73,438.00)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	5,309,966.00	-5.00%	5,044,233.00	-0.10%	5,038,992.00
3. Employee Benefits	3000-3999	6,064,752.31	3.53%	6,279,098.00	5.18%	6,604,430.00
4. Books and Supplies	4000-4999	875,578.60	0.00%	875,579.00	0.00%	875,579.00
5. Services and Other Operating Expenditures	5000-5999	2,214,220.41	0.00%	2,214,220.00	0.00%	2,214,220.00
6. Capital Outlay	6000-6999	0.00	0.00%		0.00%	
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	42,872.00	0.00%	42,872.00	0.00%	42,872.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(415,410.00)	0.00%	(415,410.00)	0.00%	(415,410.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	250,000.00	-10.00%	225,000.00	0.00%	225,000.00
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)		29,263,451.32	-0.87%	29,008,805.80	1.65%	29,486,951.54
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b> (Line A6 minus line B11)						
		(425,774.32)		(214,931.80)		(85,930.54)
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 011, line F1e)		2,420,510.41		1,994,736.09		1,779,804.29
2. Ending Fund Balance (Sum lines C and D1)		1,994,736.09		1,779,804.29		1,693,873.75
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	20,000.00		20,000.00		20,000.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	699,611.00				
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,275,125.09		1,216,468.00		1,234,069.00
2. Unassigned/Unappropriated	9790	0.00		543,336.29		439,804.75
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		1,994,736.09		1,779,804.29		1,693,873.75



Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2019-20 Projection (C)	% Change (Cols. E-C/C) (D)	2020-21 Projection (E)
<b>E. AVAILABLE RESERVES</b>						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,275,125.09		1,216,468.00		1,234,069.00
c. Unassigned/Unappropriated	9790	0.00		543,336.29		439,804.75
(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)		1,275,125.09		1,759,804.29		1,673,873.75
<b>F. ASSUMPTIONS</b>						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
Adjustments are due to 19-20 and 20-21 budget cuts to personnel.						

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2019-20 Projection (C)	% Change (Cols. E-C/C) (D)	2020-21 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	0.00	0.00%		0.00%	
2. Federal Revenues	8100-8299	2,752,252.00	0.00%	2,752,252.00	0.00%	2,752,252.00
3. Other State Revenues	8300-8599	2,874,645.00	-16.25%	2,407,426.00	0.00%	2,407,426.00
4. Other Local Revenues	8600-8799	2,184,644.00	-34.33%	1,434,644.00	0.00%	1,434,644.00
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	4,600,697.00	2.62%	4,721,317.00	6.52%	5,029,363.00
6. Total (Sum lines A1 thru A5c)		12,412,238.00	-8.83%	11,315,639.00	2.72%	11,623,685.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				3,942,170.00		3,695,196.20
b. Step & Column Adjustment				45,806.00		45,806.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(292,779.80)		31,406.42
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	3,942,170.00	-6.26%	3,695,196.20	2.09%	3,772,408.62
2. Classified Salaries						
a. Base Salaries				2,247,865.00		2,278,973.00
b. Step & Column Adjustment				31,108.00		31,108.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				0.00		(49,898.00)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	2,247,865.00	1.38%	2,278,973.00	-0.82%	2,260,183.00
3. Employee Benefits	3000-3999	3,395,508.00	1.28%	3,438,963.00	2.93%	3,539,773.00
4. Books and Supplies	4000-4999	786,423.00	-0.25%	784,423.00	0.00%	784,423.00
5. Services and Other Operating Expenditures	5000-5999	1,991,594.00	-50.26%	990,545.00	-5.12%	939,866.00
6. Capital Outlay	6000-6999	525,110.00	-100.00%		0.00%	
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	69,900.00	0.00%	69,900.00	0.00%	69,900.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	282,129.00	0.00%	282,129.00	0.00%	282,129.00
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)		13,240,699.00	-12.84%	11,540,129.20	0.94%	11,648,682.62
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b> (Line A6 minus line B11)						
		(828,461.00)		(224,490.20)		(24,997.62)
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 011, line F1e)		1,400,998.77		572,537.77		348,047.57
2. Ending Fund Balance (Sum lines C and D1)		572,537.77		348,047.57		323,049.95
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	572,537.77		348,047.57		323,049.95
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)		572,537.77		348,047.57		323,049.95

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2019-20 Projection (C)	% Change (Cols. E-C/C) (D)	2020-21 Projection (E)
<b>E. AVAILABLE RESERVES</b>						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated Amount	9790					
(Enter current year reserve projections in Column A, and other reserve projections in Columns C and E for subsequent years 1 and 2)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
<b>3. Total Available Reserves (Sum lines E1a thru E2c)</b>						
<b>F. ASSUMPTIONS</b>						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
Adjustments are due to 19-20 and 20-21 budget cuts to personnel.						

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2019-20 Projection (C)	% Change (Cols. E-C/C) (D)	2020-21 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	31,740,890.00	2.25%	32,455,940.00	2.82%	33,371,133.00
2. Federal Revenues	8100-8299	2,752,252.00	0.00%	2,752,252.00	0.00%	2,752,252.00
3. Other State Revenues	8300-8599	4,169,925.00	-26.51%	3,064,473.00	0.00%	3,064,473.00
4. Other Local Revenues	8600-8799	2,571,848.00	-29.16%	1,821,848.00	0.00%	1,821,848.00
5. Other Financing Sources						
a. Transfers In	8900-8929	5,000.00	0.00%	5,000.00	0.00%	5,000.00
b. Other Sources	8930-8979	10,000.00	0.00%	10,000.00	0.00%	10,000.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		41,249,915.00	-2.76%	40,109,513.00	2.28%	41,024,706.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				18,863,642.00		18,438,410.00
b. Step & Column Adjustment				220,996.00		220,996.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(646,228.00)		14,271.16
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	18,863,642.00	-2.25%	18,438,410.00	1.28%	18,673,677.16
2. Classified Salaries						
a. Base Salaries				7,557,831.00		7,323,206.00
b. Step & Column Adjustment				99,305.00		99,305.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(333,930.00)		(123,336.00)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	7,557,831.00	-3.10%	7,323,206.00	-0.33%	7,299,175.00
3. Employee Benefits	3000-3999	9,460,260.31	2.73%	9,718,061.00	4.39%	10,144,203.00
4. Books and Supplies	4000-4999	1,662,001.60	-0.12%	1,660,002.00	0.00%	1,660,002.00
5. Services and Other Operating Expenditures	5000-5999	4,205,814.41	-23.80%	3,204,765.00	-1.58%	3,154,086.00
6. Capital Outlay	6000-6999	525,110.00	-100.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	112,772.00	0.00%	112,772.00	0.00%	112,772.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(133,281.00)	0.00%	(133,281.00)	0.00%	(133,281.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	250,000.00	-10.00%	225,000.00	0.00%	225,000.00
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)		42,504,150.32	-4.60%	40,548,935.00	1.45%	41,135,634.16
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b>						
(Line A6 minus line B11)						
		(1,254,235.32)		(439,422.00)		(110,928.16)
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 011, line F1e)		3,821,509.18		2,567,273.86		2,127,851.86
2. Ending Fund Balance (Sum lines C and D1)		2,567,273.86		2,127,851.86		2,016,923.70
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	20,000.00		20,000.00		20,000.00
b. Restricted	9740	572,537.77		348,047.57		323,049.95
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	699,611.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,275,125.09		1,216,468.00		1,234,069.00
2. Unassigned/Unappropriated	9790	0.00		543,336.29		439,804.75
f. Total Components of Ending Fund Balance						
(Line D3f must agree with line D2)		2,567,273.86		2,127,851.86		2,016,923.70

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2019-20 Projection (C)	% Change (Cols. E-C/C) (D)	2020-21 Projection (E)
<b>E. AVAILABLE RESERVES (Unrestricted except as noted)</b>						
<b>1. General Fund</b>						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,275,125.09		1,216,468.00		1,234,069.00
c. Unassigned/Unappropriated	9790	0.00		543,336.29		439,804.75
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z			0.00		0.00
<b>2. Special Reserve Fund - Noncapital Outlay (Fund 17)</b>						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1 thru E2c)		1,275,125.09		1,759,804.29		1,673,873.75
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		3.00%		4.34%		4.07%
<b>F. RECOMMENDED RESERVES</b>						
<b>1. Special Education Pass-through Exclusions</b>						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	No					
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
<b>2. Special education pass-through funds</b>						
(Column A: Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)						
		0.00		0.00		0.00
<b>2. District ADA</b>						
Used to determine the reserve standard percentage level on line F3d (Col. A: Form AI, Estimated P-2 ADA column, Lines A4 and C4; enter projections)						
		3,435.00		3,435.00		3,415.00
<b>3. Calculating the Reserves</b>						
a. Expenditures and Other Financing Uses (Line B11)		42,504,150.32		40,548,935.00		41,135,634.16
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		42,504,150.32		40,548,935.00		41,135,634.16
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)		1,275,124.51		1,216,468.05		1,234,069.02
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)		1,275,124.51		1,216,468.05		1,234,069.02
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

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:

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

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

Estimated Funded ADA

Fiscal Year	Budget Adoption Budget (Form 01CS, Item 1A)	First Interim Projected Year Totals (Form A1, Lines A4 and C4)	Percent Change	Status
Current Year (2018-19)				
District Regular	3,483.63	3,467.11		
Charter School		0.00		
<b>Total ADA</b>	<b>3,483.63</b>	<b>3,467.11</b>	<b>-0.5%</b>	<b>Met</b>
1st Subsequent Year (2019-20)				
District Regular	3,498.63	3,415.00		
Charter School				
<b>Total ADA</b>	<b>3,498.63</b>	<b>3,415.00</b>	<b>-2.4%</b>	<b>Not Met</b>
2nd Subsequent Year (2020-21)				
District Regular	3,500.72	3,415.00		
Charter School				
<b>Total ADA</b>	<b>3,500.72</b>	<b>3,415.00</b>	<b>-2.4%</b>	<b>Not Met</b>

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

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

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

Explanation:  
(required if NOT met)

Enrollment continues to decline. Original enrollment continues to decline due to slow housing starts.

**2. CRITERION: Enrollment**

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

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

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

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

Fiscal Year	Enrollment		Percent Change	Status
	Budget Adoption (Form 01CS, Item 3B)	First Interim CBEDS/Projected		
Current Year (2018-19)				
District Regular	3,651	3,584		
Charter School				
<b>Total Enrollment</b>	<b>3,651</b>	<b>3,584</b>	<b>-1.8%</b>	<b>Met</b>
1st Subsequent Year (2019-20)				
District Regular	3,666	3,564		
Charter School				
<b>Total Enrollment</b>	<b>3,666</b>	<b>3,564</b>	<b>-2.8%</b>	<b>Not Met</b>
2nd Subsequent Year (2020-21)				
District Regular	3,681	3,564		
Charter School				
<b>Total Enrollment</b>	<b>3,681</b>	<b>3,564</b>	<b>-3.2%</b>	<b>Not Met</b>

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

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

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

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

Enrollment continues to decline. Original enrollment continues to decline due to slow housing starts.

**3. CRITERION: ADA to Enrollment**

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

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

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

Fiscal Year	P-2 ADA Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CBEDS Actual (Form 01CS, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2015-16)			
District Regular	3,506	3,620	
Charter School			
<b>Total ADA/Enrollment</b>	<b>3,506</b>	<b>3,620</b>	<b>96.9%</b>
Second Prior Year (2016-17)			
District Regular	3,453	3,654	
Charter School			
<b>Total ADA/Enrollment</b>	<b>3,453</b>	<b>3,654</b>	<b>94.5%</b>
First Prior Year (2017-18)			
District Regular	3,468	3,644	
Charter School	0		
<b>Total ADA/Enrollment</b>	<b>3,468</b>	<b>3,644</b>	<b>95.2%</b>
		Historical Average Ratio:	95.5%
		<b>District's ADA to Enrollment Standard (historical average ratio plus 0.5%):</b>	<b>96.0%</b>

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

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

Fiscal Year	Estimated P-2 ADA (Form AI, Lines A4 and C4)	Enrollment CBEDS/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Current Year (2018-19)				
District Regular	3,435	3,584		
Charter School	0			
<b>Total ADA/Enrollment</b>	<b>3,435</b>	<b>3,584</b>	<b>95.8%</b>	<b>Met</b>
1st Subsequent Year (2019-20)				
District Regular	3,435	3,564		
Charter School				
<b>Total ADA/Enrollment</b>	<b>3,435</b>	<b>3,564</b>	<b>96.4%</b>	<b>Not Met</b>
2nd Subsequent Year (2020-21)				
District Regular	3,415	3,564		
Charter School				
<b>Total ADA/Enrollment</b>	<b>3,415</b>	<b>3,564</b>	<b>95.8%</b>	<b>Met</b>

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

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

- 1a. **STANDARD NOT MET** - Projected P-2 ADA to enrollment ratio exceeds the standard in any of the current year or two subsequent fiscal years. Provide reasons why the projected ratio exceeds the district's historical average ratio by more than 0.5%.

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

A slight increase was projected for 2019-20 due to the increase in actual attendance in the current year.



**4. CRITERION: LCFF Revenue**

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

District's LCFF Revenue Standard Percentage Range:

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

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

Fiscal Year	LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)		Percent Change	Status
	Budget Adoption (Form 01CS, Item 4B)	First Interim Projected Year Totals		
	Current Year (2018-19)	31,441,077.00		
1st Subsequent Year (2019-20)	32,278,618.00	32,455,940.00	0.5%	Met
2nd Subsequent Year (2020-21)	33,104,422.00	33,371,133.00	0.8%	Met

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

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

- 1a. STANDARD MET - LCFF revenue has not changed since budget adoption by more than two percent for the current year and two subsequent fiscal years.

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

**5. CRITERION: Salaries and Benefits**

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

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

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

Fiscal Year	Unaudited Actuals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	
Third Prior Year (2015-16)	22,476,922.41	25,360,826.44	88.6%
Second Prior Year (2016-17)	25,223,896.71	28,487,354.89	88.5%
First Prior Year (2017-18)	25,317,998.22	29,429,048.47	86.0%
Historical Average Ratio:			87.7%

	Current Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
District's Reserve Standard Percentage (Criterion 10B, Line 4)	3.0%	3.0%	3.0%
<b>District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):</b>	<b>84.7% to 90.7%</b>	<b>84.7% to 90.7%</b>	<b>84.7% to 90.7%</b>

**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 (2018-19)	26,296,190.31	29,013,451.32	90.6%	Met
1st Subsequent Year (2019-20)	26,066,544.80	28,783,805.80	90.6%	Met
2nd Subsequent Year (2020-21)	26,544,690.54	29,261,951.54	90.7%	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 MET - Ratio of total unrestricted salaries and benefits to total unrestricted expenditures has met the standard for the current year and two subsequent fiscal years.

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

**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
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**Federal Revenue (Fund 01, Objects 8100-8299) (Form MYPI, Line A2)**

Current Year (2018-19)	2,417,788.00	2,752,252.00	13.8%	Yes
1st Subsequent Year (2019-20)	2,417,788.00	2,752,252.00	13.8%	Yes
2nd Subsequent Year (2020-21)	2,417,788.00	2,752,252.00	13.8%	Yes

Explanation:  
(required if Yes)

Addition of carry over funds and Title IV funds.

**Other State Revenue (Fund 01, Objects 8300-8599) (Form MYPI, Line A3)**

Current Year (2018-19)	4,214,262.00	4,169,925.00	-1.1%	No
1st Subsequent Year (2019-20)	3,021,054.00	3,064,473.00	1.4%	No
2nd Subsequent Year (2020-21)	3,021,054.00	3,064,473.00	1.4%	No

Explanation:  
(required if Yes)

**Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYPI, Line A4)**

Current Year (2018-19)	2,065,064.00	2,571,848.00	24.5%	Yes
1st Subsequent Year (2019-20)	2,065,064.00	1,821,848.00	-11.8%	Yes
2nd Subsequent Year (2020-21)	2,065,064.00	1,821,848.00	-11.8%	Yes

Explanation:  
(required if Yes)

Change is due to addition of school site donation carryover in 2018-19. Decrease in 2019-20 and 2020-21 sunset of grants.

**Books and Supplies (Fund 01, Objects 4000-4999) (Form MYPI, Line B4)**

Current Year (2018-19)	1,441,397.91	1,662,001.60	15.3%	Yes
1st Subsequent Year (2019-20)	1,441,397.00	1,660,002.00	15.2%	Yes
2nd Subsequent Year (2020-21)	1,441,397.00	1,660,002.00	15.2%	Yes

Explanation:  
(required if Yes)

Change due to addition of carryover to budget.

**Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYPI, Line B5)**

Current Year (2018-19)	3,206,368.00	4,205,814.41	31.2%	Yes
1st Subsequent Year (2019-20)	2,706,879.00	3,204,765.00	18.4%	Yes
2nd Subsequent Year (2020-21)	2,639,096.00	3,154,086.00	19.5%	Yes

Explanation:  
(required if Yes)

Change due to addition of carryover to budget.

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

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Budget Adoption Budget	First Interim Projected Year Totals	Percent Change	Status
<b>Total Federal, Other State, and Other Local Revenue (Section 6A)</b>				
Current Year (2018-19)	8,697,114.00	9,494,025.00	9.2%	Not Met
1st Subsequent Year (2019-20)	7,503,906.00	7,638,573.00	1.8%	Met
2nd Subsequent Year (2020-21)	7,503,906.00	7,638,573.00	1.8%	Met
<b>Total Books and Supplies, and Services and Other Operating Expenditures (Section 6A)</b>				
Current Year (2018-19)	4,647,765.91	5,867,816.01	26.3%	Not Met
1st Subsequent Year (2019-20)	4,148,276.00	4,864,767.00	17.3%	Not Met
2nd Subsequent Year (2020-21)	4,080,493.00	4,814,088.00	18.0%	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:** Addition of carry over funds and Title IV funds.  
Federal Revenue  
(linked from 6A  
if NOT met)

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

**Explanation:** Change is due to addition of school site donation carryover in 2018-19. Decrease in 2019-20 and 2020-21 sunset of grants.  
Other Local Revenue  
(linked from 6A  
if NOT met)

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

**Explanation:** Change due to addition of carryover to budget.  
Books and Supplies  
(linked from 6A  
if NOT met)

**Explanation:** Change due to addition of carryover to budget.  
Services and Other Exps  
(linked from 6A  
if NOT met)

**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 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)**

**NOTE:** The Proposition 51 school facility program requires the district to deposit a minimum amount equal to or greater than three percent of the total general fund expenditures and other financing uses for that fiscal year (as EC Section 17070.75 read on January 1, 2015).

For all other school facility programs, AB 104 (Chapter 13, Statutes of 2015, effective January 1, 2016) requires the district to deposit into the account, for the 2017-18 to 2019-20 fiscal years, a minimum that is the greater of the following amounts:

- A. The lesser of three percent 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; or
- B. Two percent of the total general fund expenditures and other financing uses for that fiscal year.

**DATA ENTRY:** Enter the Required Minimum Contribution If Budget data does not exist. If EC 17070.75(e)(1) and (e)(2) apply, input 3%. Budget data that exist will be extracted; otherwise, enter budget data into lines 1, if applicable, and 2. All other data are extracted.

	Required Minimum Contribution	First Interim Contribution Projected Year Totals (Fund 01, Resource 8150, Objects 8900-8999)	Status
1. OMMA/RMA Contribution	1,236,520.96	1,236,665.00	Met
2. Budget Adoption Contribution (information only) (Form 01CS, Criterion 7, Lines 2c/3e)			

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

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

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

**8. CRITERION: Deficit Spending**

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

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

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

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

DATA ENTRY: All data are extracted or calculated.

	Current Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
District's Available Reserve Percentages (Criterion 10C, Line 9)	3.0%	4.3%	4.1%
<b>District's Deficit Spending Standard Percentage Levels (one-third of available reserve percentage):</b>	<b>1.0%</b>	<b>1.4%</b>	<b>1.4%</b>

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

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

Fiscal Year	Projected Year Totals		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 (2018-19)	(425,774.32)	29,263,451.32	1.5%	Not Met
1st Subsequent Year (2019-20)	(214,931.80)	29,008,805.80	0.7%	Met
2nd Subsequent Year (2020-21)	(85,930.54)	29,486,951.54	0.3%	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)

Over \$300,000 in cuts were made in 2018-19 and cuts have been identified and continue to be evaluated for 2019-20 and beyond.

**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 MYP1 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 MYP1, Line D2)	
Current Year (2018-19)		2,567,273.86	Met
1st Subsequent Year (2019-20)		2,127,851.86	Met
2nd Subsequent Year (2020-21)		2,016,923.70	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 (2018-19)		2,630,048.00	Met

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

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

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

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

**10. CRITERION: Reserves**

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

**DATA ENTRY:** Current Year data are extracted. If Form MYPI exists, 1st and 2nd Subsequent Year data will be extracted. If not, enter district regular ADA 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 \$67,000 (greater of)	0	to	300
4% or \$67,000 (greater of)	301	to	1,000
3%	1,001	to	30,000
2%	30,001	to	400,000
1%	400,001	and	over

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

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

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

	Current Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
District Estimated P-2 ADA (Current Year, Form AI, Lines A4 and C4. Subsequent Years, Form MYPI, Line F2, if available.)	3,435	3,435	3,415
<b>District's Reserve Standard Percentage Level:</b>	<b>3%</b>	<b>3%</b>	<b>3%</b>

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

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

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

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

	Current Year Projected Year Totals (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
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 (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
1. Expenditures and Other Financing Uses (Form 011, objects 1000-7999) (Form MYPI, Line B11)	42,504,150.32	40,548,935.00	41,135,634.16
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)	0.00	0.00	0.00
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	42,504,150.32	40,548,935.00	41,135,634.16
4. Reserve Standard Percentage Level	3%	3%	3%
5. Reserve Standard - by Percent (Line B3 times Line B4)	1,275,124.51	1,216,468.05	1,234,069.02
6. Reserve Standard - by Amount (\$67,000 for districts with less than 1,001 ADA, else 0)	0.00	0.00	0.00
7. <b>District's Reserve Standard (Greater of Line B5 or Line B6)</b>	<b>1,275,124.51</b>	<b>1,216,468.05</b>	<b>1,234,069.02</b>



**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 (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
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)	1,275,125.09	1,216,468.00	1,234,069.00
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYPI, Line E1c)	0.00	543,336.29	439,804.75
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)	1,275,125.09	1,759,804.29	1,673,873.75
9. District's Available Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	3.00%	4.34%	4.07%
<b>District's Reserve Standard (Section 10B, Line 7):</b>	<b>1,275,124.51</b>	<b>1,216,468.05</b>	<b>1,234,069.02</b>
Status:	Met	Met	Met

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

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

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

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

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**SUPPLEMENTAL INFORMATION**

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

**S1. Contingent Liabilities**

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

No

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?

No

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)

No

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)?

No

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

**S5. Contributions**

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

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

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

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

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

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

Description / Fiscal Year	Budget Adoption (Form 01CS, Item S5A)	First Interim Projected Year Totals	Percent Change	Amount of Change	Status
<b>1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)</b>					
Current Year (2018-19)	(4,655,796.00)	(4,600,697.00)	-1.2%	(55,099.00)	Met
1st Subsequent Year (2019-20)	(4,011,783.00)	(4,721,317.00)	17.7%	709,534.00	Not Met
2nd Subsequent Year (2020-21)	(4,368,261.00)	(5,029,363.00)	15.1%	661,102.00	Not Met
<b>1b. Transfers In, General Fund *</b>					
Current Year (2018-19)	31,905.00	5,000.00	-84.3%	(26,905.00)	Not Met
1st Subsequent Year (2019-20)	31,905.00	5,000.00	-84.3%	(26,905.00)	Not Met
2nd Subsequent Year (2020-21)	31,905.00	5,000.00	-84.3%	(26,905.00)	Not Met
<b>1c. Transfers Out, General Fund *</b>					
Current Year (2018-19)	250,000.00	250,000.00	0.0%	0.00	Met
1st Subsequent Year (2019-20)	225,000.00	225,000.00	0.0%	0.00	Met
2nd Subsequent Year (2020-21)	225,000.00	225,000.00	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)

Projected changes to the Special Education funding will increase contributions.

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

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

Due to decrease in developer fees collected.

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)

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**S6. Long-term Commitments**

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

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

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

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

DATA ENTRY: If Budget Adoption data exist (Form 01CSI, 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, 2018
		Funding Sources (Revenues)	Debt Service (Expenditures)	
Capital Leases	2	General Fund/Object 8011	General Fund/Object 7438-7439	67,609
Certificates of Participation				
General Obligation Bonds	28	Fund 51/Object 8600	Fund 51/7438-7439	16,281,420
Supp Early Retirement Program	3	General Fund/Object 8011	General Fund/Object 3900	317,911
State School Building Loans				
Compensated Absences	1	General Fund/Object 8011	General Fund/Objects 1000&2000	131,984

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, 2018
<b>TOTAL:</b>				16,798,924

Type of Commitment (continued)	Prior Year (2017-18) Annual Payment (P & I)	Current Year (2018-19) Annual Payment (P & I)	1st Subsequent Year (2019-20) Annual Payment (P & I)	2nd Subsequent Year (2020-21) Annual Payment (P & I)
Capital Leases	42,868	42,868	27,403	
Certificates of Participation				
General Obligation Bonds	920,201	1,494,225	1,530,266	1,110,881
Supp Early Retirement Program	105,970	105,970	105,970	105,970
State School Building Loans				
Compensated Absences	122,674			

Other Long-term Commitments (continued):

Type of Commitment	Prior Year (2017-18) Annual Payment (P & I)	Current Year (2018-19) Annual Payment (P & I)	1st Subsequent Year (2019-20) Annual Payment (P & I)	2nd Subsequent Year (2020-21) Annual Payment (P & I)
<b>Total Annual Payments:</b>	1,191,713	1,643,063	1,663,639	1,216,851
<b>Has total annual payment increased over prior year (2017-18)?</b>		<b>Yes</b>	<b>Yes</b>	<b>Yes</b>

**S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment**

DATA ENTRY: Enter an explanation if Yes.

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

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

Due to sale of bond and increase compensated absences.

**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 (Form 01CS, Item S7A)	First Interim
a. Total OPEB liability	5,698,204.00	4,856,415.00
b. OPEB plan(s) fiduciary net position (if applicable)	5,698,204.00	4,856,415.00
c. Total/Net OPEB liability (Line 2a minus Line 2b)	0.00	0.00
d. Is total OPEB liability based on the district's estimate or an actuarial valuation?	Actuarial	Actuarial
e. If based on an actuarial valuation, indicate the date of the OPEB valuation.	Apr 01, 2017	Aug 31, 2018

3. OPEB Contributions

	Budget Adoption (Form 01CS, Item S7A)	First Interim
a. OPEB actuarially determined contribution (ADC) if available, per actuarial valuation or Alternative Measurement Method		
Current Year (2018-19)	540,652.00	495,800.00
1st Subsequent Year (2019-20)	540,652.00	495,800.00
2nd Subsequent Year (2020-21)	540,652.00	495,800.00
b. OPEB amount contributed (for this purpose, include premlums paid to a self-insurance fund) (Funds 01-70, objects 3701-3752)		
Current Year (2018-19)	195,470.00	193,990.00
1st Subsequent Year (2019-20)	183,540.00	150,589.00
2nd Subsequent Year (2020-21)	159,600.00	135,000.00
c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)		
Current Year (2018-19)	195,470.00	193,990.00
1st Subsequent Year (2019-20)	183,540.00	150,589.00
2nd Subsequent Year (2020-21)	159,600.00	135,000.00
d. Number of retirees receiving OPEB benefits		
Current Year (2018-19)	27	29
1st Subsequent Year (2019-20)	23	23
2nd Subsequent Year (2020-21)	20	20

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
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2. Self-Insurance Liabilities

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

3. Self-Insurance Contributions

	Budget Adoption (Form 01CS, Item S7B)	First Interim
a. Required contribution (funding) for self-insurance programs		
Current Year (2018-19)		
1st Subsequent Year (2019-20)		
2nd Subsequent Year (2020-21)		
b. Amount contributed (funded) for self-insurance programs		
Current Year (2018-19)		
1st Subsequent Year (2019-20)		
2nd Subsequent Year (2020-21)		

4. Comments:



**S8. Status of Labor Agreements**

Analyze the status of all 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) (2017-18)	Current Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Number of certificated (non-management) full-time-equivalent (FTE) positions	209.8	206.8	198.7	197.7

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  
(2018-19)

1st Subsequent Year  
(2019-20)

2nd Subsequent Year  
(2020-21)

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

--	--	--

**One Year Agreement**

Total cost of salary settlement

--	--	--

% change in salary schedule from prior year  
or

--

**Multiyear Agreement**

Total cost of salary settlement

--	--	--

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

--	--	--

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

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7. Amount included for any tentative salary schedule increases

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**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 (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
1. Are costs of H&W benefit changes included in the Interim and MYPs?	Yes	Yes	Yes
2. Total cost of H&W benefits	1,720,492	1,720,492	1,720,492
3. Percent of H&W cost paid by employer	65.1%	65.1%	65.1%
4. Percent projected change in H&W cost over prior year	0.0%	0.0%	0.0%

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

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

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

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

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

	Current Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
1. Are step & column adjustments included in the interim and MYPs?	Yes	Yes	Yes
2. Cost of step & column adjustments	220,996	220,996	220,996
3. Percent change in step & column over prior year	0.0%	0.0%	0.0%

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

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

	Current Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
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	No	No

**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) (2017-18)	Current Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Number of classified (non-management) FTE positions	211.9	205.0	203.4	199.4

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 (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?	Yes	Yes	Yes

**One Year Agreement**

Total cost of salary settlement			
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% change in salary schedule from prior year  
or

**Multiyear Agreement**

Total cost of salary settlement	263,838	0	0
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% change in salary schedule from prior year  
(may enter text, such as "Reopener")

	2.9%	0.0%	0.0%
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Identify the source of funding that will be used to support multiyear salary commitments:

**Negotiations Not Settled**

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

7. Amount included for any tentative salary schedule increases

	Current Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)

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

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

Current Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Yes	Yes	Yes
1,017,984	1,017,984	1,017,984
74.9%	74.9%	74.9%
0.0%	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?

If Yes, amount of new costs included in the Interim and MYPs  
If Yes, explain the nature of the new costs:

Yes		
56,291	0	0

Increase to insurance cap from \$665 per month to \$700 per month. Annual shoe stipend for all M & O staff at \$150 per employee per year.

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

1. Are step & column adjustments included in the interim and MYPs?
2. Cost of step & column adjustments
3. Percent change in step & column over prior year

Current Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Yes	Yes	Yes
99,305	99,305	99,305
0.0%	0.0%	0.0%

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

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

Current Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Yes	Yes	Yes
Yes	No	No

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

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

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

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

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

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

If Yes or n/a, complete number of FTEs, then skip to S9.

If No, continue with section S8C.

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

	Prior Year (2nd Interim) (2017-18)	Current Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Number of management, supervisor, and confidential FTE positions	39.0	37.0	33.0	33.0

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

If Yes, complete question 2.

If No, complete questions 3 and 4.

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

If Yes, complete questions 3 and 4.

**Negotiations Settled Since Budget Adoption**

2. Salary settlement:

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

Total cost of salary settlement

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

	Current Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Yes	Yes	Yes	Yes
73,928	73,928	73,928	73,928
2.7%	0.0%	0.0%	0.0%

**Negotiations Not Settled**

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

4. Amount included for any tentative salary schedule increases

	Current Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)

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

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

	Current Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Yes	Yes	Yes	Yes
312,448	312,448	312,448	312,448
59.3%	59.3%	59.3%	59.3%
0.0%	0.0%	0.0%	0.0%

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

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

	Current Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Yes	No	No	No
32,000	0	0	0
0.0%	0.0%	0.0%	0.0%

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

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

	Current Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Yes	Yes	Yes	Yes
16,380	16,380	16,380	16,380
0.0%	0.0%	0.0%	0.0%

**S9. Status of Other Funds**

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

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

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DATA ENTRY: Click the appropriate button in Item 1. If Yes, enter data in Item 2 and provide the reports referenced in Item 1.

1. Are any funds other than the general fund projected to have a negative fund balance at the end of the current fiscal year?

If Yes, prepare and submit to the reviewing agency a report of revenues, expenditures, and changes in fund balance (e.g., an interim fund report) and a multiyear projection report for each fund.

2. If Yes, identify each fund, by name and number, that is projected to have a negative ending fund balance for the current fiscal year. Provide reasons for the negative balance(s) and explain the plan for how and when the problem(s) will be corrected.

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**ADDITIONAL FISCAL INDICATORS**

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The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review.

DATA ENTRY: Click the appropriate Yes or No button for items A2 through A9; Item A1 is automatically completed based on data from Criterion 9.

A1. Do cash flow projections show that the district will end the current fiscal year with a negative cash balance in the general fund? (Data from Criterion 9B-1, Cash Balance, are used to determine Yes or No)

A2. Is the system of personnel position control independent from the payroll system?

A3. Is enrollment decreasing in both the prior and current fiscal years?

A4. Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior or current fiscal year?

A5. Has the district entered into a bargaining agreement where any of the current or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?

A6. Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?

A7. Is the district's financial system independent of the county office system?

A8. Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education.)

A9. Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?

When providing comments for additional fiscal indicators, please include the Item number applicable to each comment.

**Comments:**  
(optional)

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**End of School District First Interim Criteria and Standards Review**

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## Board Meeting Agenda Item Information

<b>Meeting Date:</b> 1212/18	<b>Agenda Item: 171.962</b> Board Consideration of Approval of 2017/18 GJUESD Single Plans for Student Achievement
<b>Presenter:</b> Donna Mayo-Whitlock	<b>Action Item:</b> XX <b>Information Item:</b>

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.

**Attachments:**

- Lake Canyon Elementary Single Plan
- Marengo Ranch Elementary Single Plan
- River Oaks Elementary Single Plan
- Valley Oaks Elementary Single Plan
- Vernon E. Greer Elementary Single Plan
- Robert L. McCaffrey Middle School Single Plan



# The School Plan for Student Achievement

**School:** Lake Canyon Elementary School  
**CDS Code:** 34673480107946  
**District:** Galt Joint Union Elementary School District  
**Principal:** Judith P Hayes  
**Revision Date:** November 2018

The School 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 Avenue  
Galt, CA 95632  
**E-mail Address:** [jhayes@galt.k12.ca.us](mailto:jhayes@galt.k12.ca.us)

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

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## **School Vision and Mission**

### **Lake Canyon Elementary School's Vision and Mission Statements**

Lake Canyon Elementary School's mission is to personalize the learning of each and every one of our students through the provision of a quality and meaningful educational experience. As educators we know at the heart of creating sustainable academic achievement and ensuring the civic, college and career readiness of our students, is the provision of a school culture where engagement is valued and maximized. This clear need of our students led to Lake Canyon Elementary School's administration, staff, and parents joining together to make increased student engagement and opportunities a reality. We are providing varied opportunities, both indoors and outdoors, for our students to discover and explore their areas of interest and talent leading to the long term anticipated outcome of each and every student being ready for what lies ahead on their journey of achieving civic, college and career readiness by the time they leave high school.

## **School Profile**

Lake Canyon serves nearly six hundred students in grades TK-6. Lake Canyon has a staff of over seventy five. Lake Canyon enjoys a close partnership with parents and the community in meeting our school mission. Lake Canyon student demographics include Socioeconomically Disadvantaged 52%, English Learners 22%, and Students with Disabilities 15%.

## **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; Gallup Student Poll, Bullying Awareness and Needs, Youth Engagement Focus Group, and Facilities Master Plan. These surveys revealed a need for attention to the issues of bullying and its impact on student engagement and the provision of added support in meeting the social emotional needs of students. Survey results also revealed the impact of instilling a growth mindset and a desire to persevere in our students. Results revealed that students feel safe on our campus. Gallup results revealed Lake Canyon students have a strong sense of engagement and hope for their futures with 64% of surveyed students indicating a strong sense of engagement in school and 38% indicating a strong sense of hope for their futures.

### **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. Certificated staff have access to participating in self-evaluation through self-reflection professional rubrics. Certificated staff have access to peer observations and feedback.

### 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, ELPAC 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, instructional materials, training opportunities and conferences, webinars, and professional development release time which includes access to instructional materials training on SBE-adopted instructional materials including, but not limited to ELA curriculum training, SIPPS training, Benchmark ELD training.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All staff development is aligned to the current content standards (Common Core State Standards (CCSS), CA ELD standards and Next Generation Science Standards (NGSS)) and the assessed needs of the students of Lake Canyon. In addition, staff development is designed to meet the current professional needs of certificated staff. The school recognizes the need to prepare staff to implement the CCSS and NGSS. The Galt Joint Union Elementary School District (GJUESD) 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. Teachers can utilize this access and tie it to their own personalized professional development. Additionally, teachers and administrators develop Educational Personalized Learning Plans (PLPs) (personal goal-setting) .

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Lake Canyon teachers have the assistance and support of instructional coaches along with the support and guidance of district and school site administrators. All staff coaching and development is aligned to the current content standards (Common Core State Standards, CA ELD 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 to strongly teach the CCSS and the NGSS. The GJUESD district and site administrators (principals), and teacher leaders (academic coaches) 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. Teachers can utilize training opportunities and tie them to their own personalized professional development. Additionally, teachers and administrators develop Educational PLPs (personal goal-setting).

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

All Lake Canyon teachers actively participate in grade level and grade span professional learning communities (PLC). Each PLC is afforded time weekly for planning and collaboration. All staff collaboration is aligned to support the implementation of the current content standards (CCSS and NGSS) and the assessed needs of the students of Lake Canyon.

### Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All Lake Canyon curriculum and instructional materials are aligned to the current content and performance standards. These standards include the CA Common Core State Standards and the Next Generation Science Standards.

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

Lake Canyon meets the recommended instructional minutes for all core subjects including literacy and math. 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. Teachers are following the pacing as suggested in district adopted ELA and math curriculum.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The year long schedule of Lake Canyon allows teachers the flexibility to incorporate sufficient intervention courses. Students not meeting standards will receive assistance in the classroom through differentiated instruction and support from instructional assistants (IAs). Students in need of support outside of the regular classroom will have access to before and after school programs offering strong differentiated small group intervention support, the Galt Assisted Learning and Enrichment Program (GALEP), Service Learning, and First Five school readiness programs. In addition, students not meeting standards will receive assistance in the classroom through differentiated instruction and support from IAs. Students in need of support outside of the regular classroom will have access to before and after school programs including homework help and support, ABC High School Mentor tutoring, and over twenty interest based after school clubs and academic competition opportunities. Technology tools are incorporated purposefully to support all aspects of the regular school program.

Monthly Response to Intervention (MTSS) referral meetings 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 MTSS referral team will communicate and support teachers to monitor the progress these students are making.

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. Teachers are following the pacing as suggested in district adopted ELA and math curriculum.

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. District purchases adopted curriculum for ELA and math for all student groups. Site funds are used to purchase supplemental instructional materials and supplies.

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. District purchases adopted curriculum for ELA and math for all student groups. Site funds are used to purchase supplemental instructional materials and supplies. Administrators monitor the implementation of district standards-aligned curriculum through frequent classroom observations and teacher evaluation processes.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Our Multi-Tiered Systems of Support (MTSS) incorporates the Common Core State Standards, high-quality first instruction, and personalized and differentiated learning opportunities to meet the academic and behavioral needs of all learners. With MTSS, we have implemented a Response To Intervention (RTI) system of support and referral process for learners not making adequate growth. This process begins with targeted interventions based on a learner's individual needs. Each school site has developed MTSS teams that oversee the site's RTI system of support. MTSS site teams meet on a regular basis to review learner progress and documentation of learner support. These teams consist of administration, psychologists, social workers, counselors, teachers, and specialists.

All services provided by the regular school program enable under-performing students to meet standards. For example, students not meeting standards will receive assistance in the classroom through differentiated instruction and support from IAs. Students in need of support outside of the regular classroom will have access to before and after school programs including homework help and support, ABC High School Mentor tutoring, and over twenty interest based after school clubs and academic competition opportunities. Technology tools are incorporated purposefully to support all aspects of the regular school program. Lake Canyon staff and students participate in an innovative school-wide house system which supports school belonging and connection.

14. Research-based educational practices to raise student achievement

Lake Canyon utilizes research based educational practices such as the implementation of a multi tiered system of supports and lessons and units based on universal design. Response to Intervention systems are in place to support the needs of identified students. Teachers collaborate weekly and each trimester through the academic conference model to engage in analysis of student progress and growth based on formative and district assessments. PLPs for each student prescribe intervention and enrichment pathways based on the current CCSS, ELD Standards 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. Lake Canyon staff and students participate in an innovative school-wide house system which supports school belonging and connection.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Lake Canyon has a full time 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 full time school licensed social worker, medical assistant and school nurse, offers parent academies and classes and provides access to community based tutors. Lake Canyon provides IAs to support instruction. An annual parent-school compact outlines these resources for parents. Board Policies reinforce that parents play vital roles in the education of the children of Galt. The District Advisory Committee (DAC) meets on a monthly basis to provide input on LEA programs, policies, and operations. The school elects a School Site Council (SSC) to develop this Single Plan and budget in order to meet the needs of the school. The English Learner Advisory Committee (ELAC) made up of parents and facilitated by administration advises the school on the program for English Learner students. The SSC is responsible for monitoring the parent involvement policies and practices and understands that in order for children to be successful in school, parents need to be actively involved in their children's education. That is formalized in our school compact. The parent portion of our school compact reads as follows:

As a parent, I understand that my participation in my student's education will help his /her achievement and attitude. Therefore, I will continue to carry out the following responsibilities to the best of my ability:

- Make sure my child is on time and prepared every day for school
- Monitor my child's homework and make sure study time is in a quiet place
- Support the school's/district's homework, discipline and attendance policies
- Know how my child is doing in school by communicating with teachers, especially if I have concerns
- Celebrate my child's achievements, and help my child accept consequences for negative behavior
- Ask my child about his/her school day daily and review all information sent home from school
- Attend Back to School Night, Parent-Teacher Conferences, Open House and other school events

### Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Lake Canyon has a full time school licensed social worker, health assistant and school nurse, offers parent academies and provides access to community based tutors. Lake Canyon provides instructional assistants to support instruction. Title I, II, and III funding support the goals and actions of the school and are directly linked and referenced in our Galt Joint Union Elementary School District's LCAP goals through the implementation of personalized learning growth plans for every student and staff member, adopted standards (CCSS and NGSS) taught in blended and flexible settings, the application of measures for continuous improvement, and the provision of school facilities that are safe, healthy, hazard free, clean, and equipped for 21st Century Learning. Lake Canyon staff and students participate in an innovative school-wide house system which supports school belonging and connection.

18. Fiscal support (EPC)

Lake Canyon has a full time school licensed social worker, medical assistant and school nurse, offers parent academies and provides access to community based tutors. Lake Canyon provides instructional assistants to support instruction. SWP funds and state and local funding, including Supplemental and Concentration funding and state Educator Effectiveness funding, will be utilized to provide support for all students by providing for supplemental support and overall improvement of the school's educational program. Students not meeting academic standards, including students from the English Learner subgroup, Socio-economically Disadvantaged subgroup, Students with Disabilities, and Foster Youth will benefit from the resources provided by state and federal funds including Economic Impact Aid (EIA), Title I and Title III.

### **Description of Barriers and Related School Goals**

Barriers include the incidence of student bullying, lack of a growth mindset and ability to persevere which impacts student engagement and access to technology at home. The implementation of the planned improvements outlined in goals 1-4 of this plan will address and remedy this barrier.

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	84	70	68	82	68	68	82	68	68	97.6	97.1	100
Grade 4	64	86	74	64	86	73	64	86	73	100	100	98.6
Grade 5	87	65	88	86	62	88	86	62	88	98.9	95.4	100
Grade 6	98	95	70	96	93	70	96	93	70	98	97.9	100
All Grades	333	316	300	328	309	299	328	309	299	98.5	97.8	99.7

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2412.5	2428.9	2437.4	20	25.00	32.35	18	19.12	22.06	37	35.29	23.53	26	20.59	22.06
Grade 4	2424.6	2442.4	2476.6	8	15.12	27.40	17	20.93	21.92	31	23.26	27.40	44	40.70	23.29
Grade 5	2497.9	2473.0	2516.2	20	12.90	23.86	30	17.74	34.09	21	35.48	21.59	29	33.87	20.45
Grade 6	2506.0	2505.7	2522.9	9	7.53	10.00	30	37.63	34.29	31	26.88	44.29	29	27.96	11.43
All Grades	N/A	N/A	N/A	14	14.56	23.41	25	24.92	28.43	30	29.45	28.76	31	31.07	19.40

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	15	23.53	23.53	52	33.82	52.94	33	42.65	23.53
Grade 4	9	13.95	24.66	41	48.84	57.53	50	37.21	17.81
Grade 5	24	12.90	36.36	42	45.16	39.77	34	41.94	23.86
Grade 6	16	22.58	20.00	54	51.61	61.43	30	25.81	18.57
All Grades	16	18.45	26.76	48	45.63	52.17	36	35.92	21.07

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	13	23.53	32.84	54	54.41	41.79	33	22.06	25.37
Grade 4	6	17.44	26.03	55	53.49	47.95	39	29.07	26.03
Grade 5	28	16.13	26.14	44	50.00	50.00	28	33.87	23.86
Grade 6	10	10.75	17.14	45	56.99	51.43	45	32.26	31.43
All Grades	15	16.50	25.50	49	54.05	47.99	36	29.45	26.51



Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	16	25.00	22.06	63	63.24	66.18	21	11.76	11.76
Grade 4	3	5.81	19.18	75	59.30	65.75	22	34.88	15.07
Grade 5	14	12.90	20.45	70	59.68	67.05	16	27.42	12.50
Grade 6	13	15.05	20.00	76	65.59	64.29	11	19.35	15.71
All Grades	12	14.24	20.40	71	62.14	65.89	17	23.62	13.71

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	15	27.94	35.29	60	50.00	36.76	26	22.06	27.94
Grade 4	16	18.60	27.40	52	56.98	53.42	33	24.42	19.18
Grade 5	26	17.74	32.95	59	51.61	52.27	15	30.65	14.77
Grade 6	21	19.35	17.14	61	48.39	70.00	18	32.26	12.86
All Grades	20	20.71	28.43	59	51.78	53.18	22	27.51	18.39

**Conclusions based on this data:**

1. This baseline data will inform the instructional practice undertaken by Lake Canyon educators as they develop PLPs every student in the implementation of the adopted Common Core Literacy Standards. Response to Intervention, Multiple Tiered Support Systems, enrichment opportunities, and access to flexible and blended learning environments will be employed as part of these PLPs. Specific attention to early reading interventions are implemented as part of the strong intervention systems.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	84	70	68	82	69	68	82	69	68	97.6	98.6	100
Grade 4	64	86	74	64	86	72	64	86	72	100	100	97.3
Grade 5	87	65	88	86	62	88	86	62	88	98.9	95.4	100
Grade 6	98	95	70	96	94	69	96	94	69	98	98.9	98.6
All Grades	333	316	300	328	311	297	328	311	297	98.5	98.4	99

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2412.2	2446.9	2454.3	7	23.19	32.35	32	33.33	20.59	26	23.19	33.82	35	20.29	13.24
Grade 4	2427.2	2450.5	2470.7	3	5.81	13.89	22	23.26	31.94	38	47.67	33.33	38	23.26	20.83
Grade 5	2472.2	2471.7	2492.8	8	11.29	15.91	12	16.13	17.05	40	29.03	32.95	41	43.55	34.09
Grade 6	2505.2	2518.9	2510.7	10	13.83	10.14	17	26.60	23.19	40	26.60	37.68	33	32.98	28.99
All Grades	N/A	N/A	N/A	8	13.18	17.85	20	25.08	22.90	36	32.15	34.34	37	29.58	24.92

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	26	36.23	45.59	30	42.03	27.94	44	21.74	26.47
Grade 4	17	16.28	30.56	19	39.53	34.72	64	44.19	34.72
Grade 5	8	17.74	22.73	37	24.19	29.55	55	58.06	47.73
Grade 6	17	25.53	20.59	36	36.17	39.71	47	38.30	39.71
All Grades	17	23.79	29.39	32	36.01	32.77	52	40.19	37.84

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>
<b>Grade 3</b>	15	24.64	26.47	50	55.07	47.06	35	20.29	26.47
<b>Grade 4</b>	6	9.30	18.06	42	54.65	51.39	52	36.05	30.56
<b>Grade 5</b>	9	9.68	12.50	48	37.10	51.14	43	53.23	36.36
<b>Grade 6</b>	9	21.28	14.49	54	39.36	55.07	36	39.36	30.43
<b>All Grades</b>	10	16.40	17.51	49	46.62	51.18	41	36.98	31.31

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>
<b>Grade 3</b>	12	26.09	36.76	68	57.97	51.47	20	15.94	11.76
<b>Grade 4</b>	5	11.63	15.28	48	50.00	52.78	47	38.37	31.94
<b>Grade 5</b>	8	6.45	12.50	50	48.39	54.55	42	45.16	32.95
<b>Grade 6</b>	13	15.96	10.14	58	46.81	62.32	29	37.23	27.54
<b>All Grades</b>	10	15.11	18.18	57	50.48	55.22	34	34.41	26.60

**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. Specific attention to intervention in the area of math fluency is addressed through all intervention systems and practice is afforded learners.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1430.6	1431.0	1429.7	24
Grade 1	1459.5	1446.6	1471.9	25
Grade 2	1480.5	1474.6	1485.8	18
Grade 3	1494.4	1487.7	1500.6	17
Grade 4	1510.7	1495.2	1526.0	13
Grade 5	*	*	*	*
Grade 6	1558.6	1535.5	1581.3	11
All Grades				118

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	11	45.83	*	*	*	*	24
Grade 1	12	48.00	*	*	*	*	*	*	25
Grade 2	*	*	*	*	*	*			18
Grade 3	*	*	*	*	*	*	*	*	17
Grade 4	*	*	*	*	*	*	*	*	13
Grade 5	*	*	*	*					*
Grade 6	*	*	*	*					11
All Grades	35	29.66	55	46.61	20	16.95	*	*	118

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	13	54.17	*	*	*	*	24
Grade 1	*	*	*	*	*	*	*	*	25
Grade 2	11	61.11	*	*	*	*			18
Grade 3	*	*	12	70.59	*	*	*	*	17
Grade 4	*	*	*	*	*	*	*	*	13
Grade 5	*	*	*	*					*
Grade 6	*	*	*	*					11
All Grades	43	36.44	53	44.92	14	11.86	*	*	118

Written Language									
Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	12	50.00	*	*	24
Grade 1	14	56.00	*	*	*	*	*	*	25
Grade 2	*	*	*	*	*	*	*	*	18
Grade 3			*	*	*	*	*	*	17
Grade 4	*	*	*	*	*	*	*	*	13
Grade 5	*	*	*	*					*
Grade 6	*	*	*	*	*	*			11
All Grades	39	33.05	36	30.51	30	25.42	13	11.02	118

Listening Domain							
Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	17	70.83	*	*	*	*	24
Grade 1	17	68.00	*	*	*	*	25
Grade 2	12	66.67	*	*	*	*	18
Grade 3	*	*	12	70.59	*	*	17
Grade 4	*	*	*	*	*	*	13
Grade 5	*	*	*	*			*
Grade 6	*	*	*	*			11
All Grades	64	54.24	46	38.98	*	*	118

Speaking Domain							
Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	15	62.50	*	*	24
Grade 1	*	*	*	*	*	*	25
Grade 2	*	*	*	*			18
Grade 3	*	*	*	*	*	*	17
Grade 4	*	*	*	*	*	*	13
Grade 5	*	*	*	*			*
Grade 6	*	*	*	*			11
All Grades	49	41.53	55	46.61	14	11.86	118

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
	Grade K	*	*	15	62.50	*	
Grade 1	16	64.00	*	*	*	*	25
Grade 2	*	*	*	*	*	*	18
Grade 3			11	64.71	*	*	17
Grade 4	*	*	*	*	*	*	13
Grade 5	*	*	*	*			*
Grade 6	*	*	*	*	*	*	11
All Grades	42	35.59	58	49.15	18	15.25	118

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
	Grade K	11	45.83	11	45.83	*	
Grade 1	*	*	12	48.00	*	*	25
Grade 2	*	*	13	72.22	*	*	18
Grade 3	*	*	*	*	*	*	17
Grade 4	*	*	*	*			13
Grade 5	*	*	*	*			*
Grade 6	*	*	*	*			11
All Grades	45	38.14	65	55.08	*	*	118

**Conclusions based on this data:**

1. This data will inform the instruction and PLPs for our English Learners. Conclusions drawn from this data includes the fact that the majority of our Lake Canyon English Learners are in the somewhat/moderately developed 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

### 2016-17 Chronic Absenteeism

	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rates
African American	12	3	25.0
American Indian or Alaskan Native	1	1	*
Asian	21	0	0.0
Filipino	1	1	*
Hispanic or Latino	322	43	13.4
Did not Report			
Pacific Islander	1	1	*
Two or More Races	11	5	45.5
White	204	20	9.8
Male	308	48	15.6
Female	277	27	9.7
English Learners	133	15	11.3
Students with	91	15	16.5
Socioeconomically Disadvantaged	329	49	14.9
Migrant	34	4	11.8
Foster	1	1	*
Homeless	29	11	37.9
Kindergarten	91	21	23.1
Grades 1-3	236	29	12.3
Grades 4-6	258	25	9.7
Grades 7-8			
Grades K-8	585	75	12.8
Grades 9-12			
Ungraded Elementary and Secondary			
<b>Total</b>	<b>585</b>	<b>75</b>	<b>12.8</b>

## **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 student performance 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:**

LCAP GOAL 1: Develop and implement personalized learning and strengths-based growth plans for every student that articulate and transition to high school learning pathways experience while closing the achievement gap.

KRA 1: Content Connections with Powerful Language Use

Use key instructional strategies to increase rigor and academic language use across content areas for meaningful learning impact. (LCAP Goals 1 & 2)

Clarifying Elements:

- Content connections through California Framework content integration model
- Foundational skills consistently addressed in reading, writing and math
- English Language Development
- NGSS implementation and use of notebooking

KRA 3: Proactive, Strengths-based Supports & Opportunities

Strengthen and align proactive and strengths-based academic, behavioral, and social emotional support to better ensure every learner growing, achieving and thriving. (LCAP Goals 1-3)

Clarifying Elements:

- Multi-Tiered Systems of Support (MTSS) Implementation
- California Task Force on Special Education- One System: Reforming Education to Serve All Students
- GALLUP Strengths, Restorative Practice & School Climate
- Maximize Individual Growth
- Coherent and personalized supports and opportunities
- Academic Conferences

KRA 4: Cradle To Career Articulation

Articulate and provide meaningful college and career education experiences through everyday classroom instruction, expanded learning environments, family learning opportunities and facilities improvements. (LCAP Goals 1, 2, 4)

Clarifying Elements:

- PreK- 8 PLP implementation
- Preschool and School Readiness
- Career Technical Education resources and articulation through SCOE
- Articulating Galt High School District pathways including agriculture and natural resources and engineering
- College partnerships, AVID
- NGSS Lesson Sequences with Career Connections
- Professional learning for Next Gen Classroom, BFLC, Maker Spaces, STEAM, Project-based Service Learning
- School Facilities Capacity and Equity

**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 (PLPs) developed collaboratively by administration, teachers, parents, and the student will inform the instructional plan developed for each student to meet their academic growth needs. Key refinement areas (KRA) which inform this goal area include:

**KRA 1: Content Connections with Powerful Language Use**

Use key instructional strategies to increase rigor and academic language use across content areas for meaningful learning impact. (LCAP Goals 1 & 2)

**Clarifying Elements:**

- Content connections through California Framework content integration model
- Foundational skills consistently addressed in reading, writing and math
- English Language Development
- NGSS implementation and use of notebooking

**KRA 3: Proactive, Strengths-based Supports & Opportunities**

Strengthen and align proactive and strengths-based academic, behavioral, and social emotional support to better ensure every learner growing, achieving and thriving. (LCAP Goals 1-3)

**Clarifying Elements:**

- Multi-Tiered Systems of Support (MTSS) Implementation
- California Task Force on Special Education- One System: Reforming Education to Serve All Students
- GALLUP Strengths, Restorative Practice & School Climate
- Maximize Individual Growth
- Coherent and personalized supports and opportunities
- Academic Conferences

**KRA 4: Cradle To Career Articulation**

Articulate and provide meaningful college and career education experiences through everyday classroom instruction, expanded learning environments, family learning opportunities and facilities improvements. (LCAP Goals 1, 2, 4)

**Clarifying Elements:**

- PreK- 6 PLP implementation
- Career Technical Education resources and articulation through SCOE
- Articulating Galt High School District pathways including agriculture and natural resources and engineering
- College partnerships, AVID
- NGSS Lesson Sequences with Career Connections
- Professional learning for Next Gen Classroom, BFLC, Maker Spaces, STEAM, Project-based Service Learning
- School Facilities Capacity and Equity

**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 the baseline 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 3%. Chronic absence and truancy will be measured by truancy rates and district attendance analysis of chronic absence. While actual Average Daily Attendance is 95.34%, chronic absence rate is currently 11.5%. Positive learning environment indicators will be suspension rates. Suspension/expulsion rate is 0.01%. Students' physical health and fitness will be indicated by percentages of students in the Healthy Fitness Zone (HFZ) as measured by the Physical Fitness Test (PFT). Grade level reading for PLPs 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 PLP goals (Individualized Education Plan or IEP goals for Students With Disabilities (SWD)) as indicated by multiple measures:  
Measures of Academic Progress (MAP) Fall 2018 Growth Percentiles above 60 % ELA/math/CAASPP ELA percentage met/CAASPP math percentage met (in current grades 4-6) :  
1st grade 38/39% , 2nd grade 57%/54%, 3rd grade 48%/34%, 4th grade 50%/50%/54%/53%, 5th grade 51%/41%/49%/46%, 6th grade 49%/34%/58%/33%.  
Reclassification rate: 3%  
Chronic absenteeism:11.5%  
Average Daily Attendance is 95.34%  
Suspension/expulsion rate is 0.01%.  
PFT- Healthy fitness zones - data embargoed.  
District Reading Assessment: 1st-85% , 2nd-79% , 3rd -78%

**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 baseline ELPAC- 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 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 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.	18-'19 school year	Principal	Interpreting Services	2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	717.00
			Release Time	None Specified	Title I	288.92
			PLP Plans	2000-2999: Classified Personnel Salaries	Title I	400.00
			Interpreting Services	2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	350.00
			Release Time	None Specified	Title I	250.00
			Release Time	None Specified	Title I	225.00
			Release Time	None Specified	Title I	125.00
			Release Time	None Specified	Title I	2500.00
			School Datebooks	4000-4999: Books And Supplies	Title I	684.16
			Release Time	None Specified	LCFF - Supplemental	288.90
			Interpreting Services	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	50.00
			Release Time	None Specified	LCFF - Supplemental	72.23
			Release Time	None Specified	LCFF - Supplemental	2500.00
			PLP Support	2000-2999: Classified Personnel Salaries	Title I	200.00
			Release Time	None Specified	LCFF - Supplemental	2310.00
33% of English learners less than 5 years will achieve or exceed proficiency again this school year. English learners will show annual growth to 62% in AMAO 1. English learners will receive targeted instruction through designated and integrated models embedded within the school instructional minutes. English learners will be placed into appropriate flexible groups targeted in meeting their language needs by their assessed level.	'18-'19 school year	Principal	Release Time	None Specified	LCFF - Supplemental	72.23
			Release Time	None Specified	LCFF - Supplemental	288.92

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
By the end of grade 6, 100% of students would be reclassified as fluent. 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.	'18-'19 school year	Principal				
AMO chronic 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.	'18-'19 school year	Principal				
AMO Maintain 0% expulsion rate. Reduce suspension rate from 01% to .00%. 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.	'18-'19 school year	Principal	MTSS Release Time	None Specified None Specified	Title I Title I	2686.00 216.69
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.	'18-'19 school year	Principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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.	'18-'19 school year	Principal	Moby Max	None Specified	Title I	49.00
			1st Grade Support	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	200.00
			1st Grade Support	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	176.00
			Release Time	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	2310.00

## **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 student performance 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:**

LCAP 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.

**KRA 1: Content Connections with Powerful Language Use**

Use key instructional strategies to increase rigor and academic language use across content areas for meaningful learning impact. (LCAP Goals 1 & 2)

**Clarifying Elements:**

- Content connections through California Framework content integration model
- Foundational skills consistently addressed in reading, writing and math
- English Language Development
- NGSS implementation and use of notebooking

**KRA 3: Proactive, Strengths-based Supports & Opportunities**

Strengthen and align proactive and strengths-based academic, behavioral, and social emotional support to better ensure every learner growing, achieving and thriving. (LCAP Goals 1-3)

**Clarifying Elements:**

- Multi-Tiered Systems of Support (MTSS) Implementation
- California Task Force on Special Education- One System: Reforming Education to Serve All Students
- GALLUP Strengths, Restorative Practice & School Climate
- Maximize Individual Growth
- Coherent and personalized supports and opportunities
- Academic Conferences

**KRA 4: Cradle To Career Articulation**

Articulate and provide meaningful college and career education experiences through everyday classroom instruction, expanded learning environments, family learning opportunities and facilities improvements. (LCAP Goals 1, 2, 4)

**Clarifying Elements:**

- PreK- 8 PLP implementation
- Preschool and School Readiness
- Career Technical Education resources and articulation through SCOE
- Articulating Galt High School District pathways including agriculture and natural resources and engineering
- College partnerships, AVID
- NGSS Lesson Sequences with Career Connections
- Professional learning for Next Gen Classroom, BFLC, Maker Spaces, STEAM, Project-based Service Learning
- School Facilities Capacity and Equity



**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. Key refinement areas which inform this goal include:

**KRA 1: Content Connections with Powerful Language Use**

Use key instructional strategies to increase rigor and academic language use across content areas for meaningful learning impact. (LCAP Goals 1 & 2)

**Clarifying Elements:**

- Content connections through California Framework content integration model
- Foundational skills consistently addressed in reading, writing and math
- English Language Development
- NGSS implementation and use of notebooking

**KRA 3: Proactive, Strengths-based Supports & Opportunities**

Strengthen and align proactive and strengths-based academic, behavioral, and social emotional support to better ensure every learner growing, achieving and thriving. (LCAP Goals 1-3)

**Clarifying Elements:**

- Multi-Tiered Systems of Support (MTSS) Implementation
- California Task Force on Special Education- One System: Reforming Education to Serve All Students
- GALLUP Strengths, Restorative Practice & School Climate
- Maximize Individual Growth
- Coherent and personalized supports and opportunities
- Academic Conferences

**KRA 4: Cradle To Career Articulation**

Articulate and provide meaningful college and career education experiences through everyday classroom instruction, expanded learning environments, family learning opportunities and facilities improvements. (LCAP Goals 1, 2, 4)

**Clarifying Elements:**

- PreK- 6 PLP implementation
- Career Technical Education resources and articulation through SCOE
- Articulating Galt High School District pathways including agriculture and natural resources and engineering
- College partnerships, AVID
- NGSS Lesson Sequences with Career Connections
- Professional learning for Next Gen Classroom, BFLC, Maker Spaces, STEAM, Project-based Service Learning
- School Facilities Capacity and Equity

**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 the baseline 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 3%. Chronic absence and truancy will be measured by truancy rates and district attendance analysis of chronic absence. While actual Average Daily Attendance is 95.34%, chronic absence rate is currently 11.5%. Positive learning environment indicators will be suspension rates. Suspension/expulsion rate is 0.01%. Students' physical health and fitness will be indicated by percentages of students in the Healthy Fitness Zone (HFZ) as measured by the Physical Fitness Test (PFT). Grade level reading for PLPs 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. Specifically:

Measures of Academic Progress (MAP) Fall 2018 Growth Percentiles above 60 % ELA/math/CAASPP ELA percentage met/CAASPP math percentage met (in current grades 4-6) : 1st grade 38/39% , 2nd grade 57%/54%, 3rd grade 48%/34%, 4th grade 50%/50%/54%/53%, 5th grade 51%/41%/49%/46%, 6th grade 49%/34%/58%/33%.  
 Reclassification rate: 3%  
 Chronic absenteeism:11.5%  
 Average Daily Attendance is 95.34%  
 Suspension/expulsion rate is 0.01%.  
 PFT- Healthy fitness zones - data embargoed.  
 District Reading Assessment: 1st-85% , 2nd-79% , 3rd -78%

**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) and CAASPP score comparisons. Annual Measurement Achievement Objectives (AMAOs) for English Learner (EL) students will be measured by the baseline 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 3%. Chronic absence and truancy will be measured by truancy rates and district attendance analysis of chronic absence. While actual Average Daily Attendance is 95.34%, chronic absence rate is currently 11.5%. Positive learning environment indicators will be suspension rates. Suspension/expulsion rate is 0.01%. Students' physical health and fitness will be indicated by percentages of students in the Healthy Fitness Zone (HFZ) as measured by the Physical Fitness Test (PFT). Grade level reading for PLP goals will be measured by District Reading Assessments (DRAs).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
100% of all students are taught with current adopted Benchmark ELA materials which are 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.	'18-'19 school year	Principal	Teacher Synergy, LLC	4000-4999: Books And Supplies	Title I	109.99
			Teacher Synergy, LLC	4000-4999: Books And Supplies	Title I	15.24
			Amazon	4000-4999: Books And Supplies	Title I	41.04
			WOW Field Study Trip	None Specified	Title I Part A: Parent Involvement	600.00
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.	'18-'19 school year	Principal	Imaging Drum	4000-4999: Books And Supplies	Title I	42.75
			The DBQ Project	4000-4999: Books And Supplies	Title I	750.00
			Studies Weekly	4000-4999: Books And Supplies	Title I	673.20
			Mystery Science Inc	4000-4999: Books And Supplies	Title I	499.00
			Studypad Inc	4000-4999: Books And Supplies	Title I	700.00
			Joyful Classrooms, LLC	4000-4999: Books And Supplies	LCFF - Supplemental	600.00
100% of students engage in service learning. Service learning will be highlighted and included in instructional minutes during the school day and as an intentional aspect of the extended day programming.	'18-'19 school year	Principal	Teachers Pay Teachers	4000-4999: Books And Supplies	Title I	11.99

## 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 student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: All</b>
<b>LCAP/LEA GOAL:</b>
LCAP GOAL 3: Processes and measures for continuous improvement and accountability are applied throughout Lake Canyon, including personalized evaluation processes.
KRA 2: Educator Professional Learning Cycle
Teachers and administrators participate in a cycle of professional learning through reflection, collaboration, feedback and problem solving to strengthen classroom instruction and improve or innovate school supports and opportunities (Growing And Learning Together). (LCAP Goals 1-3)
Clarifying Elements:
<ul style="list-style-type: none"><li>• Rubric reflections</li><li>• Professional Learning Communities</li><li>• Problem of Practice</li><li>• SWVL video application</li><li>• Micro-credentials</li></ul>
KRA 3: Proactive, Strengths-based Supports & Opportunities
Strengthen and align proactive and strengths-based academic, behavioral, and social emotional support to better ensure every learner growing, achieving and thriving. (LCAP Goals 1-3)
Clarifying Elements:
<ul style="list-style-type: none"><li>• Multi-Tiered Systems of Support (MTSS) Implementation</li><li>• California Task Force on Special Education- One System: Reforming Education to Serve All Students</li><li>• GALLUP Strengths, Restorative Practice &amp; School Climate</li><li>• Maximize Individual Growth</li><li>• Coherent and personalized supports and opportunities</li><li>• Academic Conferences</li></ul>

**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. Key refinement areas which inform this goal include:

**KRA 2: Educator Professional Learning Cycle**

Teachers and administrators participate in a cycle of professional learning through reflection, collaboration, feedback and problem solving to strengthen classroom instruction and improve or innovate school supports and opportunities (Growing And Learning Together). (LCAP Goals 1-3)

**Clarifying Elements:**

- Rubric reflections
- Professional Learning Communities
- Problem of Practice
- SWVL video application
- Micro-credentials

**KRA 3: Proactive, Strengths-based Supports & Opportunities**

Strengthen and align proactive and strengths-based academic, behavioral, and social emotional support to better ensure every learner growing, achieving and thriving. (LCAP Goals 1-3)

**Clarifying Elements:**

- Multi-Tiered Systems of Support (MTSS) Implementation
- California Task Force on Special Education- One System: Reforming Education to Serve All Students
- GALLUP Strengths, Restorative Practice & School Climate
- Maximize Individual Growth
- Coherent and personalized supports and opportunities
- Academic Conferences

**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 the baseline 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 3%.

Chronic absence and truancy will be measured by truancy rates and district attendance analysis of chronic absence. While actual Average Daily Attendance is 95.34%, chronic absence rate is currently 11.5%.

Positive learning environment indicators will be suspension rates. Suspension/expulsion rate is 0.01%.

Students' physical health and fitness will be indicated by percentages of students in the Healthy Fitness Zone (HFZ) as measured by the Physical Fitness Test (PFT).

Grade level reading for PLPs 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/ baseline ELPAC, chronic absence and truancy rates. Healthy fitness zones, district assessments. Specifically:

Measures of Academic Progress (MAP) Fall 2018 Growth Percentiles above 60 % ELA/math/CAASPP ELA percentage met/CAASPP math percentage met (in current grades 4-6) : 1st grade 38/39% , 2nd grade 57%/54%, 3rd grade 48%/34%, 4th grade 50%/50%/54%/53%, 5th grade 51%/41%/49%/46%, 6th grade 49%/34%/58%/33%.

Reclassification rate: 3%

Chronic absenteeism:11.5%

Average Daily Attendance is 95.34%

Suspension/expulsion rate is 0.01%.

PFT- Healthy fitness zones data embargoed.

District Reading Assessment: 1st-85% , 2nd-79% , 3rd -78%

**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 the baseline 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 4%

Chronic absence and truancy will be measured by truancy rates and district attendance analysis of chronic absence. While actual Average Daily Attendance is 95.34 % , chronic absence rate is currently 11.5%.

Positive learning environment indicators will be suspension rates. Suspension/expulsion rate is 0.01%.

Students' physical health and fitness will be indicated by percentages of students in the Healthy Fitness Zone (HFZ) as measured by the Physical Fitness Test (PFT).

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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	'18-'19 school year	Principal	Release Time	None Specified	Title I	150
			Release Time	None Specified	Title I	144.46
			Amazon	4000-4999: Books And Supplies	Title I	98.82

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>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>						
<p>100% of educators engage in professional growth goal setting. The provision of professional development opportunities valued and maximized.</p>	'18-'19 school year	Principal	SIPPS Training	None Specified	Title I	144.46
			Release Time	None Specified	Title I	1093.00
			Joyful Classrooms, LLC	None Specified	Title I	3950.00
			Walmart/Hobby Lobby	4000-4999: Books And Supplies	Title I	210.47
			Employee Restorative Practices & Safety Trainings	2000-2999: Classified Personnel Salaries	Title I	400.00

## 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 student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: All</b>
<b>LCAP/LEA GOAL:</b>
LCAP GOAL 4: Maintenance, grounds, custodial staff maintain school facilities that are safe, hazard free, clean, and equipped for 21st Century Learning.
KRA 4: Cradle To Career Articulation
Articulate and provide meaningful college and career education experiences through everyday classroom instruction, expanded learning environments, family learning opportunities and facilities improvements.
Clarifying Elements:
<ul style="list-style-type: none"><li>• PreK- 8 PLP implementation</li><li>• Preschool and School Readiness</li><li>• Career Technical Education resources and articulation through SCOE</li><li>• Articulating Galt High School District pathways including agriculture and natural resources and engineering</li><li>• College partnerships, AVID</li><li>• NGSS Lesson Sequences with Career Connections</li><li>• Professional learning for Next Gen Classroom, BFLC, Maker Spaces, STEAM, Project-based Service Learning</li><li>• School Facilities Capacity and Equity</li></ul>



**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. Key refinement area which informs this goal:

KRA 4: Cradle To Career Articulation

Articulate and provide meaningful college and career education experiences through everyday classroom instruction, expanded learning environments, family learning opportunities and facilities improvements. (LCAP Goals 1, 2, 4)

Clarifying Elements:

- PreK- 6 PLP implementation
- Career Technical Education resources and articulation through SCOE
- Articulating Galt High School District pathways including agriculture and natural resources and engineering
- College partnerships, AVID
- NGSS Lesson Sequences with Career Connections
- Professional learning for Next Gen Classroom, BFLC, Maker Spaces, STEAM, Project-based Service Learning
- School Facilities Capacity and Equity

**Data Used to Form this Goal:**

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:**

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/ELPAC, 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. 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. Positive learning environment indicators will be suspension rates. Suspension/expulsion rate is 0.01%. Students' physical health and fitness will be indicated by percentages of students in the Healthy Fitness Zone (HFZ) as measured by the Physical Fitness Test (PFT). 24% of students need improvement in Aerobic Capacity.

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.	'18-'19 school year	Principal				
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.	'18-'19 school year	Principal	Art Program	None Specified	Title I	2250.00
			Heinneman Publishing/Amazon	4000-4999: Books And Supplies	Title I	260.46
			Staples	4000-4999: Books And Supplies	Title I	51.69
			Amazon	4000-4999: Books And Supplies	Title I	45.28
			Amazon	4000-4999: Books And Supplies	Title I	378.80
			Amazon	4000-4999: Books And Supplies	Title I	99.37
			Troxell Communications Inc	4000-4999: Books And Supplies	Title I	1169.10
			Amazon	4000-4999: Books And Supplies	Title I	216.49
			Amazon	4000-4999: Books And Supplies	Title I	116.05
			Amazon	4000-4999: Books And Supplies	Title I	114.39

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			After School Interest Based Clubs	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	250.00
			After School Interest Based Clubs	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2250.00
			Amazon	4000-4999: Books And Supplies	Title I	242.93
			ESGI	4000-4999: Books And Supplies	Title I	1253.00
			Troxell Communications Inc	4000-4999: Books And Supplies	Title I	584.55
			Greenfield Learning Inc	4000-4999: Books And Supplies	Title I	8100.00

## 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.	'18-'19 School Year	Principal	IAs	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	46,356.66
			BIAs	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	24,635.52
			Coaches	None Specified	None Specified	
			Blended Learning	0000: Unrestricted	District Funded	
			NGSS supplies/materials	4000-4999: Books And Supplies	District Funded	
			Lexia Core 5	0000: Unrestricted	District Funded	
			BIAs	2000-2999: Classified Personnel Salaries	Title III Immigrant Education Program	6,784.07

## 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.	'18-'19 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.	'18-'19 school year	principal	hardware and software	4000-4999: Books And Supplies	District Funded	10,000.00

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #3

**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.	'18-'19 school year	Principal	Edivation system	0000: Unrestricted	District Funded	
			Professional Development-Educator Effectiveness	0000: Unrestricted	District Funded	
Classified staff will have access to meaningful observation, evaluation, and professional development resources and opportunities.	'18-'19 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.	'18-'19 school year	Principal	salaries	2000-2999: Classified Personnel Salaries	District Funded	
Custodians, maintenance, and grounds are maintained and safe.	'18-'19 school year	Principal	salaries	2000-2999: Classified Personnel Salaries	District Funded	
Technology is supported by information technology support staff.	'18-'19 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)
LCFF - Supplemental	94,047.00	82,678.72
Title I	52,240.00	28,798.70
Title I Part A: Parent Involvement	1,667.00	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF - Supplemental	11,368.28
Title I	23,441.30
Title I Part A: Parent Involvement	1,667.00



## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	2,250.00
2000-2999: Classified Personnel Salaries	5,053.00
4000-4999: Books And Supplies	8,968.77
None Specified	20,204.81

## 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	2,250.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	2,986.00
4000-4999: Books And Supplies	LCFF - Supplemental	600.00
None Specified	LCFF - Supplemental	5,532.28
2000-2999: Classified Personnel Salaries	Title I	1,000.00
4000-4999: Books And Supplies	Title I	8,368.77
None Specified	Title I	14,072.53
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,067.00
None Specified	Title I Part A: Parent Involvement	600.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	16,960.05
Goal 2	4,043.21
Goal 3	6,191.21
Goal 4	9,282.11

## 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			
Sher Raquel		X			
Lyn Cotton Smith				X	
Sara Delgado				X	
Michelle Woods				X	
Linda Ekstrom		X			
John Hall				X	
Alejandra Valencia			X		
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

**Recommendations and Assurances**

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

- State Compensatory Education Advisory Committee
- X English Learner Advisory Committee
- X Special Education Advisory Committee
- X Gifted and Talented Education Program Advisory Committee
- District/School Liaison Team for schools in Program Improvement
- Compensatory Education Advisory Committee
- Departmental Advisory Committee (secondary)
- Other committees established by the school or district (list):

\_\_\_\_\_  
Signature  
*Christina Lopez*

\_\_\_\_\_  
Signature  
*Laura Papineau*

\_\_\_\_\_  
Signature  
*Ph...*

\_\_\_\_\_  
Signature

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Signature

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Signature

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Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on December 3, 2018.

Attested:

<p>Judith P Hayes _____ Typed Name of School Principal</p>	<p><i>[Signature]</i> _____ Signature of School Principal</p>	<p>12/3/18 _____ Date</p>
<p>Fred Sheldon _____ Typed Name of SSC Chairperson</p>	<p><i>[Signature]</i> _____ Signature of SSC Chairperson</p>	<p>12-3-18 _____ Date</p>

# The School Plan for Student Achievement

**School:** Marengo Ranch Elementary School  
**CDS Code:** 34 67348 6114185  
**District:** Galt Joint Union ESD  
**Principal:** Jennifer Porter  
**Revision Date:** November 2018

The School 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](mailto: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.

At Marengo Ranch, we are making it personal.

Marengo Ranch Elementary School offers a safe, supportive environment for all students. We believe in personalized, focused learning for each and every student, and it is our goal to provide instruction and support that fits each learner's 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 opportunities 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, 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 growth. Although the school plan clearly addresses the needs of all children, particular attention is paid to children who are low achieving so that efforts to support them are strategic and focused.

Each student has a compact that is signed by the student, the student's parent or guardian, the teacher, and the principal. Staff members and School Site Council members are involved in the development/revision of the compact and review it at annual meetings. The components of the plan may be reviewed as needed to ensure that all parties are fulfilling their roles and responsibilities.

It is the goal of the district to provide ongoing opportunities for parents to be involved in the education of their children. The Bright Future Learning Center's after school time allows families to come to the school to work together beyond the school day. Technology, wireless internet, and a safe, quiet work environment are all available.



Federal, State, and local resources, services, programs are coordinated through our school Leadership Team, School Site Council (SSC), Parent Teacher Kid Club (PTKC), English Learner Advisory Committee (ELAC) to help all students reach their academic goals.

Marengo enrollment has decreased by nine students this year and stands at 534.

Current enrollment numbers:

Transitional Kinder	8
Kinder	79
1st grade	78
2nd grade	66
3rd grade	84
4th grade	64
5th grade	61
6th grade	64
Special education	30

Student enrollment by subgroup:

Black or African American	5 = -1%
American Indian or Alaska Native	1 = -1%
Asian	14 = 2%
Hispanic or Latino	237 = 44%
Native Hawaiian or Pacific Islander	4 = -1%
White	248 = 46%
Socioeconomically Disadvantaged	242 = 45%
English Learners	50 = 9%
Students with Disabilities	78 = 15%

## 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. 2017 Fall survey results indicate that 57% of the students are hopeful and 83% of the students are engaged. In 2018, 52% of the students reported they are Hopeful and 75% are Engaged. Teacher and parent surveys are conducted at the district level as well as the school level with focused questions on relevant issues.

### Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations are conducted twice a year through mini observations for non-evaluation teachers, and six times a year through mini observations for teachers who are going through the evaluation cycle. Teachers participating in our continuous learning cycle utilize a self-evaluation rubric with peer and administrative observations. Teachers and administration meet after each mini observation for feedback related to instructional practices.

### Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

### Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Marengo Ranch Elementary School staff members continually conduct comprehensive needs assessments in order to strengthen student achievement in the areas of English Language Arts (ELA) and Mathematics. Needs assessment data is reviewed regularly, analyzed, and tracked over time to ensure growth for all students from all demographic groups. Effective, researched-based instructional strategies and intervention tools are used to support the students who are at-risk of making minimal or no growth.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Professional Learning Communities (PLCs) continue to provide focus for high student achievement.

### 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.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

The GJUESD district and site administrators, and teachers have participated in professional development in order to ensure that all teachers are supported in the transition to Next Generation Science Standards (NGSS) and are currently participating in professional development related to ELA/ELD and mathematics curriculum.

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)

Professional Learning Communities continue to provide focus for high student achievement.

### 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 some flexibility with lesson pacing in order to meet the personalized needs of each learner.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Engage New York/Eureka Math (CCSS) materials are provided for all students in grades K-5. For ELA/ELD, Benchmark curriculum is aligned with CCCSS.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

ELA Benchmark curriculum is SBE-adopted and aligned to CCCSS.

### 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. Our Multi-Tiered Systems of Support (MTSS) incorporates the Common Core State Standards, high-quality first instruction, and personalized and differentiated learning opportunities to meet the academic and behavioral needs of all learners. With MTSS, we have implemented a referral process for learners not making adequate growth. This process begins with targeted interventions based on a learner's individual needs. MTSS site teams meet on a monthly basis to review learner progress and documentation of learner support. These teams consist of administration, psychologists, social workers, counselors, teachers, and specialists.

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. Monthly MTSS referral meetings will provide additional tracking and support of students needing more than one year's growth to meet identified benchmarks. This team, along with the teacher, will develop an intervention action plan to support student progress and learning.

## 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 Reclassified ELs 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 Council (ELAC), Site Leadership Team are key representatives in planning, implementing, and evaluating programs. Board Policies reinforce that parents play vital roles in the education of the children of Galt. The District Advisory Committee (DAC) meets on a monthly basis to provide input on LEA programs, policies, and operations. The school elects a School Site Council (SSC) to develop this Single Plan and budget in order to meet the needs of the school. The ELAC made up of parents and facilitated by administration advises the school on the program for English Learner students. The SSC is responsible for monitoring the parent involvement policies and practices and understands that in order for children to be successful in school, parents need to be actively involved in their children's education. That is formalized in our school compact.

The parent portion of our school compact reads as follows:

As a parent, I understand that my participation in my student's education will help his /her achievement and attitude. Therefore, I will continue to carry out the following responsibilities to the best of my ability:

- Make sure my child is on time and prepared every day for school
- Monitor my child's homework and make sure study time is in a quiet place
- Support the school's/district's homework, discipline and attendance policies
- Know how my child is doing in school by communicating with teachers, especially if I have concerns
- Celebrate my child's achievements, and help my child accept consequences for negative behavior
- Ask my child about his/her school day daily and review all information sent home from school
- Attend Back to School Night, Parent-Teacher Conferences, Open House and other school events

## Funding

### 17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Instructional assistants (IAs) and bilingual Instructional assistants (BIAs) are provided through Title I and Title III funding. Services provided support in the area of reading instruction and intervention.

### 18. Fiscal support (EPC)

SWP funds will be utilized to provide support for all students by providing for supplemental support and overall improvement of the school's educational program. Students not making growth, including English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, Foster Youth, and RFEP students will benefit from the resources provided by state and federal Title I and Title III funds. Educator Effectiveness Funding will support teachers with professional development opportunities.

## **Description of Barriers and Related School Goals**

Limited Title I resources are available for IA salaries, intervention, and instructional materials. As a result, only four part-time IAs and one full-time BIA are assigned to Marengo Ranch. This impacts our ability to provide optimal support for learners in the area of school goal #1.

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	66	71	66	65	71	66	65	71	66	98.5	100	100
Grade 4	92	69	68	91	66	67	91	66	67	98.9	95.7	98.5
Grade 5	95	96	66	94	96	64	94	96	64	98.9	100	97
Grade 6	103	97	95	101	96	95	101	96	94	98.1	99	100
All Grades	356	333	295	351	329	292	351	329	291	98.6	98.8	99

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2432.0	2414.4	2443.3	25	12.68	28.79	28	35.21	31.82	25	28.17	18.18	23	23.94	21.21
Grade 4	2464.5	2442.9	2472.1	24	18.18	26.87	27	16.67	26.87	16	33.33	25.37	32	31.82	20.90
Grade 5	2491.1	2485.1	2515.6	18	13.54	25.00	28	31.25	26.56	20	25.00	34.38	34	30.21	14.06
Grade 6	2502.1	2480.7	2517.8	9	7.29	11.70	32	20.83	30.85	31	33.33	35.11	29	38.54	22.34
All Grades	N/A	N/A	N/A	18	12.46	21.99	29	26.14	29.21	23	29.79	28.87	30	31.61	19.93

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	29	22.54	28.79	43	46.48	50.00	28	30.99	21.21
Grade 4	29	22.73	34.33	38	48.48	40.30	33	28.79	25.37
Grade 5	16	20.83	32.81	44	47.92	56.25	40	31.25	10.94
Grade 6	12	13.54	22.34	50	43.75	46.81	39	42.71	30.85
All Grades	21	19.45	28.87	44	46.50	48.11	36	34.04	23.02

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	25	18.31	33.33	60	53.52	43.94	15	28.17	22.73
Grade 4	23	15.15	25.37	49	53.03	47.76	27	31.82	26.87
Grade 5	22	25.00	28.13	50	50.00	46.88	28	25.00	25.00
Grade 6	10	12.50	15.96	52	42.71	58.51	38	44.79	25.53
All Grades	19	17.93	24.74	52	49.24	50.17	28	32.83	25.09

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	12	8.45	19.70	72	77.46	63.64	15	14.08	16.67
Grade 4	18	7.58	20.90	63	57.58	61.19	20	34.85	17.91
Grade 5	13	7.29	17.19	74	73.96	73.44	13	18.75	9.38
Grade 6	19	9.38	17.02	66	65.63	63.83	15	25.00	19.15
All Grades	16	8.21	18.56	69	69.00	65.29	16	22.80	16.15

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	22	18.31	34.85	55	54.93	54.55	23	26.76	10.61
Grade 4	15	15.15	20.90	63	59.09	61.19	22	25.76	17.91
Grade 5	21	16.67	31.25	60	51.04	53.13	19	32.29	15.63
Grade 6	23	8.33	26.60	54	59.38	56.38	23	32.29	17.02
All Grades	20	14.29	28.18	58	55.93	56.36	22	29.79	15.46

**Conclusions based on this data:**

1. All grade levels increased in the % of students who met and exceeded standards - From 38.60% to 51.20%
2. The largest increase in the % of students who met and exceeded standards was 4th grade. There was an increase from 34.85% to 53.74%
3. Area to focus on: Writing - 25.09% of students were below standard

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	66	71	66	65	71	66	65	71	66	98.5	100	100
Grade 4	92	69	68	91	67	67	91	67	67	98.9	97.1	98.5
Grade 5	94	96	66	93	95	64	93	95	64	98.9	99	97
Grade 6	103	97	95	101	96	95	101	96	95	98.1	99	100
All Grades	355	333	295	350	329	292	350	329	292	98.6	98.8	99

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2421.1	2416.2	2427.3	8	7.04	10.61	38	38.03	33.33	32	32.39	34.85	22	22.54	21.21
Grade 4	2449.0	2452.3	2457.9	3	7.46	11.94	26	32.84	29.85	43	29.85	31.34	27	29.85	26.87
Grade 5	2474.2	2479.5	2501.2	10	13.68	15.63	16	21.05	15.63	35	28.42	42.19	39	36.84	26.56
Grade 6	2512.1	2487.1	2516.7	15	9.38	16.84	25	13.54	20.00	29	33.33	34.74	32	43.75	28.42
All Grades	N/A	N/A	N/A	9	9.73	14.04	25	24.92	24.32	35	31.00	35.62	31	34.35	26.03

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	17	14.08	25.76	48	54.93	43.94	35	30.99	30.30
Grade 4	13	13.43	26.87	42	38.81	31.34	45	47.76	41.79
Grade 5	15	22.11	20.31	35	32.63	48.44	49	45.26	31.25
Grade 6	20	16.67	23.16	37	28.13	37.89	44	55.21	38.95
All Grades	16	17.02	23.97	40	37.39	40.07	44	45.59	35.96

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>
<b>Grade 3</b>	25	23.94	24.24	52	52.11	48.48	23	23.94	27.27
<b>Grade 4</b>	12	13.43	17.91	52	47.76	53.73	36	38.81	28.36
<b>Grade 5</b>	8	10.53	21.88	43	47.37	51.56	49	42.11	26.56
<b>Grade 6</b>	17	9.38	15.79	50	45.83	49.47	34	44.79	34.74
<b>All Grades</b>	15	13.68	19.52	49	48.02	50.68	37	38.30	29.79

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>
<b>Grade 3</b>	17	12.68	21.21	63	61.97	60.61	20	25.35	18.18
<b>Grade 4</b>	10	14.93	17.91	52	52.24	50.75	38	32.84	31.34
<b>Grade 5</b>	5	9.47	14.06	55	43.16	54.69	40	47.37	31.25
<b>Grade 6</b>	15	11.46	12.63	59	38.54	55.79	26	50.00	31.58
<b>All Grades</b>	11	11.85	16.10	57	47.72	55.48	32	40.43	28.42

**Conclusions based on this data:**

1. All grade levels increased in the % of students who met and exceeded standards - From 34.92% to 38.36%
2. The percentage of students who did not meet standards decreased from 34.35% to 26.03%
3. Area to focus on: Communicating Reasoning, Demonstrating ability to support mathematical conclusions.



## School and Student Performance Data

### ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1437.8	1433.4	1447.6	12
Grade 1	*	*	*	*
Grade 2	*	*	*	*
Grade 3	*	*	*	*
Grade 4	*	*	*	*
Grade 5	*	*	*	*
Grade 6	*	*	*	*
All Grades				50

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	12
Grade 1	*	*							*
Grade 2	*	*	*	*			*	*	*
Grade 3			*	*	*	*	*	*	*
Grade 4	*	*	*	*			*	*	*
Grade 5	*	*	*	*					*
Grade 6	*	*	*	*	*	*			*
All Grades	24	48.00	13	26.00	*	*	*	*	50

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	12
Grade 1	*	*	*	*					*
Grade 2	*	*	*	*			*	*	*
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*					*
Grade 6	*	*	*	*	*	*			*
All Grades	29	58.00	11	22.00	*	*	*	*	50

Written Language									
Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	12
Grade 1	*	*	*	*					*
Grade 2	*	*	*	*	*	*	*	*	*
Grade 3					*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*					*
Grade 6	*	*	*	*	*	*			*
All Grades	20	40.00	12	24.00	11	22.00	*	*	50

Listening Domain							
Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	12
Grade 1	*	*					*
Grade 2	*	*	*	*	*	*	*
Grade 3			*	*	*	*	*
Grade 4	*	*			*	*	*
Grade 5	*	*	*	*			*
Grade 6	*	*	*	*	*	*	*
All Grades	31	62.00	13	26.00	*	*	50

Speaking Domain							
Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	12
Grade 1	*	*	*	*			*
Grade 2	*	*			*	*	*
Grade 3	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*
Grade 5	*	*					*
Grade 6	*	*	*	*			*
All Grades	30	60.00	14	28.00	*	*	50

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
	Grade K	*	*	*	*	*	
Grade 1	*	*					*
Grade 2	*	*	*	*	*	*	*
Grade 3			*	*	*	*	*
Grade 4			*	*	*	*	*
Grade 5	*	*	*	*			*
Grade 6			*	*	*	*	*
All Grades	18	36.00	20	40.00	12	24.00	50

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
	Grade K	11	91.67			*	
Grade 1	*	*	*	*			*
Grade 2	*	*	*	*	*	*	*
Grade 3	*	*	*	*	*	*	*
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			*
Grade 6	*	*	*	*			*
All Grades	26	52.00	21	42.00	*	*	50

**Conclusions based on this data:**

1. All students in grades 1-6 scored within the Level 3 and Level 4 for the Overall Language Score
2. 12 students in grades 1-6 scored in the Beginning Level for Reading
3. All other scores for students in grades 1-6 scored within the Somewhat/Moderately to Well Developed Levels (Writing, Speaking, Listening)

## School and Student Performance Data

### 2016-17 Chronic Absenteeism

	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rates</b>
<b>African American</b>	11	2	18.2
<b>American Indian or Alaskan Native</b>	1	1	*
<b>Asian</b>	25	1	4.0
<b>Filipino</b>	1	1	*
<b>Hispanic or Latino</b>	250	33	13.2
<b>Did not Report</b>			
<b>Pacific Islander</b>	1	1	*
<b>Two or More Races</b>	20	2	10.0
<b>White</b>	259	25	9.7
<b>Male</b>	282	30	10.6
<b>Female</b>	297	35	11.8
<b>English Learners</b>	70	11	15.7
<b>Students with</b>	92	18	19.6
<b>Socioeconomically Disadvantaged</b>	260	44	16.9
<b>Migrant</b>	1	1	*
<b>Foster</b>	1	1	*
<b>Homeless</b>	19	2	10.5
<b>Kindergarten</b>	81	9	11.1
<b>Grades 1-3</b>	228	25	11.0
<b>Grades 4-6</b>	270	31	11.5
<b>Grades 7-8</b>			
<b>Grades K-8</b>	579	65	11.2
<b>Grades 9-12</b>			
<b>Ungraded Elementary and Secondary</b>			
<b>Total</b>	579	65	11.2

## **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 student performance 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 -1. Implement a personalized learning and strength-based growth plan for every learner that articulates and transitions to high school learning pathways while closing the achievement gap.

**KRA 1:**

Increase rigor and the use of academic language through the strengthened use of key instructional strategies across content areas to maximize content standards relevance while personalizing learning impact.

**Clarifying Elements:**

- Content connections through relationships and convergences model
- Foundational skills consistently addressed in reading, writing and math
- English Language Development
- NGSS implementation and use of notebooking

**KRA 3:**

Strengthen academic, behavioral, and social emotional supports to align with state direction for Multi-Tiered Systems of Support (MTSS) to better ensure every learner growing, achieving and thriving.

**Clarifying Elements:**

- GALLUP Strengths, Restorative Practice & School Climate
- Catch-up growth models
- Coherent and personalized supports and opportunities
- Academic Conferences

**KRA 4:**

Articulate and strengthen learning opportunities and school environments supporting “to and through” college for career and life success.

**Clarifying Elements:**

- PreK- 8 PLP implementation
- Preschool
- Career Technical Education resources and articulation through SCOE
- Articulating Galt High School District pathways including agriculture and natural resources and engineering
- College partnerships, AVID
- NGSS Lesson Sequences with Career Connections

\* Professional learning for Next Gen Classroom, BFLC, Maker Spaces, STEAM, Project-based Service Learning

**SCHOOL GOAL #1:**

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

**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, SBAC Data are all used to assess student growth and progress.

Students With Disabilities are assessed using by multiple measures.

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 ELPAC (English Language Proficiency Assessments for California)

Data will be used to reclassify EL students no later than 6th grade for all ELs enrolled in Galt Joint Union Elementary School District since grade 1.

Chronic absence and truancy will be measured by truancy rates and district attendance analysis of chronic absence.

Positive learning environment indicators will be suspension and expulsion rates.

Students' physical health and fitness will be indicated by percentages of students in the Healthy Fitness Zone (HFZ) as measured by the Physical Fitness Test (PFT).

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

Hope and Engagement are measured by the Gallup Poll.

**Findings from the Analysis of this Data:**

All students in grades K-6 have personalized learning plans with student strengths incorporated into PLPs for grades 4-6. 100% met engagement goal.

MAP scores are utilized to set goals for student growth targets. 68% of students met Reading growth goals, and 98% made growth (spring) and 52% of students met Math growth goals, and 98% made growth (spring). 65% of 1st grade students and 41% of 2nd grade students met or exceeded grade level math mean RIT on spring MAP. 53% of 1st grade students and 52% of 2nd grade students met or exceeded grade level reading mean RIT on spring MAP.

No teachers are misassigned.

Gallup Poll results are outlined on page 4. 57% Hopeful and 83% Engaged in 2017 and 52% Hopeful and 75% engaged in 2018.

CAASPP data and analysis reported on pages 8-11.

ELPAC: Data and analysis reported on pages 12-14.

DRA: 3rd grade met or exceeded grade level reading targets - 88% met or exceeded

Truancy rate: 2013-2014 = 36.4%, 222 students. 2015-2016 = 17%, 97 students. 2016-2017 = 11.2%, 65 students. 2017-2018 = 6.2%

2017-2018: No suspensions and no expulsions

CA Physical Fitness Test results continue to reflect students who are at risk in the Body Mass Index category.

**How the School will Evaluate the Progress of this Goal:**

- 2a. Students meeting their Engagement Goal on their PLP will increase 5% each year. Target= 97%
- 2b. Students reporting being "Hopeful/Engaged" on Gallup Student Poll will increase 5% each year. Targets= Hopeful: 60% Engaged: 66%
- 3. Misassignment of teachers will remain at 0. Target = 0
- 4a. 2nd-8th grade students meeting/exceeding their personal growth target for Math on NWEA MAP will increase 5% each year. Target = 71%
- 4b. Students meeting/exceeding their personal growth target for Reading on NWEA MAP will increase 5%. Target= 75%
- 5a. 1st-8th Students meeting/exceeding their grade level mean RIT in Math on NWEA MAP will increase 5%. Target =53%
- 5b. 1st-8th Students meeting/exceeding their grade level mean RIT in Reading on NWEA MAP will increase 5%. Target = 62%
- 6a. Students in grades 3-8 meeting/exceeding the state standards in Math on CAASPP will increase 5%. Target = 41%
- 6b. Students in grades 3-8 meeting/exceeding the state standards in ELA on CAASPP will increase 5%.Target = 48%
- 7. 3rd grade students meeting/exceeding their grade level Reading targets on the District Reading Assessments (DRAs) will increase 5%. Target = 60%
- 8a. English Learners making Annual Progress in English as measured by ELPAC will increase 5%. Target = 59%
- 8b. Cohort of EL students less than five years attaining English proficiency as measured by ELPAC will increase 5%. Target = 30%
- 8c. Cohort of EL students five years or greater attaining English proficiency as measured by ELPAC will increase 5%. Target= 51%

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Student strength-based data are incorporated into the PLPs.	September for new students and for all 4th graders  Previous strengths assessment results are recorded annually on PLPs for students in grades 5 and 6	Teachers are responsible for giving the strengths assessment  District office sends strengths assessment codes and uploads strengths onto the PLP				
Technology tools for blended and extended educational opportunities will be purchased and used in the classroom and at home.	Fall MAP and spring SBAC (CAASPP) scores as well as ongoing trimester DRA data are reviewed to determine student needs	Administration, teachers, students, and parents meet in a variety of settings to determine the needs of students: academic conferences, parent conferences, MTSS meetings, SST's, IEP's	Technology Tools  Doc Camera	None Specified  6000-6999: Capital Outlay	Title I  LCFF - Supplemental	2,967.24  491.46



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Explode the Code Training for Instructional Assistants	Beginning of the school year	Admin, IA's	IA's	2000-2999: Classified Personnel Salaries	Title I	123.24
BIA supports EL program (students, staff, and parents) with both translation and interpretation in meetings.	Ongoing throughout the school year	ELD teachers, administration, and bilingual instructional assistants who support in ELD blocks.	Bilingual IA	2000-2999: Classified Personnel Salaries	Title III	4,609.00
			Bilingual Office Assistant	2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,403.00
Efforts to increase percentage of students in the healthy fitness zone, students will be encouraged to maintain healthy lifestyle choices with good eating habits taught through nutrition units and fitness activities emphasized in PE classes.	February-Mid May	Administration, PE specialists, 5th grade students				
In order to decrease the truancy and absenteeism rates by 1% while maintaining attendance rates of 96% or more, personalized phone calls to parents from attendance secretary Diane Smith clears absences and checks in with families on attendance issues. Administration contact with parents as well as school site incentives supports positive improvements in attendance.	Daily throughout the year	Administration, teachers, office staff, students, and parents				
Clear, consistent expectations and follow through with school-wide behavior guidelines will continue to be a school focus to reduce the number of suspensions and potential expulsions.	Daily throughout the year	Administration, teachers, office staff, students, and parents				
Math Manipulatives	Beginning of the school year	Teacher	Math support materials	None Specified	LCFF - Supplemental	263.56

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>To meet the needs of students in the area of foundational reading skills, the new edition of SIPPS program was purchased for all TK-3 grade levels.</p> <p>Accelerated Reader was purchased to support reading and goal setting.</p> <p>Instructional assistants provide reading support to primary teachers in grades TK-3.</p> <p>SIPPS Trainings</p>	<p>DRA's are given each trimester, MAP is given twice a year for grades 3-6, and CAASPP/SBAC for grades 3-6 in the spring.</p>	<p>Administration, teachers, coach</p>	Instructional Assistants	2000-2999: Classified Personnel Salaries	Title I	28,403.00
			SIPPS Materials	None Specified	LCFF - Supplemental	2,484.26
			SIPPS Materials	None Specified	Title I	2,991.00
			Accelerated Reader	None Specified	Title I	6,082.50
			Instructional Assistants	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	56,005.00
			SIPPS Trainings	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	72.50
MTSS Team Meetings	Ongoing throughout the school year	Administration, teachers, specialists	Subs for teachers	None Specified	Title I	2,320.00
Math manipulatives to support math instruction	Beginning of the school year	Teacher	Math manipulatives	4000-4999: Books And Supplies	LCFF - Supplemental	360.02
Sensory supports	Beginning of the school year	Teacher	Sensory tools	4000-4999: Books And Supplies	LCFF - Supplemental	151.52

## 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 student performance 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.

KRA 1:

Increase rigor and the use of academic language through the strengthened use of key instructional strategies across content areas to maximize content standards relevance while personalizing learning impact.

Clarifying Elements:

- Content connections through relationships and convergences model
- Foundational skills consistently addressed in reading, writing and math
- English Language Development
- NGSS implementation and use of notebooking

KRA 4:

Articulate and strengthen learning opportunities and school environments supporting “to and through” college for career and life success.

Clarifying Elements:

- PreK- 8 PLP implementation
- Preschool
- Career Technical Education resources and articulation through SCOE
- Articulating Galt High School District pathways including agriculture and natural resources and engineering
- College partnerships, AVID
- NGSS Lesson Sequences with Career Connections
- Professional learning for Next Gen Classroom,
- BFLC, Maker Spaces, STEAM, Project-based Service Learning

**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.

**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 and Benchmark for ELA  
 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:**

1. Students taught with CCSS aligned ELA/ELD, Math & NGSS curriculum and supplemental bridge resources will be maintained at 100%
2. TK-8 teachers receiving professional development to implement the CCSS in ELA/ELD, Math & the NGSS will be maintained at 100%
3. Students utilizing technological resources as needed in order to support academic growth will be maintained at 100%
4. Student service learning participation will increase by 1% or greater. Target: 95%
5. Students access to courses in the Visual and Performing Arts (VAPA) will be maintained at 100%.
6. Student access to Career Technical Education (CTE) opportunities in 7th & 8th grades will be maintained at 100%.
- 7a. On the District's California School Dashboard Academic Indicator for Mathematics the change will indicate "Increased" demonstrating progress towards a Status of "green".
- 7b. The District's California School Dashboard Academic Indicator for ELA change will indicate "Increased" demonstrating progress towards a Status of "green".
8. The District's California School Dashboard Academic Indicator for English Learner Progress change will indicate "Increased" demonstrating progress towards a Status of "green".

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
100% of all students will be taught with current adopted ELA Benchmark materials aligned with CCCSS. Some planning time is available to teachers.	Ongoing throughout the school year	Teachers, administration	PLC Benchmark Planning Days	None Specified	LCFF - Supplemental	300.00
100% of all students are taught CCCSS math modules developed by the New York Education Department.	Ongoing throughout the school year	Teachers, administration				
100% of all students utilize technological resources as needed in order to support academic growth.  Grade level teams now have 1:1	Ongoing throughout the school year	Administration, teachers, students	Starfall Program	None Specified	Title I	292.28

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>technology resources such as chromebooks, or specialized equipment. All classrooms have wireless internet access.</p> <p>Blended to extended learning environments for students are utilized throughout the day at all grade levels.</p>						
<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 student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: All</b>
<b>LCAP/LEA GOAL:</b>
Goal 3 - Processes and measures for continuous improvement and accountability are applied throughout the district including personalized evaluation processes.  KRA 2:  Strengthen the Professional Learning Cycle to improve classroom instruction for learner growth and achievement. (LCAP Goal 1-3)  Clarifying Elements: <ul style="list-style-type: none"><li>• Rubric reflections, PLCs, POPs and TOAs</li><li>• SWVL video application</li></ul>
<b>SCHOOL GOAL #3:</b>
Goal 3 - Processes and measures for continuous improvement and accountability are applied throughout the district including personalized evaluation processes.
<b>Data Used to Form this Goal:</b>
All learners have access to inter-operable systems.
<b>Findings from the Analysis of this Data:</b>
Parents have access to the Parent Portal to review classroom and assessment information. Administrators met with all certificated staff to discuss professional learning ideas and plans. Parent Survey is sent out to all families.

**How the School will Evaluate the Progress of this Goal:**

1. Site administrators and teachers using the current employee evaluation system to develop and reflect upon professional growth goals and teaching practice will be maintained at 100%. Target= 100%
2. Parent engagement/use of the district's Parent Portal will increase by 5%. Target = 75.6%
3. At least 5 opportunities for stakeholder participation and involvement in the district's LCAP process to provide feedback will be provided by the district in both English and Spanish. Target = 5
4. At least 2 Stakeholder Focus Groups will be held at each school and at the district level annually to maintain a "satisfactory" rating on parent, students, staff overall sense of safety and school connectedness. Target = 2 Site and 2 District
5. Parents of unduplicated students will be represented at 100% of all stakeholder meetings (DAC, ELAC, DELAC, Listening circles, surveys, and teacher/parent talks) to promote parent participation in programs for unduplicated students. Target= 100%
6. Annual Parent survey will be sent out to all families. Target= All areas will have a minimum Agree/Strongly agree responses of 75% or higher.

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	Professional learning			
Student information is available to all parents and students through the Illuminate Portal.  Information was provided to parents at Back to School Night.  Login and access information was sent home to parents.  Ongoing conversations with stakeholders regarding the information system takes place on a regular basis.  Spanish translations both written and	Completed with ongoing information	Administration, teachers, parents, bilingual office assistant (BOA), and students	Translations/BOA	2000-2999: Classified Personnel Salaries	Title I	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
verbal provided for parents via our bilingual office assistant.						
Continue to use varied avenues for student, parent, teacher feedback regarding SPSA and LCAP goal areas.  School Site Council reviews SPSA twice annually  Surveys will be conducted for staff and students	Ongoing throughout the school year	Administration, teachers, parents, and students	Document Tracking Services	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	900.00
Instructional Assistant substitute to support continuous improvement and accountability	Ongoing throughout the school year	Admin, teacher, IA's	IA Substitute	2000-2999: Classified Personnel Salaries	Title I	500.00



## 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 student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: All</b>
<b>LCAP/LEA GOAL:</b> Goal 4 - School facilities are safe, healthy, hazard free, clean, and equipped for 21st Century Learning.  KRA 4:  Articulate and strengthen learning opportunities and school environments supporting “to and through” college for career and life success.  Clarifying Elements: <ul style="list-style-type: none"><li>• PreK- 8 PLP implementation</li><li>• Preschool</li><li>• Career Technical Education resources and articulation through SCOE</li><li>• Articulating Galt High School District pathways including agriculture and natural resources and engineering</li><li>• College partnerships, AVID</li><li>• NGSS Lesson Sequences with Career Connections</li><li>• Professional learning for Next Gen Classroom,</li><li>• BFLC, Maker Spaces, STEAM, Project-based Service Learning</li></ul>
<b>SCHOOL GOAL #4:</b> Goal 4 - School facilities are safe, healthy, hazard free, clean, and equipped for 21st Century Learning.
<b>Data Used to Form this Goal:</b> Monthly campus check lists for maintenance are reviewed.  Feedback from school community reflected a need for school facility improvements. School Bond money will be used to renovate school buildings.
<b>Findings from the Analysis of this Data:</b> Recommendation have been made and work orders submitted to repair damaged and outdated facility elements.  Teacher schedules reflect appropriate minutes of instruction.

**How the School will Evaluate the Progress of this Goal:**

1. Facilities Inspection Tool (FIT) rating provided by the CDE will be maintained at "GOOD".
2. Measure K facilities building reports to Board of Education will be provided quarterly.
3. Measure K Citizen Oversight Committee has been formed and will meet to provide oversight on all funding of priority and impactful projects. They will meet as needed but no less than quarterly until bond funds are completely utilized.
4. Williams Facilities Complaints will be maintained at ZERO (0).
5. Meeting/exceeding of federal nutrition guidelines on school menu will be maintained with Zero (0) meals "disallowed".
6. The average number of meals served each day will be increased by 100.

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				
In addition to school menus exceeding federal menu guidelines, Marengo will emphasize healthy eating habits, nutritional guideline awareness, and fitness experiences for all students.	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:**

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

**KRA 1:**

Increase rigor and the use of academic language through the strengthened use of key instructional strategies across content areas to maximize content standards relevance while personalizing learning impact.

**Clarifying Elements:**

- Content connections through relationships and convergences model
- Foundational skills consistently addressed in reading, writing and math
- English Language Development
- NGSS implementation and use of notebooking

**KRA 3:**

Strengthen academic, behavioral, and social emotional supports to align with state direction for Multi-Tiered Systems of Support (MTSS) to better ensure every learner growing, achieving and thriving.

**Clarifying Elements:**

- GALLUP Strengths, Restorative Practice & School Climate
- Catch-up growth models
- Coherent and personalized supports and opportunities
- Academic Conferences

**KRA 4:**

Articulate and strengthen learning opportunities and school environments supporting “to and through” college for career and life success.

**Clarifying Elements:**

- PreK- 8 PLP implementation
- Preschool
- Career Technical Education resources and articulation through SCOE
- Articulating Galt High School District pathways including agriculture and natural resources and engineering
- College partnerships, AVID
- NGSS Lesson Sequences with Career Connections

\* Professional learning for Next Gen Classroom, BFLC, Maker Spaces, STEAM, Project-based Service Learning

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
BIA supports EL program (students, staff, and parents) with both translation and interpretation in meetings.	ELPAC assessment is given in the spring and ELD instruction is ongoing throughout the school year	BIA's, administration	Bilingual I/A	2000-2999: Classified Personnel Salaries	Title III	4,609.00
			Bilingual Office Assistant	2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1403.00
Technology tools for blended and extended educational opportunities will be purchased and used in the classroom and at home.	Ongoing throughout the school year after assessment data is reviewed	Administration, teachers, IA's	Headphones and mice	None Specified	Title I	2,967.24
			Doc Camera	6000-6999: Capital Outlay	LCFF - Supplemental	491.46
To meet the needs if students in the area of foundational reading skills, the new edition of SIPPS program purchased for all TK-3 grade levels.  Purchase Accelerated Reader to support reading and goal setting.  Instructional assistants provide reading support to primary teachers in grades TK-3.  SIPPS Trainings	DRA's are administered each trimester	Administration, teachers	I/A cost	2000-2999: Classified Personnel Salaries	Title I	28,403.00
			I/A cost	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	56,005.00
			SIPPS Materials	None Specified	LCFF - Supplemental	2,484.26
			SIPPS Materials	None Specified	Title I	2,991.00
			Accelerated Reader	None Specified	Title I	6,082.50
			Sub	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	72.50
MTSS Team	Monthly Meetings	Administration, teachers, specialists	Subs for teachers	1000-1999: Certificated Personnel Salaries	Title I	2,320.00
Math manipulatives to support math instruction	Beginning of the school year	Teacher	Math manipulatives	4000-4999: Books And Supplies	LCFF - Supplemental	360.02
Sensory supports	Beginning of the school year	Teacher	Sensory tools	4000-4999: Books And Supplies	LCFF - Supplemental	151.52
Explode the Code Training for Instructional Assistants	Beginning of the school year	Admin, IA's	Training	2000-2999: Classified Personnel Salaries	Title I	123.24
Math Manipulatives	Beginning of the school year	Teacher	Math Supports	None Specified	LCFF - Supplemental	263.56



## 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:**

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.

**KRA 1:**

Increase rigor and the use of academic language through the strengthened use of key instructional strategies across content areas to maximize content standards relevance while personalizing learning impact.

**Clarifying Elements:**

- Content connections through relationships and convergences model
- Foundational skills consistently addressed in reading, writing and math
- English Language Development
- NGSS implementation and use of notebooking

**KRA 4:**

Articulate and strengthen learning opportunities and school environments supporting “to and through” college for career and life success.

**Clarifying Elements:**

- PreK- 8 PLP implementation
- Preschool
- Career Technical Education resources and articulation through SCOE
- Articulating Galt High School District pathways including agriculture and natural resources and engineering
- College partnerships, AVID
- NGSS Lesson Sequences with Career Connections
- Professional learning for Next Gen Classroom,
- BFLC, Maker Spaces, STEAM, Project-based Service Learning

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 to support academic growth.	Ongoing throughout the school year	Administration, teachers	Starfall	None Specified	Title I	292.28

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
100% of all students will be taught with current adopted ELA Benchmark materials aligned to CCCSS. In order to support teachers with the new curriculum, planning days are made available	Ongoing throughout the school year.	Administration, teachers	PLC Benchmark Planning Days	None Specified	LCFF - Supplemental	300.00



## 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:**

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

KRA 2:

Strengthen the Professional Learning Cycle to improve classroom instruction for learner growth and achievement. (LCAP Goal 1-3)

Clarifying Elements:

- Rubric reflections, PLCs, POPs and TOAs
- SWVL video application

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Document Tracking Services	Ongoing	Principal	Document Tracking Services for SARC and SPSA	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	900.00
Instructional Assistant substitute to support continuous improvement and accountability	Ongoing	Admin	IA substitute	2000-2999: Classified Personnel Salaries	Title I	500.00

## 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:**

Goal 4 - School facilities are safe, healthy, hazard free, clean, and equipped for 21st Century Learning.

**KRA 4:**

Articulate and strengthen learning opportunities and school environments supporting “to and through” college for career and life success.

**Clarifying Elements:**

- PreK- 8 PLP implementation
- Preschool
- Career Technical Education resources and articulation through SCOE
- Articulating Galt High School District pathways including agriculture and natural resources and engineering
- College partnerships, AVID
- NGSS Lesson Sequences with Career Connections
- Professional learning for Next Gen Classroom,
- BFLC, Maker Spaces, STEAM, Project-based Service Learning

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source

**Summary of Expenditures in this Plan**

**Total Allocations and Expenditures by Funding Source**

<b>Total Allocations by Funding Source</b>		
<b>Funding Source</b>	<b>Allocation</b>	<b>Balance (Allocations-Expenditures)</b>
Title I	43,963.00	283.74
LCFF - Supplemental	61,158.00	129.68
Title I Part A: Parent Involvement	1,403.00	0.00
Title III	4,609.00	0.00

<b>Total Expenditures by Funding Source</b>	
<b>Funding Source</b>	<b>Total Expenditures</b>
LCFF - Supplemental	61,028.32
Title I	43,679.26
Title I Part A: Parent Involvement	1,403.00
Title III	4,609.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	72.50
2000-2999: Classified Personnel Salaries	91,043.24
4000-4999: Books And Supplies	511.54
5000-5999: Services And Other Operating Expenditures	900.00
6000-6999: Capital Outlay	491.46
None Specified	17,700.84

## 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	72.50
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	56,005.00
4000-4999: Books And Supplies	LCFF - Supplemental	511.54
5000-5999: Services And Other Operating	LCFF - Supplemental	900.00
6000-6999: Capital Outlay	LCFF - Supplemental	491.46
None Specified	LCFF - Supplemental	3,047.82
2000-2999: Classified Personnel Salaries	Title I	29,026.24
None Specified	Title I	14,653.02
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,403.00
2000-2999: Classified Personnel Salaries	Title III	4,609.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	108,727.30
<b>Goal 2</b>	592.28
<b>Goal 3</b>	1,400.00

## 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				
Karen Hill			X		
Ruth Breton				X	
Kamal Nigam				X	
KasSandra Ayer				X	
Lynne Fluty		X			
Gina Fuentes		X			
Heather Wetzal		X			
Tahnru Mort				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>4</b>	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

**Recommendations and Assurances**

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School 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

English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

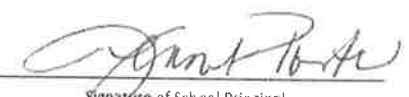

Departmental Advisory Committee (secondary)

Other committees established by the school or district (list):

_____ Signature
<i>Jessal Palomares</i> Signature
_____ Signature
_____ Signature
_____ Signature
_____ Signature
_____ Signature
_____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on Monday, Nov. 26, 2018.

Attested:

Jennifer Porter _____ Typed Name of School Principal	 _____ Signature of School Principal	11/26/18 _____ Date
Heather Wetzel _____ Typed Name of SSC Chairperson	 _____ Signature of SSC Chairperson	11/26/18 _____ Date



# The School Plan for Student Achievement

**School:** River Oaks Elementary School  
**CDS Code:** 34 67348 610654  
**District:** Galt Joint Union ESD  
**Principal:** Donna Gill  
**Revision Date:** November 2018

The School 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:** Donna Gill  
**Position:** Principal  
**Phone Number:** 209-745-4614  
**Address:** 905 Vintage Oak Avenue  
Galt, CA 95632  
**E-mail Address:** dgill@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 personal academic 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 believe 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, Maker Lab, 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 Learner Advisory Committee, and School Site Council. All students are challenged to meet individual growth goals and to perform to the best of their abilities. Individual strengths and talents are recognized in all learners. There are many opportunities for students to use their strengths at school. Teachers, specialists, and administration collaborate on a regular basis in order to facilitate a standards-based education for all learners. Careful and precise data analysis of district assessments drives instruction and the need for enrichment and interventions.

## Comprehensive Needs Assessment Components

### Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

### Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Teachers, parents, and students have multiple opportunities to provide their feedback through surveys.

Students in grades 5th and 6th took the Gallup Student Poll to determine how hopeful and engaged they are in school and life. These survey questions also measure students' entrepreneurial aspirations and career/financial literacy. This data is shared with all key stakeholders and taken into consideration when planning programs and support for our learners.

5 is the highest score:

Hope 2017/2018: 4.30/4.36

Engagement 2017/2018: 4.31/4.36

Entrepreneurial Aspirations 2017/2018: 2.34/2.48

Career/Financial Literacy 2017/2018: 3.30/3.38

U.S. Overall 2018:

Hope 4.20

Engagement 3.85

Entrepreneurial Aspirations 2.42

Career/Financial Literacy 3.28

### **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 Edivate (the on-line evaluation/professional development system). Tenured teachers who are on the 5-year evaluation cycle may choose to participate in the Professional Learning Cycle Self Reflection process where, in addition to mini observations with face-to-face feedback from administrators, they participate in a peer review and self reflection process. Curriculum coaches will support teachers in the classroom through modeling and facilitating the sharing of best practices. Teachers in need of support may utilize the Peer Assistance Review (PAR) process by referral or on a voluntary basis. Teacher mentors will provide support beyond coaching by administrative or categorical staff (curriculum coaches).

### Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

### Standards, Assessment, and Accountability

#### 1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Measured Academic Performance (MAP) Assessments is just one tool we use to measure a learner's growth in our school-wide program. We administer 1:1 district reading assessments at each grade level to monitor individual growth in foundational reading skills and comprehension. Our goal is for all learners to leave 3rd grade reading on grade level, so they can be successful with core content curriculum in the intermediate grades and high school. Site funds are used to hire and train paraprofessionals that work closely with classroom teachers to personalize reading instruction. Learners in grades TK-3 are placed in fluid, small reading groups based on assessments. All learners not meeting reading benchmarks have actions outlined in their Personalized Learning Plan (PLP) to address their gaps in reading. A daily 30 minute intervention group is a common action for a learner needing to make more than a year's growth. Administration and teachers collaborate regularly during academic conferences and weekly PLC collaboration time to monitor learner growth and make instructional and staffing decisions based on these reading assessments. SBAC is the state assessment used for state accountability. Data from SBAC is used to identify trends and analyze growth of cohort groups, individual classes, student groups, and individual students. At least once a trimester, grade level PLCs meet with administrators and district support staff including curriculum coaches to analyze assessment data including MAP, SIPPS placement/mastery tests, DRAs, and SBAC.

#### 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 assessment data, as well as embedded assessments in both Eureka math and Benchmark ELA & ELD curriculum.

### 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 requirements and only those candidates meeting the requirements will be recruited to interview.

#### 4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers have multiple opportunities to receive professional development throughout the school year. Administration and district curriculum coaches offer trainings related to the Common Core State Standards (CCSS), Benchmark ELA/ELD curriculum, Eureka Math, Results Academic Language and Literacy Instruction (RALLI) for English Learners (ELs), Next Generation Science Standards (NGSS), technology, and personalizing learning. Teachers receive professional development in the areas of Benchmark ELA/ELD, Eureka Math, SIPPS, and NGSS.

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 assessment 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.

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

Our goal is to create Professional Learning Communities (PLC) focused on monitoring student growth. Every PLC, with the guidance from administration and curriculum coaches, will clarify learning outcomes, standards, and clear end-of-year learning outcomes/expectations for English Language Arts (ELA) & Mathematics. District curriculum coaches will calibrate grade level expectations across the district in every school, as well as, facilitating district-wide professional development on 5th Wednesdays.

### Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The School Site Council (SSC) has conducted a comprehensive needs assessment in conjunction with the District Advisory Committee (DAC) in order to strengthen student achievement in the areas of English Language Arts and Mathematics. All students have access to the SBE adopted materials in addition to 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 reflect the 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. Teachers follow the recommended curriculum pacing as suggested in district adopted English Language Arts and math curriculum.

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 implementation of district standards-aligned curriculum through frequent classroom observations and teacher evaluation process.

## Opportunity and Equal Educational Access

### 13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Students not meeting standards will receive assistance in the classroom through differentiated instruction and support from instructional assistants (IAs). Students in TK-3 not meeting reading benchmarks have daily small group interventions to catch them up. Students in grades 4-6 that still need SIPPS instruction are pulled out in small groups and this instruction is provided by IAs. Students access a variety of online resources that offer differentiated support at each student's personal academic level in Reading and Math.

Our Multi-Tiered Systems of Support (MTSS) incorporates the Common Core State Standards, high-quality first instruction, and personalized and differentiated learning opportunities to meet the academic and behavioral needs of all learners. With MTSS, we have implemented a Response To Intervention (RTI) system of support and referral process for learners not making adequate growth. This process begins with targeted interventions based on a learner's individual needs. Each school site has developed MTSS teams that oversee the site's RTI system of support. MTSS site teams meet on a regular basis to review learner progress and documentation of learner support. These teams consist of administration, psychologists, social workers, counselors, teachers, and specialists.

### 14. Research-based educational practices to raise student achievement

Teachers will engage in their PLC through weekly collaboration and articulation taking place on early release Wednesdays throughout the school year. Teachers will utilize data from a variety of sources in order to make decisions about student interventions, instructional modifications, professional development, school climate and safety, and other program changes needed.

## Parental Involvement

### 15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

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

- ~After school and summer meals
- ~Providing transportation for extended day and after school clubs
- ~Scholarships for field trips
- ~Clothing closet
- ~Support with health services
- ~Counseling/Social Worker
- ~Free family events
- ~Support with technology and internet service

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Board Policies reinforce that parents play vital roles in the education of the children of Galt. The 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 to develop this Single Plan and budget in order to meet the needs of the school. The English Learner Advisory Committee (ELAC) made up of parents and facilitated by administration advises the school on the program for ELs. The School Site Council (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 Eenuity Courseware or Khan Academy at home or at a Bright Future Learning Center (BFLC) (library) in Galt.
- ~Recognize and celebrate my child's strengths.
- ~Respect the school, staff, students and families.

In addition to participation in a variety of district and school site committees, parents and students may also participate in annual listening circles and parent workshops covering a variety of topics.

### Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Site funds will be utilized to provide support for all students by providing for supplemental support and overall improvement of the school's educational program. Students not meeting academic standards, including students from the EL student group, Socio-economically Disadvantaged student group, Students with Disabilities, and Foster Youth will benefit from the resources provided by state and federal funds. LCFF Supplemental & Concentration, Title I, II, and III funds will be used to hire and train support staff, to provide extended day programs, homework clubs, curriculum coaches, and purchase supplemental curriculum.

18. Fiscal support (EPC)

See funding attached to goals and actions.

### **Description of Barriers and Related School Goals**

Due to a shortage of SPED teachers in California, administration is partnering with intern programs to meet state requirements for staffing highly qualified teachers.



Ongoing training and teacher collaboration will be needed to meet Goal 2 related to implementing CCSS and NGSS. Supplies and materials need to be purchased for science. With last year's adoption of a new, comprehensive ELA/ELD curriculum, teachers are continuing to work through a steep learning curve. 80% of our teachers are requesting more support with goal area 2. 20% of our teachers are requesting training and support in the area of writing instruction and interventions.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	85	69	68	85	68	67	85	68	67	100	98.6	98.5
Grade 4	94	81	70	93	81	69	93	81	69	98.9	100	98.6
Grade 5	89	90	83	88	90	83	88	90	83	98.9	100	100
Grade 6	94	82	91	93	81	91	93	81	91	98.9	98.8	100
All Grades	362	322	312	359	320	310	359	320	310	99.2	99.4	99.4

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2435.2	2447.4	2447.4	26	33.82	38.81	25	23.53	22.39	32	16.18	16.42	18	26.47	22.39
Grade 4	2477.4	2476.6	2513.6	35	28.40	47.83	17	24.69	24.64	23	19.75	11.59	25	27.16	15.94
Grade 5	2522.3	2528.4	2518.0	30	32.22	30.12	27	36.67	25.30	22	13.33	21.69	22	17.78	22.89
Grade 6	2549.2	2568.3	2572.1	23	33.33	36.26	38	30.86	37.36	28	25.93	16.48	12	9.88	9.89
All Grades	N/A	N/A	N/A	28	31.88	37.74	27	29.38	28.06	26	18.75	16.77	19	20.00	17.42

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	27	32.35	29.85	41	35.29	41.79	32	32.35	28.36
Grade 4	27	20.99	39.13	43	46.91	46.38	30	32.10	14.49
Grade 5	25	26.67	33.73	43	56.67	40.96	32	16.67	25.30
Grade 6	22	35.80	43.96	51	41.98	37.36	28	22.22	18.68
All Grades	25	28.75	37.10	45	45.94	41.29	30	25.31	21.61

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	31	35.29	34.33	44	41.18	41.79	26	23.53	23.88
Grade 4	26	29.63	44.93	48	45.68	39.13	26	24.69	15.94
Grade 5	40	40.00	33.73	40	44.44	37.35	20	15.56	28.92
Grade 6	34	40.74	43.96	54	44.44	37.36	12	14.81	18.68
All Grades	33	36.56	39.35	47	44.06	38.71	21	19.38	21.94

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	16	20.59	25.37	68	70.59	58.21	15	8.82	16.42
Grade 4	22	19.75	24.64	70	64.20	66.67	9	16.05	8.70
Grade 5	25	20.00	20.48	63	73.33	62.65	13	6.67	16.87
Grade 6	17	20.99	25.27	75	71.60	63.74	8	7.41	10.99
All Grades	20	20.31	23.87	69	70.00	62.90	11	9.69	13.23

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	32	38.24	41.79	54	42.65	40.30	14	19.12	17.91
Grade 4	27	34.57	47.83	55	45.68	43.48	18	19.75	8.70
Grade 5	39	40.00	33.73	50	38.89	51.81	11	21.11	14.46
Grade 6	34	53.09	47.25	58	35.80	41.76	8	11.11	10.99
All Grades	33	41.56	42.58	54	40.63	44.52	13	17.81	12.90

**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. A significant increase in the percentage of students meeting or exceeding overall ELA standards in 2018, as compared to 2017, was made in every grade level except 5th according to CAASPP.
3. When comparing cohort groups, every grade level made significant increases in the percentage of students meeting or exceeding overall ELA standards in 2018 according to CAASPP.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	85	69	68	85	68	68	85	68	68	100	98.6	100
Grade 4	94	81	69	93	81	69	93	81	69	98.9	100	100
Grade 5	89	90	83	88	90	83	88	90	83	98.9	100	100
Grade 6	94	82	91	93	81	91	93	81	91	98.9	98.8	100
All Grades	362	322	311	359	320	311	359	320	311	99.2	99.4	100

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2426.3	2462.1	2459.7	13	35.29	33.82	31	26.47	27.94	32	22.06	16.18	25	16.18	22.06
Grade 4	2453.4	2453.2	2491.4	11	11.11	30.43	19	25.93	23.19	42	28.40	26.09	28	34.57	20.29
Grade 5	2498.0	2514.9	2511.6	17	23.33	25.30	18	24.44	22.89	35	28.89	24.10	30	23.33	27.71
Grade 6	2542.5	2571.9	2577.0	23	37.04	42.86	23	27.16	23.08	34	19.75	18.68	20	16.05	15.38
All Grades	N/A	N/A	N/A	16	26.25	33.44	23	25.94	24.12	36	25.00	21.22	26	22.81	21.22

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	25	50.00	44.12	42	29.41	32.35	33	20.59	23.53
Grade 4	16	18.52	43.48	31	39.51	24.64	53	41.98	31.88
Grade 5	26	31.11	33.73	28	28.89	25.30	45	40.00	40.96
Grade 6	28	51.85	56.04	43	29.63	26.37	29	18.52	17.58
All Grades	24	37.19	44.69	36	31.88	27.01	40	30.94	28.30

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>
<b>Grade 3</b>	24	32.35	35.29	49	50.00	41.18	27	17.65	23.53
<b>Grade 4</b>	11	13.58	27.54	58	51.85	46.38	31	34.57	26.09
<b>Grade 5</b>	16	24.44	20.48	49	44.44	45.78	35	31.11	33.73
<b>Grade 6</b>	20	29.63	37.36	55	49.38	41.76	25	20.99	20.88
<b>All Grades</b>	18	24.69	30.23	53	48.75	43.73	30	26.56	26.05

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>
<b>Grade 3</b>	16	42.65	35.29	65	38.24	45.59	19	19.12	19.12
<b>Grade 4</b>	13	22.22	42.03	48	39.51	37.68	39	38.27	20.29
<b>Grade 5</b>	16	17.78	24.10	49	54.44	46.99	35	27.78	28.92
<b>Grade 6</b>	20	35.80	36.26	55	41.98	43.96	25	22.22	19.78
<b>All Grades</b>	16	28.75	34.08	54	44.06	43.73	30	27.19	22.19

**Conclusions based on this data:**

1. The percentage of students meeting standards is comparable to the percentage of students that are on grade level according to math MAP scores.
2. All grade levels increased the percentage of students that met or exceeded the standards.
3. When comparing cohort groups, the percentage for students that met or exceeded the standards increased by 11.25% from 4th to 5th grades and by 18.17% from 5th to 6th grades. We attribute this growth to the use of a consistent math curriculum, effective interventions, and improved instructional practices.

## School and Student Performance Data

### ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1440.2	1442.7	1434.4	27
Grade 1	1513.1	1499.1	1526.6	15
Grade 2	1531.6	1544.4	1518.5	19
Grade 3	1495.9	1485.2	1506.1	15
Grade 4	*	*	*	*
Grade 5	*	*	*	*
Grade 6	*	*	*	*
All Grades				99

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	12	44.44	*	*	*	*	27
Grade 1	*	*	*	*	*	*			15
Grade 2	16	84.21	*	*	*	*	*	*	19
Grade 3	*	*	*	*	*	*	*	*	15
Grade 4	*	*	*	*			*	*	*
Grade 5	*	*	*	*					*
Grade 6	*	*	*	*	*	*			*
All Grades	45	45.45	38	38.38	*	*	*	*	99

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	14	51.85	*	*	*	*	*	*	27
Grade 1	11	73.33	*	*	*	*			15
Grade 2	16	84.21	*	*			*	*	19
Grade 3	*	*	*	*	*	*	*	*	15
Grade 4	*	*	*	*			*	*	*
Grade 5	*	*	*	*					*
Grade 6	*	*	*	*	*	*			*
All Grades	59	59.60	28	28.28	*	*	*	*	99

Written Language									
Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	27
Grade 1	*	*	*	*	*	*			15
Grade 2	14	73.68	*	*	*	*	*	*	19
Grade 3	*	*	*	*	*	*	*	*	15
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*			*
Grade 6	*	*	*	*	*	*			*
All Grades	39	39.39	24	24.24	26	26.26	*	*	99

Listening Domain							
Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	22	81.48	*	*	*	*	27
Grade 1	11	73.33	*	*	*	*	15
Grade 2	15	78.95	*	*	*	*	19
Grade 3	*	*	*	*	*	*	15
Grade 4	*	*	*	*	*	*	*
Grade 5	*	*	*	*			*
Grade 6	*	*	*	*	*	*	*
All Grades	62	62.63	27	27.27	*	*	99

Speaking Domain							
Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	20	74.07	*	*	27
Grade 1	*	*	*	*			15
Grade 2	16	84.21	*	*	*	*	19
Grade 3	*	*	*	*	*	*	15
Grade 4	*	*	*	*	*	*	*
Grade 5	*	*					*
Grade 6	*	*	*	*			*
All Grades	55	55.56	38	38.38	*	*	99

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
	Grade K	*	*	16	59.26	*	
Grade 1	*	*	*	*	*	*	15
Grade 2	14	73.68	*	*	*	*	19
Grade 3	*	*	*	*	*	*	15
Grade 4	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*
All Grades	36	36.36	46	46.46	17	17.17	99

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
	Grade K	18	66.67	*	*	*	
Grade 1	*	*	*	*			15
Grade 2	12	63.16	*	*	*	*	19
Grade 3	*	*	*	*	*	*	15
Grade 4	*	*	*	*	*	*	*
Grade 5	*	*	*	*			*
Grade 6			*	*			*
All Grades	49	49.49	46	46.46	*	*	99

**Conclusions based on this data:**

1. When analyzing the mean scores by domain, we noticed that in grades 1st and 3rd, the mean score was higher for writing than oral language. We attribute this to the rigor of our ELA curriculum and the commitment to the frequency that writing is being practiced in the classroom.
2. Based on domain performances, we need to continue to focus on all domains by giving students regular opportunities to read, write, speak, and listen in the classroom.



## School and Student Performance Data

### 2016-17 Chronic Absenteeism

	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rates</b>
<b>African American</b>	1	1	*
<b>American Indian or Alaskan Native</b>	1	1	*
<b>Asian</b>	14	1	7.1
<b>Filipino</b>	1	1	*
<b>Hispanic or Latino</b>	336	33	9.8
<b>Did not Report</b>			
<b>Pacific Islander</b>	1	1	*
<b>Two or More Races</b>	1	1	*
<b>White</b>	214	18	8.4
<b>Male</b>	272	33	12.1
<b>Female</b>	322	21	6.5
<b>English Learners</b>	114	10	8.8
<b>Students with</b>	113	11	9.7
<b>Socioeconomically Disadvantaged</b>	354	38	10.7
<b>Migrant</b>	37	2	5.4
<b>Foster</b>	1	1	*
<b>Homeless</b>	19	1	5.3
<b>Kindergarten</b>	90	19	21.1
<b>Grades 1-3</b>	239	14	5.9
<b>Grades 4-6</b>	265	21	7.9
<b>Grades 7-8</b>			
<b>Grades K-8</b>	594	54	9.1
<b>Grades 9-12</b>			
<b>Ungraded Elementary and Secondary</b>			
<b>Total</b>	594	54	9.1

## Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance 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:**

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

**KRA 1: Content Connections with Powerful Language Use**

Use key instructional strategies to increase rigor and academic language use across content areas for meaningful learning impact.

**Clarifying Elements:**

- Content connections through California Framework content integration model
- Foundational skills consistently addressed in reading, writing and math
- English Language Development
- NGSS implementation and use of notebooking

**KRA 3: Proactive, Strengths-based Supports & Opportunities**

Strengthen and align proactive and strengths-based academic, behavioral, and social emotional support to better ensure every learner growing, achieving and thriving.

**Clarifying Elements:**

- Multi-Tiered Systems of Support (MTSS) Implementation
- California Task Force on Special Education- One System: Reforming Education to Serve All Students
- GALLUP Strengths, Restorative Practice & School Climate
- Maximize Individual Growth
- Coherent and personalized supports and opportunities
- Academic Conferences

**KRA 4: Cradle To Career Articulation**

Articulate and provide meaningful college and career education experiences through everyday classroom instruction, expanded learning environments, family learning opportunities and facilities improvements.

**Clarifying Elements:**

- PreK- 8 PLP implementation
- Preschool and School Readiness
- Career Technical Education resources and articulation through SCOE
- Articulating Galt High School District pathways including agriculture and natural resources and engineering
- College partnerships, AVID
- NGSS Lesson Sequences with Career Connections
- Professional learning for Next Gen Classroom, BFLC, Maker Spaces, STEAM, Project-based Service Learning
- School Facilities Capacity and Equity

**SCHOOL GOAL #1:**

Personalized Learning Plans (PLPs) will be developed collaboratively by administration, teachers, parents, and students to meet the academic growth needs of all learners. District-wide Key Refinement Areas (KRAs) will be used as a focus in the development of each Personalized Learning Plan. The KRAs include 1) Increase rigor and the use of academic language through the strengthened use of key instructional strategies across content areas to maximize content standards relevance while personalizing learning impact; 2) Strengthen the Professional Learning Cycle to improve classroom instruction for learner growth and achievement; 3) Strengthen academic, behavioral, and social emotional supports to align with state direction for Multi-Tiered Systems of Support (MTSS) to better ensure every learner growing, achieving, and thriving; 4) Articulate and strengthen learning opportunities and school environments supporting "to and through" college for career and life success.

**Data Used to Form this Goal:**

Academic performance growth goals on PLPs will be indicated by Measures of Academic Progress (MAP) scores and District Reading Assessments (DRAs). State progress indicators will be measured by the California Assessment of Student Performance and Progress (CAASPP). Annual Measurement Achievement Objectives (AMAOs) for English Learner (EL) students will be measured by the English Language Proficiency Assessments for California (ELPAC). Chronic absence and truancy will be measured by truancy rates and analysis of site attendance reports. Positive learning environment indicators will be suspension and expulsion rates. Students' physical health and fitness will be indicated by percentages of students in the Healthy Fitness Zone (HFZ) as measured by the Physical Fitness Test (PFT).

**Findings from the Analysis of this Data:**

Based on 2017-18 LPAC data, 24% of our English Learners were reclassified.

DRAs: Percentage of all students meeting DRA benchmarks May 2018.

TK: 73%

Kinder: 82%

1st: 86%

2nd: 80%

3rd: 90%

4th: 77%

5th: 92%

6th: 95%

MAP Math: Percentage of students meeting personal growth targets May 2018.

Kinder: NA

1st: 74.6%

2nd: 31.5%

MAP Math: Percentage of students meeting personal growth targets January 2018\*

\*3rd through 6th grades no longer take the MAP assessment in spring

3rd: 80.7%

4th: 66.3%

5th: 75.4%

6th: 71.9%

MAP Reading: Percentage of students meeting personal growth targets May 2016.

Kinder: NA

1st: 65.5%

2nd: 49.7%

MAP Reading: Percentage of students meeting personal growth targets January 2018\*

\*3rd through 6th grades no longer take the MAP assessment in spring

3rd: 56.5%

4th: 64%

5th: 60.7%

6th: 63.4%

2017-2018 Attendance Data: ADA percentage = 95.70%. Chronic Absenteeism increased from 9.1% in 2016/17 to 9.6% in 2017/18.

Suspension rates increased slightly from 2016/2017 to 2017/2018. We had a suspension rate of 0.3% for 2016-17. The suspension rate for 2017-18 was 0.5%. There were a total of 4 suspensions, involving 3 students.

HFZ: The data for 2017-18 is not available at this time.

**How the School will Evaluate the Progress of this Goal:**

- AMO 1.1 Maintain zero misassignments of teachers
- AMO 1.2 Continued IEP monitoring by Special Education
- AMO 1.3 MAP scores and strengths-based data will be used to set/adjust student growth targets on PLPs
- AMO 1.4 Student growth on CAASPP State Assessments will be analyzed and monitored
- AMO 1.5 Cohort of EL students less than five years attaining English proficiency will increase no less than 5% and the percentage of ELs meeting the annual growth rate as measured by the LPAC will increase by at least 5%
- 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 95% or greater
- AMO 1.8 Chronic absenteeism will decrease by 1% or greater
- AMO 1.9 Suspension and expulsion rate will decrease by 0.1%
- 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
- AMO 1.12 70% of students will meet meet grade level standards in math as measured by MAP (60th percentile) or SBAC

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action 1.1 and 1.2: Continue certificated TK-6 staffing to implement high quality TK-3 reading instruction with class size reduction. Curriculum coaches and mentor teachers will support special education intern teachers. Admin will collaborate with intern college support providers and coaches.	1 year	Administration and support staff	Open PO - Bilingual interpreting services	2000-2999: Classified Personnel Salaries None Specified 4000-4999: Books And Supplies 2000-2999: Classified Personnel Salaries	Title I Title I Title I Title I	1500.00
Action 1.3: Fall 2018 MAP scores will be used to set growth goals with students in reading and math. Teachers will determine if students need to make a year's growth or more than a year's growth. This data will be shared with parents in November. Progress towards meeting these goals will be shared with parents and students after the winter and spring 2018 testing windows. Teachers will determine if students met their individual growth goals based on spring 2019 MAP	1 year	All staff, parents, and students		None Specified None Specified	None Specified None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
scores for 1st and 2nd grades and winter 2019 scores for grades 3rd-6th. Continue supporting staff, parents, and students in using strengths-based talent information and motivation data (hope and engagement) to address whole child learning and motivation.						
Action 1.4: SBAC reports will be shared with staff, students, and parents to monitor growth from 2018 to 2019.	1 year	All staff, parents, and students				
Action 1.5 and 1.6: Professional development with adopted ELD curriculum will be provided. School-wide focus will be on integrated ELD lessons and instructional strategies. EL students will receive a minimum of 150 minutes per week of ELD instruction.	1 year	Administration, teachers, and support staff	Bilingual Services	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	1,500.00
			ELAC Meetings	1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	400.00
Action 1.7 and 1.8: The attendance secretary and administration will work together in using Illuminate to monitor student attendance. The district's SARB procedures will be implemented. Reward systems are in place to motivate students to attend school.	1 year	Administration and support staff				
Action 1.9: We will implement Youth Development Practices to create a safe and engaging school culture.	1 year	All staff, parents, and students				
Action 1.10: We will implement our Wellness Action Plan. See attached document.	1 year	All staff, parents, and students				
Action 1.11: All TK-2 students have 30 minutes of small group SIPPS reading instruction daily. All 3rd	1 year	Administration, support staff, students		None Specified	None Specified	
				None Specified	None Specified	



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>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.</p>				None Specified	None Specified	
<p>Action 1.12: We will increase learner support in the area of math through the use of instructional assistants, All teachers will receive professional development in the area of mathematics. The leadership team will develop curriculum-based consistencies for every grade level. Site administration will develop a math support committee to get feedback from all stakeholders.</p>		All staff and parents				

## 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 student performance 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:**

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

**KRA 1: Content Connections with Powerful Language Use**

Use key instructional strategies to increase rigor and academic language use across content areas for meaningful learning impact.

Clarifying Elements:

- Content connections through California Framework content integration model
- Foundational skills consistently addressed in reading, writing and math
- English Language Development
- NGSS implementation and use of notebooking

**KRA 3: Proactive, Strengths-based Supports & Opportunities**

Strengthen and align proactive and strengths-based academic, behavioral, and social emotional support to better ensure every learner growing, achieving and thriving.

Clarifying Elements:

- Multi-Tiered Systems of Support (MTSS) Implementation
- California Task Force on Special Education- One System: Reforming Education to Serve All Students
- GALLUP Strengths, Restorative Practice & School Climate
- Maximize Individual Growth
- Coherent and personalized supports and opportunities
- Academic Conferences

**KRA 4: Cradle To Career Articulation**

Articulate and provide meaningful college and career education experiences through everyday classroom instruction, expanded learning environments, family learning opportunities and facilities improvements.

Clarifying Elements:

- PreK- 8 PLP implementation
- Preschool and School Readiness
- Career Technical Education resources and articulation through SCOE
- Articulating Galt High School District pathways including agriculture and natural resources and engineering
- College partnerships, AVID
- NGSS Lesson Sequences with Career Connections
- Professional learning for Next Gen Classroom, BFLC, Maker Spaces, STEAM, Project-based Service Learning
- School Facilities Capacity and Equity

**SCHOOL GOAL #2:**

100% of students will meet PLP growth goals in reading, math, and student engagement. The school will continue to narrow the achievement gap for all significant student groups.

**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 than compared to math. We are seeing the same trend when analyzing SBAC scores. The percentage of students meeting standards is higher in ELA when compared to math.

**How the School will Evaluate the Progress of this Goal:**

- AMO 2.1 CCSS implementation with 100% of all students taught with the adopted Benchmark ELA materials.
- AMO 2.2 100% of all students are taught with CCSS math units developed by the New York State Education Department: Eureka Math Program.
- AMO 2.3 100% of teachers will receive professional learning for implementation of the NGSS and Benchmark ELA curriculum.
- AMO 2.4 100% of all students utilize technological resources as needed in order to support academic growth.
- AMO 2.5 100% of all students will participate in a Service Learning project during the 2018-2019 school year.
- AMO 2.6 100% of all 1st through 3rd grade students will receive SIPPS reading instruction.
- AMO 2.7 An Extended Day Program will be offered to students not meeting grade level standards.

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 participate in high quality professional development opportunities for implementation of Benchmark ELA curriculum.	1 year	All staff		None Specified	None Specified	
				None Specified	None Specified	
Action 2.2: Math instruction and learner progress will be monitored and evaluated through classroom observations, module pacing, and assessment scores.	1 year	Administration and teachers		None Specified	None Specified	
				None Specified	None Specified	
				None Specified	None Specified	
Action 2.3: Site funds will be used to purchase NGSS supplies and supplemental curriculum., as well as NGSS professional development.	1 year	Administration and teachers	NGSS Workshop	0000: Unrestricted	Title I	142.28
			NGSS Supplies	4000-4999: Books And Supplies	Title I	178.88
				None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
				None Specified	None Specified	
Action 2.4: Site funds will be used to support online learning to differentiate instructional support.	1 year	Administration and teachers	Ren Learn	4000-4999: Books And Supplies	LCFF - Supplemental	6,641.00
			Discovery Education	4000-4999: Books And Supplies	Title I	1,600.00
			Edgenuity	4000-4999: Books And Supplies	Title I	800.00
			Starfall	4000-4999: Books And Supplies	Title I	270.00
				None Specified	None Specified	
Action 2.5: All students will participate in at least one service learning activity.	1 year	Administration, teachers, and support staff				
Action 2.6: All 1st thru 3rd grade students will receive SIPPS reading instruction.	1 year	Administration, teachers, and support staff		None Specified	None Specified	
			IA Extra Time	2000-2999: Classified Personnel Salaries	Title I	3,000.00
Action 2.7: Extended Day will be available to those students not meeting grade level standards.	1 year	Administration, teachers, and support staff		None Specified	None Specified	
				None Specified	None Specified	

## 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 student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: All Subjects</b>
<b>LCAP/LEA GOAL:</b>
LCAP GOAL 3: Processes and measures for continuous improvement and accountability are applied throughout the district, including personalized evaluation processes for educators.  KRA 2: Educator Professional Learning Cycle  Teachers and administrators participate in a cycle of professional learning through reflection, collaboration, feedback and problem solving to strengthen classroom instruction and improve or innovate school supports and opportunities (Growing And Learning Together).  Clarifying Elements: <ul style="list-style-type: none"><li>• Rubric reflections</li><li>• Professional Learning Communities</li><li>• Problem of Practice</li><li>• SWVL video application</li><li>• Micro-credentials</li></ul>
<b>SCHOOL GOAL #3:</b>
Administration will use Illuminate to document classroom observations and educator personalized growth plans. Biweekly, educators will update their gradebooks in Illuminate Parent Portal.
<b>Data Used to Form this Goal:</b>
In order to engage all stakeholders in the educational process, 100% of all learners will have access to interoperable systems that enable collaboration in the development and maintenance of personalized learning plans for all learners as measured by PLP reports and on-line professional learning plan systems. Community surveys will be conducted annually to measure the effectiveness of the continual improvement process.
<b>Findings from the Analysis of this Data:</b>
The Illuminate information system will be used for the first time this year as a way to house certificated staff's personalized growth plans.

**How the School will Evaluate the Progress of this Goal:**

AMO 3.1 All administrators and teachers will develop personalized growth plans. Administrators and teachers will track and document the progress in Illuminate.  
 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.  
 AMO 3.5 Administrators will participate in professional development focused on continuous improvement.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action 3.1: Illuminate 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				
Action 3.4: SPSA goals and data will be shared with all stakeholders.	1 year	Administration				
Action 3.5: Site Principal will participate in the Principal's Leadership Academy through SCOE.	1 year	Principal	Principal to attend leadership academy	0000: Unrestricted	Title I	1,000.00

## 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 student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: All Subjects</b>
<b>LCAP/LEA GOAL:</b>
LCP GOAL 4: School facilities are safe, healthy, hazard free, clean, and equipped for 21st Century Learning.  KRA 4: Cradle To Career Articulation  Articulate and provide meaningful college and career education experiences through everyday classroom instruction, expanded learning environments, family learning opportunities and facilities improvements.  Clarifying Elements: <ul style="list-style-type: none"><li>• PreK- 8 PLP implementation</li><li>• Preschool and School Readiness</li><li>• Career Technical Education resources and articulation through SCOE</li><li>• Articulating Galt High School District pathways including agriculture and natural resources and engineering</li><li>• College partnerships, AVID</li><li>• NGSS Lesson Sequences with Career Connections</li><li>• Professional learning for Next Gen Classroom, BFLC, Maker Spaces, STEAM, Project-based Service Learning</li><li>• School Facilities Capacity and Equity</li></ul>
<b>SCHOOL GOAL #4:</b>
The school will work collaboratively with district supervisors to maintain high standards for our school facilities.
<b>Data Used to Form this Goal:</b>
Cuts in routine and deferred maintenance have resulted in disrepair and negative community feedback regarding school facilities. In order for 100% of all learners to participate in the educational process at clean and hazard free schools for 21st Century learning, facilities shall maintain "Good" standard of repair and condition as measured by the California Facilities Inspection Tool (FIT). Facility conditions will be monitored and reported on a quarterly basis via the Williams Quarterly Report. Health and wellness will be supported by nutritional menus based on federal guidelines.
<b>Findings from the Analysis of this Data:</b>
Cuts in routine and deferred maintenance have resulted in disrepair and negative community feedback regarding school facilities.



**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

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in All Subjects</b>
<b>SCHOOL GOAL #1:</b>
All certificated staff will set professional growth goals.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Administration will have 1:1 meetings with teachers to discuss their growth plans.	1 year	Certificated staff				

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #2

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in ELA</b>
<b>SCHOOL GOAL #2:</b>
All teachers will participate in professional development for Benchmark ELA curriculum.

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 attend professional development for Benchmark ELA curriculum.		Curriculum Coaches; Admin				

**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:**

All teachers will be supported by district and site personnel to provide personalized learning for all students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The site has support from four district curriculum coaches, 3 instructional assistants, and 3 bilingual instructional assistants.		Curriculum Coaches; Admin,	IA payroll	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	86,994.00
			BIA payroll	2000-2999: Classified Personnel Salaries	Title I	44,205.00

**Summary of Expenditures in this Plan**

**Total Allocations and Expenditures by Funding Source**

<b>Total Allocations by Funding Source</b>		
<b>Funding Source</b>	<b>Allocation</b>	<b>Balance (Allocations-Expenditures)</b>
LCFF - Supplemental	97,887.00	89,746.00
Title I Part A: Parent Involvement	1,932.00	1,532.00
Title I	60,517.00	52,025.84

<b>Total Expenditures by Funding Source</b>	
<b>Funding Source</b>	<b>Total Expenditures</b>
LCFF - Supplemental	8,141.00
Title I	8,491.16
Title I Part A: Parent Involvement	400.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Object Type**

<b>Object Type</b>	<b>Total Expenditures</b>
0000: Unrestricted	1,142.28
1000-1999: Certificated Personnel Salaries	400.00
2000-2999: Classified Personnel Salaries	6,000.00
4000-4999: Books And Supplies	9,489.88

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	1,500.00
4000-4999: Books And Supplies	LCFF - Supplemental	6,641.00
0000: Unrestricted	Title I	1,142.28
2000-2999: Classified Personnel Salaries	Title I	4,500.00
4000-4999: Books And Supplies	Title I	2,848.88
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	400.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	3,400.00
<b>Goal 2</b>	12,632.16
<b>Goal 3</b>	1,000.00



## 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:

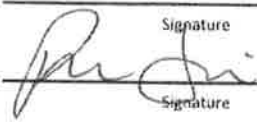
Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Donna Gill	X				
Jenny Culp			X		
Katey Surjan		X			
Donna Mullins		X			
Francine Matthews				X	
Carmela Baker				X	
Monica Brixey				X	
Becca Bryce			X		
Alicia Tovar				X	
Jamie Roos				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

**Recommendations and Assurances**

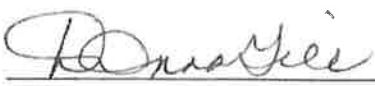
The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School 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 November 26, 2018.

Attested:

Donna Gill		12/5/18
Typed Name of School Principal	Signature of School Principal	Date

Alicia Tovar		11/26/18
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date



## Action Planning Chart School Year 2017-18

School Name: River Oaks Elementary

District: Galt Joint Unified School District

Principal: Donna Gill

School Leader: Alison Calhoun

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.	a. Wellness Committee	a. 9/7/17	*Wellness Committee Members	*Agendas *Completed Plan
	b. Update Action Plan and continue implementing	b. Wellness Committee	b. 9/7/16 11/1/17 1/3/18 3/14/18	*Money *Staff Donation	*Implementation *Tasks Accomplished
	c. Review Action Plan with SSC	c. Donna Gill	c. 11/7/17		



**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"> <li>● Jog A Thon</li> <li>● Sugar Free Popsicle Celebrations</li> <li>● Popcorn Celebrations</li> <li>● Fall Festival Activities</li> </ul> <p>b. Parents bringing healthy lunches to "Picnic on the Grounds"</p> <p>c. Display opportunities on school website</p>	<p>a. PTA</p> <p>a. School Staff</p> <p>a. Custodian</p> <p>b. Parents</p> <p>c. Alison Calhoun / Connie Valencia</p>	<p>a. 9/15/17</p> <p>b. 9/27/17 &amp; 5/23/18</p> <p>c.10/28/17</p>	<p>a. PTA donations</p> <p>a. Parent &amp; community support</p>	<p>*Flyers and other communications sent to home &amp; staff</p> <p>*Photos taken at events</p> <p>*Implementation of tasks</p> <p>*Completion of tasks</p>
Action Step	Steps to Achievement	Lead Person(s)	By When?	Resources	Evidence of Success
<p>3) #104 Students have the opportunity to provide input on the implementation of wellness policy activities</p>	<p>a. Students participating in Runnin' for Rhett</p> <p>b. Intermediate Student Garden</p> <p>c. Primary Student Garden</p> <p>d. Friday Sing</p> <p>e. Structured PE</p>	<p>a. Student Council</p> <p>b. Jennifer Sunseri</p> <p>c. Katey Surjan &amp; Jenny Culp</p> <p>d. Mark Frizzi</p> <p>e. Wellness Committee will provide ideas to staff</p>	<p>a. 2017/18</p> <p>b. Once a week</p> <p>c. Once a week</p> <p>d. Once a month</p> <p>e. Once a month</p>	<p>a. Student Council Funds</p> <p>b &amp; c. Donations &amp; EIA money</p> <p>d. Videos provided by Healthy Generations</p> <p>e. websites</p>	<p>*Students will share their miles with school at Friday Sing.</p> <p>*Students will supply the staff room with fresh vegetables (Fall &amp; Spring)</p> <p>*Observing students during PE classes</p> <p>*Students will use ideas provided by the committee</p>

**Action Planning Chart  
Partners and Stakeholders Document**

	f. Assemblies: TBD	f. Calhoun / Gill	f. Assemblies TBD	f. PTA will fund	during their implementation of Structured P.E.  * Students will have an opportunity to engage in a Q & A session during assemblies.
4) #109 School has secured funds or resources to support wellness of students and staff	a. Review Action Plan  b. Determine funding from budget  c. PTA donations  d. PTA Fundraisers: Jog-a-thon, Fall Festival	a & b. Wellness Committee  c. Administration  d. PTA	a / b. 11/1/17  c. 10/5/17  d. 12/17	b. TBD  c. TBD  d. Supplied by Company	*Spreadsheet reflecting funds  *Fundraiser amounts announced at PTA meetings monthly
5) #404a At the elementary level, comprehensive health education is required for all students and includes functional knowledge and skills-based lessons on healthy eating and benefits of physical activities	a. Dairy Council Educational Kits  b. District Website Nutrition and Fitness link  c. Friday Sing  d. Jog-a-thon	a. Wellness Committee  b. District Health Manager  c. Mark Frizzi  d. PTA	a. 10/28/17  b. Updated monthly  c. 4 <sup>th</sup> Friday of each month d. 9/15/17	a. Free Resources from Dairy Council b. Free Resource info provided by various websites c. Free Website d. PTA Funds	* Videos used during Friday Sing Activities  * Jog-A-Thon student recognition on school website.  *Monitoring the amount of food being consumed by students.  *Monitoring Student Activity

**Action Planning Chart  
Partners and Stakeholders Document**

	<p>e. Balanced Lunch, BFLC &amp; SOAR Snack</p> <ul style="list-style-type: none"> <li>● Protein</li> <li>● Carbs</li> <li>● Vegetables</li> <li>● Fruit</li> <li>● Milk</li> </ul> <p>f. SOAR after school program 20 minutes</p> <ul style="list-style-type: none"> <li>● Basketball</li> <li>● Soccer</li> <li>● Jungle Gym</li> </ul> <p>g. Staff/Student Salad Bar</p> <p>h. 200 minutes of PE every 10 instructional days</p>	<p>e. Cafeteria Staff</p> <p>f. SOAR support staff</p> <p>g. Cafeteria staff</p> <p>h. PE Specialist &amp; Structured P.E.</p>	<p>e. Every day</p> <p>f. 20 minutes daily</p> <p>g. Daily</p> <p>h. Daily/Weekly</p>	<p>e. Students &amp; Assistance</p> <p>f. SOAR support staff</p> <p>g. Purchased by staff/student</p> <p>h. Free Website Resources like <i>Go Noodle</i> &amp; School Equip.</p>	
<p>6) #503 School Staff have opportunities to participate in physical activities or healthy eating programs</p>	<p>a. Wellness Wednesdays</p> <p>b. Staff Exercise Challenge</p>	<p>a and b. Wellness Committee</p>	<p>a. 9/20/17 1/10/18 4/4/18</p> <p>b. 1/10/18 - 2/10/18</p>	<p>a. Participating staff members bring healthy food items to share</p> <p>b. Participating staff members record physical activities to collectively reach a goal.</p>	<p>*Sign-up sheets</p> <p>* Staff members are less stressed 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	Donna Gill	10/5/17

# The School Plan for Student Achievement

**School:** Valley Oaks Elementary School  
**CDS Code:** 34 67348 6033310  
**District:** Galt Joint Union Elementary School District  
**Principal:** David Nelson  
**Revision Date:** November 2018

The School 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

At Valley Oaks, 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 do 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 their identified strengths

Students and staff are modeling the Four School Rules and 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 2018-2019 school year:

The Valley Oaks staff works hard to create and maintain a culturally sensitive school environment that is positive, safe, fun, nurturing, caring, and academically challenging. High standards have been set for behavior and academic personal growth and are reinforced/recognized each day. Valley Oaks recognizes students daily through the Principal's Pat on the Back program (for social, behavioral, and academic successes) and monthly for demonstrating the Eight Great Character Traits in their school work and personal interactions with adults and peers. We know how important it is for both students and parents to be active in all aspects of the school, as participating and having a voice in the activities of the school create a sense of ownership and school pride. Students have multiple opportunities to participate in extracurricular activities such as: ASES After-School Program, Student Council/Leadership, Cross-Age Tutoring, Band, Choir, Worker Bees, Safety Patrol, After School Clubs through the Bright Future Learning Center (BFLC), Running Clubs, and ABC Mentors. Parents are encouraged and welcomed to participate in school events, as well as volunteer in and out of the classrooms. They support teachers and contribute to our positive school community in many ways. We are thankful for a very active and supportive Parent Teacher Organization (PTO), English Learner Advisory Committee (ELAC), and School Site Council (SSC).

All students are challenged to meet individual growth goals identified in their Personalized Learning Plans (PLPs) and to perform to the best of their personal abilities. Individual strengths and talents are recognized in all learners. These strengths are "spotted" by teacher in grades K-3 and are recognized by the Gallup Strengths Survey in 4th grade. There are many opportunities for students to use their strengths at school. Teachers, coaches, instructional assistants, specialists, and administration collaborate on a regular basis in order to facilitate a standards-based education for all learners and to review procedures and programs for intervention. Careful and precise data analysis of site, district, and state assessments drives instruction and the need for enrichment and interventions.

- Number of Students for 2018-2019: 586
- 13 students in Transitional Kindergarten
- 74 students in Kindergarten, 22 students per teacher (TK/K)
- 82 students in 1st grade, 20.5 students per teacher
- 80 students in 2nd grade, 20 students per teacher
- 65 students in 3rd grade, 22 students per teacher

- 79 students in 4th grade, 32 students per teacher
- (30 students in 4th/5th combo)
- 79 students in 5th grade, 32 students per teacher
- 88 students in 6th grade, 29.5 students per teacher
- 12 students in SDC SpEd, K-4
- 14 students in SDC SpEd, 5-6

#### Student Profile:

- 306 Male students (52%) and 281 Female students (48%)
- 489 Hispanic/Latino students (83.9%)
- 74 White (Non-Hispanic) students (12.7%)
- 22 American Indian/Alaskan Native students (3.7%)
- 5 African American/Black students (<1%)
- 5 Pacific Islander (Other) students (<1%)
- 4 Filipino students (<1%)
- 3 Asian (other) students (<1%)
- 2 Guamanian students (<1%)
- 1 Hawaiian student (<1%)
- 1 Vietnamese student (<1%)
- 303 students are English Learners (53.4%), 487 students are Socio-Economically Disadvantaged (86%), 73 students qualify for Migrant Education services (13.1%). 57 students are homeless (temporarily doubled up, hotel/motel) 10%

## Comprehensive Needs Assessment Components

### Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

### Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

**Student Survey:** The results of the most recent Gallup Student Survey shows some very positive trends for Valley Oaks. There were four (4) categories in which our students were surveyed: 1) Hope, 2) Engagement, 3) Entrepreneurial Aspiration, and 4) Career/Financial Literacy. In each of these categories, students maintained or showed increased positive responses from 2016. This means that there is an increase of students at Valley Oaks feel like they are hopeful, who feel engaged while at school, who have aspirations of entrepreneurship, and who have attitudes and behaviors needed for healthy participation in the economy. In Spring 2017, we conducted Student Listening Circles and the results of that indicated that students have interest in expanding the following areas: 1) Challenge/Rigor, 2) Science, 3) Building Confidence, 4) Positive Attitudes/Atmosphere, 5) Career/College Opportunities, and 6) Choice and Variety.

**Parent Survey:** The most recent surveys conducted in 2018 revealed very positive aspects of parent sentiment toward Valley Oaks: Over 90% of parents agreed/strongly agreed that 1) Valley Oaks provides high-quality instruction, 2) Valley Oaks treats parents with respect, 3) Valley Oaks is a caring and inviting place for students to learn, 4) Valley Oaks helps students understand the consequences of their behavior and how to make better choices, 5) Valley Oaks keeps me well-informed about school activities, and that 6) Valley Oaks responds to my phone calls, messages, or email in a prompt manner. Over 80% of parents agreed/strongly agreed that 1) Valley Oaks personalizes learning to meet my child's academic strengths and needs, 2) Valley Oaks treats students with respect, 3) Valley Oaks communicates the importance of respecting all culture beliefs and practices, 4) Valley Oaks is a safe place for my child, 5) Valley Oaks is clean and facilities are well-maintained, 5) Valley Oaks reflects classrooms and other learning spaces that support high quality instruction, and that 6) Valley Oaks takes parent concerns seriously. The question with the lowest score, with 74% of parents agreeing/strongly agreeing that Valley Oaks seeks the input of parents before making important decisions.

**Teacher Survey:** Teachers meet with the Site Administration in the beginning of the school year. These discussions or surveys serve the purpose of finding out areas of strength of teachers, areas where teachers feel like they want to improve, and for teachers to give suggestions on how to improve the school facilities, the school culture, student achievement, and teacher effectiveness. The results of these surveys show that in general, Valley Oaks teachers embrace the Common Core State Standards (CCSS) and see them as vital to student growth and achievement, appreciate and desire the Professional Development opportunities provided by the

district - in all content areas, want to increase their use of purposeful educational technology in the classroom and desire to get more training/professional development in that area, desire to continue to learn more about and implement effective teaching strategies throughout the day (Integrated ELD) and during Designated ELD (English Language Development). Additionally, the discussions show that Valley Oaks teachers take pride in the facilities of their school and desire that it be maintained properly both outside (grounds) and inside, with functioning equipment (HVAC, Technology), so that attention can be focused on instruction. The surveys also indicate that Valley Oaks teachers are desirous to increase student achievement through improvement to their own teaching effectiveness and implementation of training opportunities. Furthermore, teachers have indicated an appreciation for the new ELA/ELD curricular materials that align with the CCSS. Additionally, teachers indicated that "refreshers" in early reading (SIPPS) and staff development in the area of Writing would be very beneficial.

### **Classroom Observations**

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

All teachers at Valley Oaks are observed and given feedback at least two (2) times each school year. These are typically 10-15 minute observations. Additionally, teachers who are in their first two (2) years of teaching and teachers who are in their evaluation year have at least six (6) of the 10-15 minute observations, as well as longer, more formal 30+ minute observations, with end-of-year evaluations. A pilot Teacher Self-Evaluation Model is being used again this year with teachers who volunteer and have positive ratings in their previous evaluation cycle(s).

Furthermore, all classrooms are visited by site administration in informal walk-throughs during the entire school year, with an emphasis on observing student engagement and excellent teaching practices.

### Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

### Standards, Assessment, and Accountability

#### 1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Valley Oaks Elementary School staff members have conducted comprehensive needs assessments in order to strengthen student achievement in the areas of English Language Arts (ELA) and Mathematics. Needs assessment data is reviewed regularly, analyzed, and tracked over time to ensure growth for all students from all demographic groups. Effective, researched-based instructional strategies and intervention tools are used to support the students who are at-risk of making minimal or no growth. Our goal is to have our students reading at grade level by third grade. The belief is that literacy, first and foremost, affects all aspects (or subjects) in education. In order to achieve this, heavy emphasis has been placed on 1) Strong instruction in Early Literacy in Grades TK-3, and 2) High Quality/Quantity Reading Practice for Grades 2-6. Site funds are used to hire/train paraprofessionals (Instructional Assistants) who work together with classroom teachers to give personalized reading instruction to students in small groups. Students who do not meet reading benchmarks receive additional instructional in small groups, in their area of need. Teachers and administration meet together in Academic Conferences throughout the year to evaluate student progress. Local assessments, as well as MAP assessments and SBAC data are used to help with the evaluation of student progress. Furthermore, teachers (and IAs) share student progress with administration on a regular basis (monthly minimum), to monitor progress. For students who continue to struggle, teachers will recommend a student to the Multi-Tiered System of Support (MTSS) Team, where the struggles are discussed and interventions are put in place. Parents are made aware of student progress through regular contact by the teachers (Class Dojo, Scholastic, Remind, etc.) and through PLP Check-In Conferences, Parent/Teacher/Student Conferences, and Student Success Team (SST) meetings.

#### 2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The Professional Learning Communities (PLCs) continue to focus on high student achievement through reviews of recent curriculum-based assessments. Each PLC, with the guidance from administration and curriculum coaches, establish learning goals, outcomes/expectations for ELA & Mathematics. District Curriculum Coaches provide professional development and support the implementation of the California Common Core State Standards (CCSS), in the areas of English Language Arts and Mathematics. Teachers use the local assessments included in the district-adopted ELA curriculum and the Math curriculum to monitor student progress. Based on the results of these assessments, teachers are able to modify their instruction to meet the needs of their students.

### 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. All teachers have participated in district-wide and grade-level-span specific professional development with the new ELA adoption. Additionally, there have been multiple trainings for the Benchmark ELD (Integrated and Designated) given to staff at Valley Oaks. Instructional Aides and selected teachers have also participated in training and/or refresher courses in the areas of Early Literacy instruction (SIPPS) and intervention strategies. Furthermore, selected teachers were trained in Next Generation Science Standards and serve as grade-level and site-level resources for training in teaching science to our students.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Curriculum Coaches provide professional development and support the implementation of the California CCSS. The focus for professional development is structured to prepare staff for the continued implementation of the California CCSS and the Next Generation Science Standards (NGSS). The Galt Joint Union Elementary School District (GJUESD) district and site administrators (principals), and teacher leaders (academic coaches) participate in professional development in order to ensure that all teachers are supported in the transition. Technology tools will be utilized to implement and support the CCSS.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Principals are responsible for ongoing monitoring and evaluation for effective instruction. Teachers in need of support may utilize the Peer Assistance Review (PAR) process by referral or on a voluntary basis. Teacher mentors will provide support beyond coaching by administrative or other staff to new staff members. District instructional coaches are also utilized to provide support, suggestions, and ideas for teachers at all grade levels.

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

The grade-level 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. They share their notes weekly with site administration.

### 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. Teachers submit their daily schedules to administration that reflect the appropriate instructional minutes. Additionally, to show our commitment to quality reading practice, each teacher in Grades 2-6, have a minimum of 15-20 minutes scheduled, each day, to the practice of reading.

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. There are pacing guides that are created by district curriculum coaches, with input from teachers and administration. Teachers follow these pacing guides to the best of their abilities.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Engage New York/Eureka Math (CCSS) materials are provided by the school district for all students in grades K-5, and Illustrative Math in grade 6. For ELA, the school district and Valley Oaks is in the second year of implementation of Common Core Standards-based English Language Arts materials, using Benchmark as both the ELA/ELD curriculum. 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)

Math task force is currently working, district-wide, with new materials in a trial/pilot program to evaluate the effectiveness of the programs. This includes Grade 6 using Illustrative Math curriculum and Grade 5 using Gooru, as a supplemental instruction piece. All teachers are using the new Benchmark ELA/ELD adoption during 2018-2019. Administrators monitor the implementation of the district standards-based curriculum through classroom observations and the teacher evaluation process.

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 (IA), Bilingual Instructional Assistants (BIA), and online courseware. The IAs and BIAs support learner growth through focused small group work in the areas of literacy (reading/writing) and mathematics. After-school supports are also available through the BFLC via clubs and mentoring programs.

Our Multi-Tiered Systems of Support (MTSS) incorporates the Common Core State Standards, high-quality first instruction, and personalized and differentiated learning opportunities to meet the academic and behavioral needs of all learners. With MTSS, we have implemented a Response To Intervention (RTI) system of support and referral process for learners not making adequate growth. This process begins with targeted interventions based on a learner's individual needs. Each school site has developed MTSS teams that oversee the site's RTI system of support. MTSS site teams meet on a monthly basis to review learner progress and documentation of learner support. These teams consist of administration, psychologists, social workers, counselors, teachers, and specialists. These meetings can result in continued or new interventions and/or strategies, a meeting with parents, and/or recommendations for additional assessments of the student.

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. Benchmark ELD training has been provided to all teachers, and refreshers given throughout the year, as necessary, to support instruction in the area of English Language Development throughout the day in the form of Integrated ELD and Designated ELD. Additionally, IAs continue to provide a large portion of their assistance working with students in grades K-3 on early literacy skills, using research-based interventions such as SIPPS.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Federal, State, and Site funds will be utilized to provide support for all students by providing for supplemental support and overall improvement of Valley Oaks' educational program. Students not making growth, including English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, Foster Youth, and RFEP students will benefit from the resources provided by state and federal Title I and Title III funds.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

School Site Council (SSC), English Learner Advisory Committee (ELAC), and the Site Leadership Team are key representatives in planning, implementing, and evaluating programs. Board Policies reinforce that parents play vital roles in the education of the children of Galt. The District Advisory Committee (DAC) meets on a monthly basis to provide input on LEA programs, policies, and operations. The ELAC, made up of parents of students learning English, and facilitated by a faculty member and administration, advises the school on the program for English Learner students. The school elects a School Site Council to develop this Single Plan and budget in order to meet the needs of the school. The SSC is responsible for monitoring the parent involvement policies and practices and understands that in order for children to be successful in school, parents need to be actively involved in their children's education. That is formalized in our school compact. The parent portion of our school compact reads as follows:

As a parent, I understand that my participation in my student's education will help his /her achievement and attitude. Therefore, I will continue to carry out the following responsibilities to the best of my ability:

- Make sure my child is on time and prepared every day for school
- Monitor my child's homework and make sure study time is in a quiet place
- Support the school's/district's homework, discipline and attendance policies
- Know how my child is doing in school by communicating with teachers, especially if I have concerns
- Celebrate my child's achievements, and help my child accept consequences for negative behavior
- Ask my child about his/her school day daily and review all information sent home from school
- Attend Back to School Night, Parent-Teacher Conferences, Open House and other school events

### Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Instructional Assistants and Bilingual Instructional Assistants are provided through Title I and Supplemental/Concentration funding. Services provided support in the area of reading and math instruction and intervention. Students not meeting academic standards benefit from the personnel, services, and materials that these funds provide.

18. Fiscal support (EPC)

Federal, State, and 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 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 student access to computer/internet at home can be a barrier to student practice of basic skills. Actions are made in the plan to address this area of concern.

Lower than desired levels of parent involvement can be a barrier to student/family/school connectedness. Actions are made in the plan to address this area of concern.



# School and Student Performance Data

## CAASPP Results (All Students)

### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	100	79	76	99	79	72	99	79	72	99	100	94.7
Grade 4	79	93	81	77	92	79	77	92	79	97.5	98.9	97.5
Grade 5	92	75	96	91	74	94	91	74	94	98.9	98.7	97.9
Grade 6	82	91	80	82	91	80	82	91	80	100	100	100
All Grades	353	338	333	349	336	325	349	336	325	98.9	99.4	97.6

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2369.3	2369.7	2395.8	9	6.33	12.50	12	17.72	25.00	26	31.65	27.78	53	44.30	34.72
Grade 4	2424.1	2410.5	2430.1	9	8.70	12.66	19	16.30	21.52	22	19.57	22.78	49	55.43	43.04
Grade 5	2440.4	2442.9	2430.4	8	12.16	3.19	16	17.57	19.15	19	16.22	24.47	57	54.05	53.19
Grade 6	2461.1	2474.8	2487.0	4	6.59	8.75	16	17.58	20.00	33	35.16	35.00	48	40.66	36.25
All Grades	N/A	N/A	N/A	7	8.33	8.92	16	17.26	21.23	25	25.89	27.38	52	48.51	42.46

Reading										
Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	10	7.59	13.89	34	37.97	47.22	56	54.43	38.89	
Grade 4	9	9.78	19.23	38	45.65	41.03	53	44.57	39.74	
Grade 5	10	10.81	7.45	34	40.54	39.36	56	48.65	53.19	
Grade 6	6	9.89	10.00	40	42.86	45.00	54	47.25	45.00	
All Grades	9	9.52	12.35	36	41.96	42.90	55	48.51	44.75	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	7	7.59	8.33	38	37.97	47.22	55	54.43	44.44
Grade 4	14	8.70	10.26	44	41.30	43.59	42	50.00	46.15
Grade 5	9	16.22	8.51	36	39.19	39.36	55	44.59	52.13
Grade 6	9	9.89	11.25	43	45.05	46.25	49	45.05	42.50
All Grades	9	10.42	9.57	40	41.07	43.83	50	48.51	46.60

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	12	7.59	20.83	57	60.76	61.11	31	31.65	18.06
Grade 4	9	2.17	16.67	66	60.87	61.54	25	36.96	21.79
Grade 5	4	9.46	5.32	58	54.05	59.57	37	36.49	35.11
Grade 6	5	7.69	11.25	67	62.64	63.75	28	29.67	25.00
All Grades	8	6.55	12.96	62	59.82	61.42	31	33.63	25.62

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	6	8.86	18.06	46	56.96	50.00	47	34.18	31.94
Grade 4	13	20.65	14.10	47	40.22	50.00	40	39.13	35.90
Grade 5	15	12.16	12.77	47	36.49	34.04	37	51.35	53.19
Grade 6	9	14.29	17.50	62	48.35	52.50	29	37.36	30.00
All Grades	11	14.29	15.43	50	45.54	45.99	39	40.18	38.58

**Conclusions based on this data:**

1. Valley Oaks Elementary met the Adequate Yearly Progress (AYP) goal for participation rate for English Language Arts/Literacy on the CAASP for the third consecutive year.
2. For the third straight year, there was an increase in the percentage of students who Met/Exceeded Standard in Overall Achievement in English Language Arts/Literacy.
3. Listening and Research/Inquiry were the two areas of English Language Arts/Literacy in which Valley Oaks students achieved the best results (% of students Above and At or Near Standard).

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	100	79	76	100	79	74	100	79	74	100	100	97.4
Grade 4	79	93	81	78	92	80	78	92	80	98.7	98.9	98.8
Grade 5	92	75	96	92	74	94	91	74	94	100	98.7	97.9
Grade 6	82	91	80	82	91	80	82	91	80	100	100	100
All Grades	353	338	333	352	336	328	351	336	328	99.7	99.4	98.5

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2389.7	2400.4	2401.3	6	5.06	10.81	15	25.32	22.97	30	35.44	25.68	49	34.18	40.54
Grade 4	2437.9	2428.2	2435.9	5	3.26	6.25	17	13.04	20.00	44	44.57	33.75	35	39.13	40.00
Grade 5	2428.8	2450.0	2445.6	1	9.46	3.19	13	9.46	10.64	21	22.97	36.17	65	58.11	50.00
Grade 6	2458.5	2462.3	2480.3	1	5.49	11.25	17	14.29	11.25	33	26.37	27.50	49	53.85	50.00
All Grades	N/A	N/A	N/A	3	5.65	7.62	15	15.48	15.85	31	32.74	31.10	50	46.13	45.43

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	10	18.99	20.27	32	36.71	29.73	58	44.30	50.00
Grade 4	13	6.52	15.00	24	25.00	26.25	63	68.48	58.75
Grade 5	5	13.51	8.51	20	14.86	28.72	75	71.62	62.77
Grade 6	4	12.09	17.50	27	19.78	21.25	70	68.13	61.25
All Grades	8	12.50	14.94	26	24.11	26.52	66	63.39	58.54

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>
<b>Grade 3</b>	10	11.39	14.86	47	49.37	45.95	43	39.24	39.19
<b>Grade 4</b>	12	2.17	5.00	40	45.65	47.50	49	52.17	47.50
<b>Grade 5</b>	4	6.76	2.13	26	39.19	41.49	69	54.05	56.38
<b>Grade 6</b>	6	5.49	10.00	43	40.66	37.50	51	53.85	52.50
<b>All Grades</b>	8	6.25	7.62	39	43.75	42.99	53	50.00	49.39

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>
<b>Grade 3</b>	13	7.59	14.86	54	56.96	52.70	33	35.44	32.43
<b>Grade 4</b>	14	5.43	11.25	37	54.35	42.50	49	40.22	46.25
<b>Grade 5</b>	2	6.76	3.19	43	43.24	48.94	55	50.00	47.87
<b>Grade 6</b>	5	12.09	7.50	50	39.56	33.75	45	48.35	58.75
<b>All Grades</b>	9	8.04	8.84	46	48.51	44.51	45	43.45	46.65

**Conclusions based on this data:**

1. Valley Oaks Elementary met the Adequate Yearly Progress (AYP) goal for participation rate for Mathematics on the CAASP for the third consecutive year.
2. For the third consecutive year, there was an increase in the percentage of students who Met/Exceeded Standard in Overall Achievement.
3. Communicating Reasoning (Demonstrating ability to support mathematical conclusions) was the area of Mathematics in which Valley Oaks students achieved the best results (% of students Above and At or Near Standard).

## School and Student Performance Data

### ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1435.4	1443.3	1416.6	51
Grade 1	1481.5	1473.8	1488.5	57
Grade 2	1501.3	1499.8	1502.2	47
Grade 3	1470.8	1471.8	1469.3	33
Grade 4	1509.2	1498.0	1519.9	48
Grade 5	1529.3	1510.8	1547.4	36
Grade 6	1534.6	1535.2	1533.5	23
All Grades				295

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	21	41.18	14	27.45	11	21.57	*	*	51
Grade 1	30	52.63	14	24.56	*	*	*	*	57
Grade 2	24	51.06	19	40.43	*	*	*	*	47
Grade 3	*	*	15	45.45	*	*	*	*	33
Grade 4	16	33.33	17	35.42	*	*	*	*	48
Grade 5	15	41.67	17	47.22	*	*	*	*	36
Grade 6	*	*	14	60.87	*	*			23
All Grades	113	38.31	110	37.29	44	14.92	28	9.49	295

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	23	45.10	15	29.41	*	*	*	*	51
Grade 1	34	59.65	13	22.81	*	*	*	*	57
Grade 2	30	63.83	12	25.53	*	*	*	*	47
Grade 3	*	*	16	48.48	*	*	*	*	33
Grade 4	22	45.83	13	27.08	*	*	*	*	48
Grade 5	18	50.00	15	41.67	*	*	*	*	36
Grade 6	12	52.17	*	*	*	*			23
All Grades	146	49.49	94	31.86	33	11.19	22	7.46	295

Written Language									
Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	18	35.29	*	*	19	37.25	*	*	51
Grade 1	23	40.35	19	33.33	*	*	*	*	57
Grade 2	22	46.81	17	36.17	*	*	*	*	47
Grade 3	*	*	*	*	15	45.45	12	36.36	33
Grade 4	13	27.08	18	37.50	*	*	*	*	48
Grade 5	*	*	20	55.56	*	*	*	*	36
Grade 6	*	*	*	*	11	47.83	*	*	23
All Grades	87	29.49	95	32.20	70	23.73	43	14.58	295

Listening Domain							
Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
	#	%	#	%	#	%	
Grade K	30	58.82	17	33.33	*	*	51
Grade 1	44	77.19	*	*	*	*	57
Grade 2	33	70.21	12	25.53	*	*	47
Grade 3	*	*	22	66.67	*	*	33
Grade 4	26	54.17	19	39.58	*	*	48
Grade 5	22	61.11	13	36.11	*	*	36
Grade 6	*	*	16	69.57	*	*	23
All Grades	163	55.25	107	36.27	25	8.47	295

Speaking Domain							
Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
	#	%	#	%	#	%	
Grade K	20	39.22	23	45.10	*	*	51
Grade 1	28	49.12	23	40.35	*	*	57
Grade 2	30	63.83	13	27.66	*	*	47
Grade 3	18	54.55	12	36.36	*	*	33
Grade 4	24	50.00	15	31.25	*	*	48
Grade 5	17	47.22	17	47.22	*	*	36
Grade 6	18	78.26	*	*			23
All Grades	155	52.54	108	36.61	32	10.85	295

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	13	25.49	33	64.71	*	*	51
Grade 1	30	52.63	16	28.07	11	19.30	57
Grade 2	30	63.83	13	27.66	*	*	47
Grade 3	*	*	18	54.55	14	42.42	33
Grade 4	11	22.92	27	56.25	*	*	48
Grade 5	11	30.56	23	63.89	*	*	36
Grade 6	*	*	*	*	13	56.52	23
All Grades	97	32.88	139	47.12	59	20.00	295

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	27	52.94	16	31.37	*	*	51
Grade 1	22	38.60	29	50.88	*	*	57
Grade 2	14	29.79	29	61.70	*	*	47
Grade 3	*	*	18	54.55	*	*	33
Grade 4	23	47.92	18	37.50	*	*	48
Grade 5	21	58.33	13	36.11	*	*	36
Grade 6	*	*	21	91.30			23
All Grades	114	38.64	144	48.81	37	12.54	295

**Conclusions based on this data:**

1. The vast majority of English Learners at Valley Oaks scored overall in the Level 3/Level 4 range.
2. More English Learners at Valley Oaks scored in the Well Developed range for the Listening and Speaking domains than the Reading and Writing domains.
3. The Listening Domain is the area where English Learners scored the highest.

## School and Student Performance Data

### 2016-17 Chronic Absenteeism

	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rates
African American	1	1	*
American Indian or Alaskan Native	1	1	*
Asian	1	1	*
Filipino	1	1	*
Hispanic or Latino	501	48	9.6
Did not Report			
Pacific Islander	1	1	*
Two or More Races	1	1	*
White	70	8	11.4
Male	307	32	10.4
Female	282	27	9.6
English Learners	324	28	8.6
Students with	88	9	10.2
Socioeconomically Disadvantaged	532	53	10.0
Migrant	108	7	6.5
Foster	1	1	*
Homeless	57	4	7.0
Kindergarten	81	9	11.1
Grades 1-3	229	24	10.5
Grades 4-6	279	26	9.3
Grades 7-8	-	-	-
Grades K-8	589	59	10.0
Grades 9-12	-	-	-
Ungraded Elementary and Secondary	-	-	-
<b>Total</b>	<b>589</b>	<b>59</b>	<b>10.0</b>



## 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 student performance 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.

**KRA 1: Content Connections with Powerful Language Use**

Use key instructional strategies to increase rigor and academic language use across content areas for meaningful learning impact. (LCAP Goals 1 & 2)

**Clarifying Elements:**

- Content connections through California Framework content integration model
- Foundational skills consistently addressed in reading, writing and math
- English Language Development
- NGSS implementation and use of notebooking

**KRA 3: Proactive, Strengths-based Supports & Opportunities**

Strengthen and align proactive and strengths-based academic, behavioral, and social emotional support to better ensure every learner growing, achieving and thriving. (LCAP Goals 1-3)

**Clarifying Elements:**

- Multi-Tiered Systems of Support (MTSS) Implementation
- California Task Force on Special Education- One System: Reforming Education to Serve All Students
- GALLUP Strengths, Restorative Practice & School Climate
- Maximize Individual Growth
- Coherent and personalized supports and opportunities
- Academic Conferences

**KRA 4: Cradle To Career Articulation**

Articulate and provide meaningful college and career education experiences through everyday classroom instruction, expanded learning environments, family learning opportunities and facilities improvements. (LCAP Goals 1, 2, 4)

**Clarifying Elements:**

- PreK- 8 PLP implementation
- Preschool and School Readiness
- Career Technical Education resources and articulation through SCOE
- Articulating Galt High School District pathways including agriculture and natural resources and engineering
- College partnerships, AVID
- NGSS Lesson Sequences with Career Connections
- Professional learning for Next Gen Classroom, BFLC, Maker Spaces, STEAM, Project-based Service Learning
- School Facilities Capacity and Equity

**SCHOOL GOAL #1:**

Personalized learning plans developed collaboratively by students, teachers, parents, and administration will help inform the instructional plan developed for each student to meet their social/emotional and 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 and correlation to national percentile rank.
- State progress indicators will be measured by the California Assessment of Student Performance and Progress (CAASPP / SBAC) when deployed (Grades 3-6).
- Data from ELPAC Assessments will be used, along with MAP scores, to reclassify EL students no later than 6th grade for all ELs enrolled in GJUESD since Kindergarten.
- Chronic absence and truancy will be measured by truancy rates and district attendance analysis of chronic absence.
- Positive learning environment indicators will be Student Gallup Survey data and suspension/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) and other assessments.

**Findings from the Analysis of this Data:**

- Based on Reclassification Data from Fall of 2017-2018, there was a decrease in % of EL students who were reclassified over the percentage from 2016-2017 (from 6.0% to 3.0%).
- Based on 2017-2018 English Language Proficiency Assessments for California (ELPAC) data, where an overall Level of 4 (Well-Developed) is needed as part of the criteria for EL reclassification, 38% of our EL students scored a Level 4, with 37% scoring Level 3, 15% scoring Level 2 and just 9% scoring at Level 1. MAP Score and/or SBAC scores are also criteria for reclassification.
- District Reading Assessments (DRAs): In 2017-2018, 3 out of the 4 grade level cohorts at Valley Oaks showed growth in the % of students meeting EOY DRA Benchmarks over the 2016-2017 school year. TK - Kinder cohort improved, Kinder-1st cohort dropped slightly, 1st-2nd cohort improved, and the 2nd-3rd cohort also showed growth in the % of students meeting EOY DRA benchmarks.
- MAP data indicates that the % of students meeting their Growth Goal in 2017-2018 (Fall 2017-Fall 2018) in Reading was 66%. This represents an increase, or area of growth, over the 2016-2017 % of students meeting their Growth Goal in Reading (54.6%). MAP data indicates that the % of students meeting their Growth Goal in 2017-2018 (Fall 2017-Fall 2018) in Math was 54.3%. This also represents an increase, or area of growth, over the 2016-2017 % of students meeting their Growth Goal in Math (49%)
- MAP data indicates that 3 out of 5 grade levels improved in % of students meeting MAP Growth Reading goals, and 2 out of 5 grade levels maintained the % of students meeting MAP Growth Reading goals. In Math, 2 out of 5 grade levels improved in the % of students meeting MAP Growth Math goals, and 2 out of 5 grade levels maintained the % of students meeting MAP Growth Math goals.
- SBAC data indicates a pattern of growth in both ELA and MATH. It shows that following the increase in student scores in ELA from 2016-2017, there was a significant increase in student scores (% meeting/exceeding standard) in ELA in 2017-2018. It also indicates that following the increase in student scores in MATH from 2016-2017, there was a slight increase in student scores (% meeting/exceeding standard) in MATH in 2017-2018.
- Suspension/expulsion rates had decreased over the previous three years. However, during the 2017-2018 school year, our suspension rate rose from 2.5% to 3.6%. The suspension rate had gone down from 5.3% in 2014-2015 to 2.9% in 2015-2016 to 2.5% in 2016-2017. No students have been expelled in the last three years.
- The percentage of students meeting four or more of the six fitness standards in the Healthy Fitness Zone decreased in 2017-2018. In 15-16, the percentage was 72.9. In 16-17, the percentage was 87.8. In 17-18, the percentage went down to 70.2%
- The attendance rate (ADA %) for 2017-2018 was 95.23% It decreased very slightly from 2016-2017, when the ADA % was 95.55%. The Chronic Absenteeism rate for 2017-2018 increased slightly to 11.2% In 2016-2017, the rate was 10.36%.

**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 2017-2018 CAASPP data will be used to measure achievement from the scores of 2016-2017.
- 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 Improve reclassification rate of grade 6 ELs enrolled since grade 1.
- AMO 1.8 Truancy rate will decrease by 1% or greater while increasing attendance rate to 96% or greater.
- AMO 1.9 Chronic absenteeism will decrease by 1% or greater.
- AMO 1.10 Suspension and expulsion rate will decrease by a minimum of 0.1%
- AMO 1.11 The percentage of students in grade 5 meeting 4+ out of 6 Healthy Fitness Zone targets will increase by 2.2%.
- AMO 1.12 80% of students will meet grade level reading targets as measured by MAP testing and DRAs.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Action 1.1 and 1.2: Continue certificated TK-6 staffing to implement high quality TK-3 reading instruction with class size reduction.</p> <p>Support special education teachers by providing access to district-level IEP training and support, as well as any county trainings or private workshops.</p>	2018-2019 school year	Teacher(s), Administration, Sp. Education Teachers, Speech/Language Pathologists, Psychologist	<p>Workshops/Conferences Costs</p> <p>Workshops/Conferences Costs</p> <p>Release Time/Substitutes</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Site Formula Funds</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p>	<p>500.</p> <p>800.</p> <p>900.</p>
<p>Action 1.3: Fall 2018 MAP scores will be used to set growth goals for students in Reading and Math (Grades 1-6). Teachers will determine if students need to make a year's growth or more than a year's growth.</p> <p>Teachers in all grades, K-6, will meet individually with students to establish goals, including MAP goals (Grades 1-6) and actions for the year. This data will be shared with parents at Back to School Night in November. Progress</p>	2018-2019 school year	Teachers, Administration	<p>Release Time for Teachers to goal set with Students</p> <p>Release Time for Teachers to goal set with Students</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>LCFF - Supplemental</p>	<p>500.</p> <p>2,500.</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>towards meeting these goals will be shared with parents and students after the Winter 2018 assessment. Teachers will determine if students met, exceeded, or did not meet their individual growth goals based on Fall 2019 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>						
Action 1.4: SBAC reports will be shared with staff, students, and parents and used as baseline data for student, class, grade-level, and school-wide information.	2018-2019 school year	Teachers, Administration	No Funding Cost			0
<p>Actions 1.5, 1.6, 1.7: In order to increase English Learner student achievement, staff will be trained in the newly adopted Benchmark ELD curriculum for the purpose of increasing effectiveness in English Language Development (ELD) instruction. School-wide focus on using Designated ELD minutes to use Benchmark curriculum to enhance the English skills of our ELs.</p> <p>Curriculum Coach (Literacy) will work with all teachers (emphasis on K-3) on developing strong early literacy skills using SIPPS and other early literacy materials.</p> <p>Instructional Assistants (IA) will work</p>	2018-2019 school year	Teachers, EL Coach, Literacy Coach, Instructional Assistants, Bilingual Instructional Assistants, Administration	<p>Release Time for Training with EL Coach</p> <p>Release Time for ELD planning</p> <p>ELD Instructional Materials / Technology</p> <p>Bilingual Instructional Assistants</p> <p>Bilingual Instructional Assistants</p> <p>Instructional Assistants</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p> <p>2000-2999: Classified Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p>	<p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>LCFF - Supplemental</p> <p>Title III Part A: Language Instruction for LEP Students</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p>	<p>500.</p> <p>500.</p> <p>500.</p> <p>89,546.</p> <p>19,789.</p> <p>69,823.</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>with small student groups in areas of literacy (with emphasis on K-3). Additional IA will be hired to work in the afternoon to work with K-6 students in ELA/ELD Interventions.</p> <p>Bilingual Instructional Assistants will work with small student groups, including Newcomer students, in areas of literacy (with emphasis on K-3 TBP).</p> <p>Designated ELD instruction with district coach support will target instructional strategies and learner needs.</p> <p>ELD Professional Development will be provided from district administration.</p> <p>Release time for PLC ELA/ELD planning.</p> <p>Valley Oaks will purchase supplementary materials and technology to support ELA/ELD instruction.</p> <p>Valley Oaks will purchase necessary school supplies/materials for students, teachers, and staff.</p>			<p>Instructional Assistants</p> <p>School Supplies / Materials / Paper / Copies</p> <p>School/Classroom/Student Supplies and/or Materials</p>	<p>2000-2999: Classified Personnel Salaries</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>LCFF - Supplemental</p> <p>Site Formula Funds</p> <p>LCFF - Supplemental</p>	<p>62,072.</p> <p>29,939.</p> <p>4,458.</p>
<p>Actions 1.8 and 1.9: In order to reduce chronic absenteeism and truancy, school counselor and/or office staff will make calls, send letters to families of students with attendance difficulties. Conferences will be held by administration and/or school secretary with parents of</p>	<p>2018-2019 school year</p>	<p>Office Staff, Teachers, Administration, School Counselor</p>	<p>Student Awards/Incentives Newsletter/School flyer Translations at no cost to the site.</p>	<p>4000-4999: Books And Supplies</p>	<p>Site Formula Funds</p>	<p>750.</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>students with attendance difficulties to work on solutions.</p> <p>Teachers will ensure proper attendance record-keeping through communication with attendance secretary.</p> <p>Awards/Incentives will be given to students with best attendance in the school, on a trimester, and year-long basis.</p>						
<p>Action 1.10: In order to reduce the number of suspensions and expulsions, all staff will work with students identifying strengths and strive for positive communications with all students.</p> <p>Students in all grades will have meaningful 1:1 sessions with their teacher to discuss goals and establish personal relationships.</p> <p>Training will be provided to Yard Supervisors to help prevent problems before they occur.</p> <p>Students will attend and participate in Drug-Free, Anti-Bullying, and Positive Behavior and Choices promotions, instruction, and assemblies.</p> <p>Students and selected Staff will be trained in Safe School Ambassadors Program, an "inside-out" approach to improving school climate, one that relies on social norms change and the</p>	2018-2019 school year	Office Staff, Yard Supervisors, Teachers, Administration	<p>Yard Supervisor Training / Materials</p> <p>Student Incentives/Awards</p> <p>Anti-Bullying/Positive Behavior Assembly and/or Presentations</p> <p>Additional hours for Classified Staff for additional help/coverage of students</p> <p>Supplies/Materials/Subs for Safe School Ambassadors Family Meetings</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>2000-2999: Classified Personnel Salaries</p> <p>4000-4999: Books And Supplies</p>	<p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Site Formula Funds</p> <p>LCFF - Supplemental</p> <p>Site Formula Funds</p> <p>LCFF - Supplemental</p>	<p>464.</p> <p>1,550.</p> <p>1,500.</p> <p>500.</p> <p>1,000.</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>power of students to help stop bullying and violence.</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, as appropriate.</p> <p>Students will be allowed to self-administer or be assigned a "time-out" in the office, in a "student station".</p> <p>Incentives and acknowledgement for proper and appropriate student achievement and behavior will be given through Stinger Cards (8 Great Traits).</p> <p>Principal Pat on the Back certificates will be awarded on a daily basis, from staff members to students, recognizing social, behavior, and academic successes.</p> <p>Classified staff will be paid additional hours to receive additional instruction and/or provide additional help/coverage to ensure that students are monitored, safe, and being taken care of.</p>						
<p>Action 1.11: In order to help more students achieve 4+ of the Healthy Fitness Zone targets, classroom teachers and PE teacher will ensure proper amount of PE minutes each week.</p>	2018-2019 school year	PE teacher, Classroom teachers, Administration	Recess Equipment	4000-4999: Books And Supplies	Site Formula Funds	500.
			Fitness Equipment and Supplies	4000-4999: Books And Supplies	Site Formula Funds	500.



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Classroom teacher and PE teacher will focus 5th grade PE instruction on areas of the HFZ targets - specifically areas that can be impacted by repeated exercise.</p> <p>In order to emphasize and promote fitness activities and ensure the school is equipped for 21st century learning, Valley Oaks will continue to purchase supplemental fitness equipment, technology, and supplies for students.</p>						
<p>Action 1.12: In order to have 80% 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, and strategies/interventions for struggling students in grades 4-6.</p> <p>Teachers will meet separately with curriculum coach to be retrained, refreshed, or taught the best reading strategies for their students at their grade levels.</p> <p>Instructional Assistants will be trained on how to best utilize instructional reading intervention materials, such as SIPPS.</p> <p>The school will continue to purchase the newest edition of SIPPS so that all instructors of SIPPS and students will have the best tools to learn to read, and then train teachers on how to</p>	2018-2019 school year	Curriculum Coach, Classroom Teachers, Instructional Assistants, Administration	<p>Release Time/Training for SIPPS, Intervention Techniques</p> <p>SIPPS Materials (3rd Edition)</p> <p>Supplemental Support (Ext. Day)</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>LCFF - Supplemental</p> <p>LCFF - Supplemental</p>	<p>600.</p> <p>1,000.</p> <p>1,000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>use the materials most effectively.</p> <p>The school will purchase additional supplementary literacy materials.</p> <p>The school will provide supplemental after-school "Extended Day" materials and instruction to EL students, Migrant, Low SES, and struggling students.</p>						

## 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 student performance 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 Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) in classrooms and other learning spaces through a variety of blended learning environments: school, visual/performing arts, outdoors, community, virtual while closing the achievement gap.

KRA 1: Content Connections with Powerful Language Use

Use key instructional strategies to increase rigor and academic language use across content areas for meaningful learning impact. (LCAP Goals 1 & 2)

Clarifying Elements:

- Content connections through California Framework content integration model
- Foundational skills consistently addressed in reading, writing and math
- English Language Development
- NGSS implementation and use of notebooking

KRA 3: Proactive, Strengths-based Supports & Opportunities

Strengthen and align proactive and strengths-based academic, behavioral, and social emotional support to better ensure every learner growing, achieving and thriving. (LCAP Goals 1-3)

Clarifying Elements:

- Multi-Tiered Systems of Support (MTSS) Implementation
- California Task Force on Special Education- One System: Reforming Education to Serve All Students
- GALLUP Strengths, Restorative Practice & School Climate
- Maximize Individual Growth
- Coherent and personalized supports and opportunities
- Academic Conferences

KRA 4: Cradle To Career Articulation

Articulate and provide meaningful college and career education experiences through everyday classroom instruction, expanded learning environments, family learning opportunities and facilities improvements. (LCAP Goals 1, 2, 4)

Clarifying Elements:

- PreK- 8 PLP implementation
- Preschool and School Readiness
- Career Technical Education resources and articulation through SCOE
- Articulating Galt High School District pathways including agriculture and natural resources and engineering
- College partnerships, AVID
- NGSS Lesson Sequences with Career Connections
- Professional learning for Next Gen Classroom, BFLC, Maker Spaces, STEAM, Project-based Service Learning
- School Facilities Capacity and Equity

**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 instruction and in multiple learning environments. The school will continue to narrow the achievement gap for all significant student groups. Students will also have opportunities to participate in service learning projects, and activities that promote both college/career readiness and career/technical experiences.

**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 (SBAC) assessments, the CCSS and NGSS must be implemented in varied and multiple educational settings that meet a wide variety of needs.

**Findings from the Analysis of this Data:**

Staff has received professional development and training in the area of CCSS and many have received additional professional development and training in the area of NGSS (through summer institutes). Our assessment results, both from MAP scores and CASSPP (SBAC) results, show a continued increase in the number of students who meet/exceed standards in both ELA and Math. The percentage of students "on track" is higher in reading and language (ELA) 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:**

- AMO 2.1 CCSS implementation with 100% of all students taught with newly adopted ELA and ELD materials (Benchmark). Educators will receive ongoing professional development opportunities to best understand how to most effectively use the newly adopted ELA/ELD materials.
- AMO 2.2 100% of students are taught with CCSS math units developed by the Eureka Math (Engage New York), Illustrative Math (IM), or other CCSS materials being considered for adoption. The Engage New York (ENY) units were developed through the state's Race To The Top (RTTT) grant.
- AMO 2.3. Teachers at each grade level will receive additional site-based staff development in order to plan and implement NGSS lessons.
- AMO 2.4 100% of students utilize educational technological resources, as needed, in order to support academic growth, personalized learning, and enrichment skill development.
- AMO 2.5 Maintain service learning participation for all students at 100%.
- AMO 2.6 100% of students will have access to additional literary sources, including non-fiction texts.
- AMO 2.7 100% of students will have access to additional music/band equipment to develop visual and performing skills.
- AMO 2.8 100% of students will have the opportunity to sign up for a variety of after-school clubs that increase their college/career exposure and preparation, offered through the Bright Future Learning Center (BFLC).
- AMO 2.9 Students in Grades 3-4 will have the opportunity for a Career/Technical experience, by receiving Visual Arts in-class instruction, given by artists in Residence.

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 recently adopted Benchmark ELA/ELD materials aligned with CCSS.</p> <p>All staff will have multiple opportunities to receive high quality professional development opportunities related to the new ELA/ELD adoption. These</p>	2018-2019 School Year	Teachers, Administration	Supplemental CCSS curriculum	4000-4999: Books And Supplies	LCFF - Supplemental	500.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>opportunities will be presented by trainers from Benchmark, and opportunities for work with district curriculum coaches will also be offered.</p> <p>Site funds will be used to purchase supplemental CCSS curriculum.</p>						
<p>Action 2.2: All Valley Oaks students (K-5) will be taught using the Eureka Math / Engage NY materials. 6th Grade will be taught utilizing the Illustrative Math (IM) curriculum.</p> <p>5th grade teachers will pilot an online Math supplemental program, Gooru, that provides personalized instruction/review for each student.</p> <p>Math adoption will be monitored and evaluated through classroom observations, module pacing, and curriculum assessment scores.</p>	2018-2019 School Year	Teachers, Administration	No additional cost to Valley Oaks.			
<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 "Lead Teachers" and other "Teacher Representatives".</p> <p>The NGSS-trained teachers will attend workshops and lesson sharing opportunities throughout the school year and will share back at staff meetings and/or staff development days.</p>	2018-2019 School Year	Teachers, Administration	<p>Professional Development provided at no additional cost to Valley Oaks</p> <p>NGSS Science Materials</p>	4000-4999: Books And Supplies	Site Formula Funds	100.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>All K-6 teachers will receive Professional Development (from the district curriculum coach and site Lead Teacher) in NGSS and how to begin lesson implementation.</p> <p>All K-6 teachers will teach NGSS lesson(s) with their students during 2018-2019 school year.</p>						
<p>Action 2.4: Site funds will be used to support online learning to differentiate instructional support.</p> <p>School Funds will be used to have 1:1 student-chromebook ratio in grades K-6.</p> <p>There will be a "pilot" with selected students that will have daily Chromebook and Internet access at both school and home (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, Reading Plus, Khan Academy, Zearn, Prodigy, and other web-based learning programs.</p> <p>All students will be given opportunities to earn participation in an AR Literary Incentive each trimester (by meeting their Quantity and Quality Reading Goals).</p>	2018-2019 School Year	Teachers, BFLC Technician, Administration	<p>RenLearn License (AR, STAR Reading) 4000-4999: Books And Supplies</p> <p>RenLearn License (Math Facts in a Flash) 4000-4999: Books And Supplies</p> <p>Reading Plus License 4000-4999: Books And Supplies</p> <p>Literary (AR) Incentives for 1st, 2nd, 3rd Trimesters 4000-4999: Books And Supplies</p> <p>Instructional Technology Materials (Software/Hardware) 4000-4999: Books And Supplies</p> <p>Technology maintenance, upgrades, and improvements (Hardware) 4000-4999: Books And Supplies</p> <p>Technology maintenance, upgrades, and improvements (Hardware) 4000-4999: Books And Supplies</p>	<p>LCFF - Supplemental</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>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>LCFF - Supplemental</p>	<p>6064.</p> <p>270.</p> <p>5000.</p> <p>1600.</p> <p>1500.</p> <p>500.</p> <p>1,500.</p>	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Technology components (hardware and software) will be purchased continually to maintain and upgrade technology status and increase accessibility for students, teachers, and staff in all technology-related areas.</p> <p>The BFLC will utilize site-purchased technology hardware and software to provide academic growth and enrichment opportunities to all students.</p>						
<p>Action 2.5: Service learning participation will maintain at a level of 100% of all students.</p> <p>Students will participate in one or more class or school-sponsored service learning projects, as chosen by their teacher.</p>	2018-2019 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	200.
<p>Action 2.6: Site funds will be used to purchase supplementary literary materials, in the BFLC and classrooms, to assist students in reaching their PLP Reading goals, especially in the area of non-fiction text.</p>	2018-2019 School Year	Teachers, Administration, BFLC technician.	<p>Literary Resources (Scholastic News, Leveled Readers, Library Books, etc.)</p> <p>Literary Resources (Leveled Readers, Library Books, etc.)</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>LCFF - Supplemental</p>	<p>350.</p> <p>3000.</p>
<p>Action 2.7: Site funds will be used to purchase supplementary music and/or band instruments and supplies to provide all students with additional access to newer, modern visual/performing arts tools.</p>	2018-2019 School Year	Administration, Music/Band/Choir Teacher	Music/Band Instrument and Supplies Purchase and Repair	4000-4999: Books And Supplies	Site Formula Funds	1000.



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Action 2.8: All students will have the ability to sign up for after-school clubs that increase their College/Career and Career Tech exposure, offered through the BFLC - ranging from Homework Help to Lego Club, from Ballet to Crochet Club, from Minute to Win It to Student Yoga Club, and many more.</p> <p>Students will be given opportunities to participate in the Makerspace Club, where they are able to make and create things, utilize technology for innovation and learning, and have a safe area to tinker, explore, make things, and use problem-solving skills.</p>	2018-2019 School Year	Administration, BFLC technicians, Teacher(s), Instructional Assistant(s)	<p>Publicity of multiple clubs, after-school, through the BFLC.</p> <p>Teacher(s) or Instructional Assistant(s)</p>	<p>4000-4999: Books And Supplies</p> <p>2000-2999: Classified Personnel Salaries</p>	<p>Site Formula Funds</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p>	<p>100.</p> <p>750.</p>
<p>Action 2.9: To further expose students to Career/Technology Education, students in each of grades 3 and 4 will have an opportunity to receive six (6) 1-hour long sessions with an Artist in Residence, from the Sac Metro Arts Commission.</p>	2018-2019 School Year	Administration, Teachers	Contract for Teaching Artist Residencies	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	2700.

## 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 student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: All Subjects</b>
<b>LCAP/LEA GOAL:</b>
Goal 3: Processes and measures for continuous improvement and accountability are applied throughout the Local Education Agency (LEA) including personalized evaluation processes.  KRA 2: Educator Professional Learning Cycle  Teachers and administrators participate in a cycle of professional learning through reflection, collaboration, feedback and problem solving to strengthen classroom instruction and improve or innovate school supports and opportunities (Growing And Learning Together). (LCAP Goals 1-3)  Clarifying Elements: <ul style="list-style-type: none"><li>• Rubric reflections</li><li>• Professional Learning Communities</li><li>• Problem of Practice</li><li>• SWVL video application</li><li>• Micro-credentials</li></ul>
<b>SCHOOL GOAL #3:</b>
Administration will use new district-approved documents to chronicle classroom observations and educator personalized growth plans. Biweekly, educators will update their gradebooks in Illuminate Parent Portal. Additionally, students, staff, parents and community will continue to have opportunities to give input as it relates to district and site goals.
<b>Data Used to Form this Goal:</b>
In order to engage all stakeholders in the educational process, 100% of all learners will have access to practical systems that enable collaboration in the development and maintenance of personalized learning plans for all learners, as measured by PLP reports and online professional learning plan systems. Community surveys will be conducted annually to measure the effectiveness of the continual improvement process. Educators will have the opportunity to personalize their own learning goals by entering them on the district professional growth document and discussing their goals with administration.
<b>Findings from the Analysis of this Data:</b>
In 2018-2019, a new professional growth document for teachers was created. This document allows teachers to see their professional growth on a continuum and teachers choose one of the four teaching domains and one strand to focus on and submit reflections on over the course of the school year. Teachers who are in their evaluation year are able to participate in the process of self-evaluation using the district-created document. Feedback from the pilot year of the self-evaluation has been very positive.

**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 using district-created documents.  
 AMO 3.2 Fully integrate Student Information System (Illuminate).  
 AMO 3.3 Continue providing families access to data through parent and student portals, and access to online academic programs thru the school's Symbaloo.  
 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
<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.</p> <p>Site Administration will meet with their supervisors to establish professional learning focus area(s).</p> <p>District-created/approved documents will be used to document the outcome of the observations/meetings - by both educator and site administration.</p>	Ongoing during 2018-2019 School Year	Administration, Teachers	<p>Educator Professional Growth Plan (Conferences, Workshops, Materials, Trainings, Release Time)</p> <p>Substitute Teachers</p>	<p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>LCFF - Supplemental</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p>	<p>800.</p> <p>300.</p>
<p>Action 3.2: In order to fully integrate the Student Information System (Illuminate), new Office Staff will be trained on how to best utilize Illuminate, and all Office Staff will receive continued training/refreshers, as needed.</p>	2018-2019 School Year	Administration, Office Staff	No additional cost to the 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 the 2018-2019 Back to School Night. Login and access information is made available to parents in English and Spanish via the school website and through the PLP Secretary.</p> <p>Additional information related to student/parent login to personalized learning websites such as RenLearn (AR) will be shared with parents/guardians.</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, text messages, social media (Facebook/Instagram/Twitter), and phone calls, to participate school events, in discussions with site administration, as well as important parent meetings held at the school or at the district office.</p>	2018-2019 School Year	Administration, Teachers, Office Staff	Interpreting Services	2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1000.
			Bilingual Office Assistant	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	5925.
			Child Care at Parent Meetings	2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	500.
			Parent Training Materials	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	150.

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 a variety of avenues for student, parent, teacher feedback regarding district and site SPSA and LCAP goal areas.</p> <p>The School Site Council will review and advise SPSA annually.</p> <p>Surveys will be conducted for staff and students.</p>	2018-2019 School Year	Administration, Teachers	Varying Supplies for Parent/Stakeholder Meetings and/or Surveys	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	100.

## 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 student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: All Subjects</b>
<b>LCAP/LEA GOAL:</b>
Goal 4: Maintenance, grounds, custodial, food services, and health staff maintain all school facilities that are safe, healthy, hazard free, clean, and equipped for Next Gen/21st Century Learning
KRA 4: Cradle To Career Articulation
Articulate and provide meaningful college and career education experiences through everyday classroom instruction, expanded learning environments, family learning opportunities and facilities improvements. (LCAP Goals 1, 2, 4)
Clarifying Elements: <ul style="list-style-type: none"><li>• PreK- 8 PLP implementation</li><li>• Preschool and School Readiness</li><li>• Career Technical Education resources and articulation through SCOE</li><li>• Articulating Galt High School District pathways including agriculture and natural resources and engineering</li><li>• College partnerships, AVID</li><li>• NGSS Lesson Sequences with Career Connections</li><li>• Professional learning for Next Gen Classroom, BFLC, Maker Spaces, STEAM, Project-based Service Learning</li><li>• School Facilities Capacity and Equity</li></ul>
<b>SCHOOL GOAL #4:</b>
Valley Oaks staff will work collaboratively with district office personnel to ensure that school grounds and facilities are monitored, improved, 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, celebrating over 50 years of existence, having been built in 1966. Cuts in routine and deferred maintenance in previous years had 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).

Funds from local Measure K were earmarked for use at Valley Oaks to improve the infrastructure, interiors and exteriors of portions of the school.

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, had resulted in some disrepair and some negative community feedback regarding school facilities. With the repairs, improvements, and modernization that have occurred in the summer of 2018 and will continue through February of 2019, the following conditions have been/are being repaired, improved, and/or modernized:

- New roof, gutters, downspouts on Kinder/1st grade building, 2nd grade building, and 4th grade building.
- New drainage from gutters to underground dry wells for Kinder/1st, 2nd, and 4th grade buildings.
- New heating/air conditioning units and programmable thermostats for Kinder/1st, 2nd, and 4th grade buildings.
- New paneling/soffits on Kinder/1st, 2nd, and 4th grade buildings.
- New LED outdoor lighting for Kinder/1st, 2nd, and 4th grade buildings.
- New concrete walkway areas, leveled for water drainage.
- New exterior and door paint for Kinder/1st, 2nd, and 4th grade buildings.
- New roof, gutters, downspouts, and drainage for Multi-Use building (cafeteria/kitchen).
- New fire sprinklers installed in entire Multi-Use building.
- New underground water/gas lines installed to/from the Multi-Use building.
- New student and staff bathroom design and installation in the Multi-Use building.
- New walls and paneling in the cafeteria area of the Multi-Use building.
- New epoxy floor in the cafeteria and tile floor on the stage floor.
- New interior LED lighting in the cafeteria and stage area of the Multi-Use building.
- Completely redesigned and new kitchen area, with chiller/freezer area also completely redone to maximize efficiency.
- New paint to exterior of entire Multi-Use building.
- Black security fencing and gates with "panic" door openers installed all around school, ensuring only one entry point to the school during the school day.
- Exterior grounds update/beautification to the Administration (office) building and the BFLC (library) building to create a beautiful, drought-tolerant landscape.

**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 (0) Williams Facilities Complaints.  
 AMO 4.3 School menu will be planned according to federal nutritional guidelines.  
 AMO 4.4 Additional materials will be purchased to equip the Parent/Student Conference Room.  
 AMO 4.5 Materials/supplies will be provided by the school site to add to exterior grounds "beautification" projects.

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 "Good" rating, and to ensure that all repair, improvement, and modernization projects are done safely and according to the school/district specification, site administration will attend weekly "construction" meetings, with architect, contractor, and district personnel present.	2018-2019 School Year	Administration	No Cost to site			0
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 grounds and facility issues are addressed in the quickest manner possible and maintained throughout the school year through the use of digital Maintenance and Technology repair "Tickets".	2018-2019 School Year	Administration, Teachers, Custodial Staff, District Technology, Maintenance and Operations	No Cost to site			0
Action 4.3: Breakfast, lunch, and after-school menus will continue to follow federal nutritional guidelines.	2018-2019 School Year	Administration, Kitchen Staff, District Food Services	No Cost to site			0
Action 4.4: School funds will be used to purchase additional supplemental materials to properly equip the Student/Parent Conference Room. This room will be used to meet with students in small groups, for	2018-2019 School Year	Administration, Teachers	Materials/Equipment	4000-4999: Books And Supplies	Site Formula Funds	100.



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Foster/Family services to meet with students, for Parents to meet with teachers/school personnel for SSTs, IEPs, for Academic Conferences focused on student improvement, and other meetings/conferences with parents and/or staff.						
Action 4.5: Due to removal of benches that no longer met code, the school will purchase and have installed benches for the front entrance area (south) of the school office area.	2018-2019 School Year	Administration, Maintenance and Operations	Vinyl-Coated benches (3)	4000-4999: Books And Supplies	Site Formula Funds	400.

## 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. Certificated staff with significant years of service in the district, as well as positive evaluations, will have the opportunity to participate in the district "pilot self-evaluation" process. A newly-designed professional growth plan for all teachers will allow teachers to focus on their strengths and see their professional growth as a progression of will and skill. Additionally, certificated staff will have access to district mentors and curriculum coaches to help with guidance, advice, reflection, suggestions, and ideas to strengthen teaching practices and add more tools to their professional "tool belt."

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 November/early December to discuss professional learning focus area(s).	To be completed by December 2018	Administration Certificated staff members (33)	Substitutes	1000-1999: Certificated Personnel Salaries	Title I	285.00
Veteran certificated staff who have chosen the Self-Evaluation will adhere to and follow the district-prescribed guidelines for participation in the program.	To be completed by June 2019	Administration, Selected Certificated Staff Members	No cost to the school.			0
All certificated staff will have access to training and input from district-level mentors and curriculum coaches. The mentors and interns will help in all instructional areas, including Math, ELA, and NGSS (Science), as well as provide coaching for other personalized classroom needs (lesson planning, classroom management, etc.).	2018-2019 school year	Administration, Teachers, District Mentors and Curriculum Coaches	No cost to the school.			0

## 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	87,557.00	0.00
Title I Part A: Parent Involvement	2,794.81	1,144.81
LCFF - Supplemental	180,865.00	0.00
Site Formula Funds	36,239.00	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF - Supplemental	180,865.00
Site Formula Funds	36,239.00
Title I Part A: Basic Grants Low-Income and Neglected	87,557.00
Title I Part A: Parent Involvement	1,650.00
Title III Part A: Language Instruction for LEP Students	19,789.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	6,800.00
2000-2999: Classified Personnel Salaries	249,905.00
4000-4999: Books And Supplies	63,895.00
5000-5999: Services And Other Operating Expenditures	1,300.00
5800: Professional/Consulting Services And Operating	4,200.00

## 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	3,500.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	157,543.00
4000-4999: Books And Supplies	LCFF - Supplemental	18,322.00
5800: Professional/Consulting Services And	LCFF - Supplemental	1,500.00
2000-2999: Classified Personnel Salaries	Site Formula Funds	500.00
4000-4999: Books And Supplies	Site Formula Funds	34,939.00
5000-5999: Services And Other Operating	Site Formula Funds	800.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and	3,300.00
2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and	70,573.00
4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and	10,484.00
5000-5999: Services And Other Operating	Title I Part A: Basic Grants Low-Income and	500.00
5800: Professional/Consulting Services And	Title I Part A: Basic Grants Low-Income and	2,700.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,500.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	150.00
2000-2999: Classified Personnel Salaries	Title III Part A: Language Instruction for LEP	19,789.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	291,691.00
<b>Goal 2</b>	25,134.00
<b>Goal 3</b>	8,775.00
<b>Goal 4</b>	500.00

## 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				
Angela Herr		X			
Kristin Kendall		X			
Sara Murray		X			
Jolene Howard			X		
Kelly Cullers				X	
Maria Garcia				X	
Melissa Lehn-Anzaldua				X	
Lisa Rhodes				X	
Janet Sierra				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

**Recommendations and Assurances**

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School 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

English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

Other committees established by the school or district (list):

	Signature
	<i>Rufina Flores</i>
	Signature
	Signature
	Signature
	Signature
	Signature
	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

*David Nelson*  
 \_\_\_\_\_  
 Signature of School Principal

12/2/18  
 \_\_\_\_\_  
 Date

Kristin Kendall  
 \_\_\_\_\_  
 Typed Name of SSC Chairperson

*Kristin Kendall*  
 \_\_\_\_\_  
 Signature of SSC Chairperson

12/3/18  
 \_\_\_\_\_  
 Date



# The School Plan for Student Achievement

**School:** Vernon E. Greer Elementary School  
**CDS Code:** 34 67348 0119420  
**District:** Galt Joint Union ESD  
**Principal:** Stephanie Simonich  
**Revision Date:** 10/23/2017

The School 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:** Stephanie Simonich  
**Position:** Principal  
**Phone Number:** (209) 747-8950  
**Address:** 248 W. A Street  
Galt, CA 95632  
**E-mail Address:** [ssimonich@galt.k12.ca.us](mailto:ssimonich@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 Vision and Mission 2018-2019

Vernon E. Greer Elementary School is committed to achieving academic excellence by capitalizing on learner talents, strengths, and setting goals in order to personalize learning. We strive to create a safe and welcoming environment which fosters the development of caring, responsible, and engaged learners that are prepared to meet the challenges of being a citizen in a culturally diverse, technologically advanced, and scientifically progressive society. Our dedicated staff, supportive families, and generous community work collaboratively building a bright future for all learners.

At Vernon E. Greer Elementary, we strive

to create well rounded, engaging, and academically challenging learning experiences which capitalize on talents, strengths, and interests.

to use goal setting practices to achieve personal growth towards meeting or exceeding grade level standards in preparation for college and career.

to develop crucial life skills through social and emotional lessons.

to deepen mathematical knowledge in order to develop financial literacy.

to balance informational and literary texts while fostering reading, writing, listening, and speaking skills.

to participate in professional development as models of lifelong learning.

to acknowledge talents, strengths, and interests when collaborating as a professional learning community.

to communicate and collaborate with families so learners reach their greatest potential.

## **School Profile**

In 2013, the Galt Joint Union Elementary School District was awarded a Race to the Top Grant. With the implementation of this grant, our school continues to focus on providing personalized instruction to meet the needs of all learners.

In 2014, Vernon E. Greer Elementary School adopted the slogan, "My Personal Plan... My Personal Best!" This reflects efforts made towards personalizing instruction to meet individual learner needs. These efforts are strategically tied to the District's LCAP vision and goals.

In 2016, Vernon E. Greer Elementary was recognized as a California Gold Ribbon School. Personalization efforts were recognized and celebrated.

The Greer learner population of 466 learners is made up of 52% Hispanic and 35% White. This includes 24% who are English Learners, 14% who are identified with disabilities, and 68% socio-economically disadvantaged.

### **LCAP Goal Area 1**

Implement a personalized learning and strength-based growth plan for every learner that articulates and transitions to high school learning pathways while closing the achievement gap.

At Vernon E. Greer Elementary, we strive to build a climate of kindness and caring. Classroom meetings and restorative practices are implemented schoolwide. Additionally, all learners participate in social emotional lessons. Building a healthy community where children feel safe and are well is our top priority.

Building on a growth mindset, all learners set incremental goals to demonstrate and growth and achievement towards standards. Growth is acknowledged and celebrated. The power of believing that you can improve helps children believe that they can embrace challenges and overcome obstacles.

We work to sustain a strengths-based school culture building upon what learners naturally do best. Strengths spotting is introduced to our primary learners. When our learners begin fourth grade, they each complete a strengths inventory. All fourth, fifth, and sixth grade learners have identified their top three talents. Talents and strengths are applied in the process of learning.

Fifth and sixth grade learners complete an anonymous survey which measures their levels of hope, engagement, entrepreneurial and financial literacy at the beginning of the school year. In order to determine how we can support all learners, we collect primary hope and engagement data also. The data is examined and used for continuous improvement efforts. The beginning of the year data is compared to our own end of the year data collection. Improvement efforts are recognized and celebrated.

#### LCAP Goal Area 2

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

At Vernon E. Greer Elementary, all teachers belong to a grade-level Professional Learning Community. With a focus on learner outcomes, PLCs participate in Academic Team Meetings, Learning Events, Professional Development Days, and Wednesday PLC Meetings. A range of work is completed including: looking at and analyzing learner performance data; lesson planning; developing learning supports with identified learner needs; and monitoring pacing guides in relation to the California Common Core Standards grade-level expectations.

A Multi-Tiered System of Supports aligns our initiatives, supports, and resources for all teachers. The MTSS team is comprised of administration, teachers, and support staff. The team, along with the referring teacher, develop strategic supports that range from environmental and instructional accommodations to instruction of specific skills. Developing and providing learning supports is based on the whole child. The learner's strengths, talents, and interests are used to determine how best to meet individual needs. The teacher and team develop two goals specific to outcomes desired. A team member is assigned as a case manager to monitor and support the teacher and the learner

with a goal of closing the achievement gap, analysis of learner growth and achievement data helps to provide learners with research-based learning supports. Learners have access to personalized learner accommodations, individual or small group instruction provided by a teacher or a paraprofessional. Learners also have access to after school programs which include college, career, and interest based activities. In addition, we are most thankful that learners have access to a full time social worker.

Research-based interventions are based on formative and summative assessments. Learners that do not meet benchmarks receive assistance in the classroom through differentiated instruction and support from instructional assistants. Learner supports are adjusted as needed throughout the year. Along with teachers, a cadre of eight Instructional Assistants (IAs) provide the learning supports. Their schedule is flexible and meets the needs of our learners. Each TK-3rd grade classroom receives an average of 75 minutes per day of instructional support. Learners in need of support outside of the classroom have access to after school programs through After School Education and Safety (ASES). Extended Day opportunities are provided as well as ABC tutoring through the Bright Future Learning Center (BFLC).

Curriculum, instruction, and materials are aligned with the California Common Core Standards and next Generation Science Standards.

#### LCAP Goal Area 3

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

Professional development is personalized and supports the successful implementation of the California Common Core Standards. Teachers and support staff are encouraged to attend Learning Events that cater to their personal learning needs. Learning Events are held monthly. The District provides strategic release days and early release Wednesdays for capacity building. Our site leadership team has played an important part in the implementation of the personalization model and for increasing professional capacity.

District Curriculum Coaches provide continued professional development to help calibrate grade-level, site and district expectations. Coaches are welcomed into classrooms to support learning for all.

At Vernon E. Greer Elementary, all teachers complete a Professional Growth Plan. There are four domains included in the rubric. Teachers can choose from instructional, cognitive, interpersonal, or intrapersonal goals. Professional Growth Plan conferences are conducted three times during the year. Support is provided as requested.

All staff members have identified their own strengths and are encouraged to make the most of their natural talents. This knowledge is applied to their work in order to inspire 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).

Vernon E. Greer Elementary staff, parents, and learners annually participate in a focus group survey. This survey is conducted in a listening circle format. A diverse group of 4th, 5th, and 6th grade learners respond to open-ended questions relating to personalized learning and goal-setting. Staff and parents form the outside of the circle and participate by listening. At the end of the session, high interest topics are identified and a variety of ideas to address the topics are generated. In addition, 5th grade learners participate in a healthy kids survey. This survey provides information on the amount and the kind of bullying behaviors learners are faced with. The results help us improve our prevention efforts.

### **Classroom Observations**

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

At Vernon E. Greer Elementary, observations occur regularly throughout the year in all classrooms. The majority of observations are informal, mini-observations which include written feedback and a face-to-face follow-up conversation. Formal observations can also be conducted. District Curriculum Coaches 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. Teachers have access to a Swivl camera which can be used to gather audio and visual data.

### 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 Galt Joint Union Elementary School District measures growth and achievement using several measures. The NWEA Measures of Academic Progress (MAP) is a computer-adaptive assessment that measures the growth and achievement of English language arts and mathematics. Each learner has a personalized path based on the learning continuum of skills embedded in the California Common Core State Standards. District Reading, Writing, and Math Assessments are used as benchmark, formative assessments. The California Assessment of Student Performance and Progress (CAASPP) is also used to monitor English language arts/literacy and mathematics to ensure that all learners are prepared for college and career.

#### 2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers use formative and summative assessment data from a variety of sources to make instructional decisions for each learner. In addition, formative and summative data are used to make decisions about school climate and safety, and professional development needs. Each Wednesday, grade-level teachers meet as a professional learning community (PLC) to monitor each learner's growth toward 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)

Vernon E. Greer Elementary utilizes services of the District in advertising for vacancies. The District screens applicants in order to determine if applicants meet the NCLB definition of highly qualified. 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 Results: Academic Language and Literacy Instruction (RALLI). Greer teachers are also involved in the Next Generation Science Standards (NGSS) Early Implementation Initiative. Currently, we have seven teachers and one administrator who participate in cadre teams developing and delivering science lessons.

#### 5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development supports the successful implementation of the California Common Core State Standards with a focus on personalization. Teachers and support staff are encouraged to attend Learning Events that cater to their personal learning needs. Learning Events are determined by needs and held monthly. Our site Leadership Team plays an important part in the implementation of the personalization model and for increasing professional capacity. The District provides strategic release days and early release Wednesdays for capacity building.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Principals are responsible for the ongoing monitoring and evaluation of effective instruction. Site administration conducts on-going mini observations. Mini-observations include written feedback and a face-to-face follow-up conversation. District Curriculum Coaches 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.

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

All teachers participate in Professional Learning Community Meetings which focus on learner outcomes. A range of work is completed during the early release Wednesdays, including: looking at and analyzing learner performance data; lesson planning; developing learning supports with identified learner needs; and monitoring pacing guides in relation to the California Common Core Standards grade level expectations.

### Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Curriculum, instruction, and materials are aligned with the California Common Core Standards and Next Generation Science Standards. District Curriculum Coaches provide continued unit and lesson development training to help calibrate grade-level expectations across the school district. Learners are provided differentiated instruction and support through the development and implementation of their Personalized Learning Plans.

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

The recommended instructional minutes for reading/language arts, mathematics, and physical education are met. Teachers submit daily schedules which are shared with both administration and the District Office.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Learning supports are built into the school day and adjusted as needed throughout the year. Research-based interventions are based on formative and interim assessments. Along with teachers, a cadre of eight instructional assistants (IAs) provide the learning supports. Their schedule is flexible and meets the needs of learners. Each TK-3rd grade classroom receives an average of 90 minutes of instructional support per day.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Standards-aligned textbooks and instructional materials are available to all learners in every classroom.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All learners have access to the SBE adopted materials. Currently, learners have access to Benchmark Advance, SIPPS, Eureka Math, Illustrative Math, CRLP RALLI materials, NGSS learning sequences, and blended learning programs.

## Opportunity and Equal Educational Access

### 13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Learners that do not meet benchmarks receive assistance in the classroom through differentiated instruction and support from instructional assistants. Learners in need of support outside of the classroom have access to after school programs through After School Education and Safety (ASES). Extended Day opportunities are provided and well as ABC tutoring through the Bright Future Learning Center (BFLC). Additionally, a comprehensive Multi-tiered System of Supports (MTSS) process is in place. The MTSS team is comprised of administration, teachers, and support staff. The team, along with the referring teacher, develop strategic supports that range from environmental and instructional accommodations to instruction of specific skills. Developing and providing learning supports is based on the whole child. The learner's strengths, talents, and interests are used to determine how best to meet individual needs. The teacher and team develop two goals specific to outcomes desired. A team member is assigned as a case manager to monitor and support the teacher and the learner. An actions grid is used for accountability.

### 14. Research-based educational practices to raise student achievement

High impact instructional strategies are used to support personalized learning efforts.

## Parental Involvement

### 15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Vernon E. Greer Elementary is honored to be a recipient of State funds which provide for an after-school program. The After School Education and Safety Program services learners Monday through Friday from 2:30 p.m.- 6:00 p.m.

Vernon E. Greer Elementary is fortunate to house a full time social worker. Our social worker implements programs which support all learners 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 is responsible for various programs aimed at reducing or eliminating the high risk factors that interfere with learning. Our social worker provides support to learners, families, and staff. There is a focus on attendance intervention, developing behavior contracts, and providing on-going workshops for parents and staff.

Health services are provided under the supervision of a qualified school nurse. Vision screening, dental screening, hearing tests, first aid, and health counseling are among the services. The district nurse, along with our school health clerk, are available to address health problems that interfere with the learning process.

The Bright Future Learning Center (BFLC) technician provides enriching activities when learners and families visit. Learners may check out library books during their scheduled library time or during open library time. The BFLC aides in personalizing learning and is utilized as an enrichment hub which offers and supports blended learning opportunities beyond the classroom. Additionally, the BFLC provides after school clubs based on learner interests. The BFLC is open Monday through Friday from 8:00 a.m. - 6:00 p.m.

Teachers and administration communicate regularly. In addition to face-to-face conversations, phone calls, emails, newsletters, and the site website are used. Additionally, a phone messaging system provides current school information to families.

We welcome volunteers in both the classrooms and the school office. There are opportunities for both parent or community volunteers to assist.



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 child'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 and review all information sent home from school
- Attend Back to School Night, Parent-Teacher Conferences, Open House and other school events

### Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

School Wide Program (SWP) funds will be utilized to provide support for all learners by providing for supplemental support and overall improvement of the school's educational program. Learners not meeting standards, including learners from the English Learner subgroup, Socioeconomically Disadvantaged subgroup, and Students with Disabilities benefit from the resources provided by state and federal funds including Supplemental Concentration, Title I, and Title III. Services provide support in literacy and math learning.

18. Fiscal support (EPC)

All categorical and targeted funds are aligned to LCAP and site goals. Additionally, Supplemental and Categorical funds are used to lower class size. Educator Effectiveness funds are used to support teacher professional development.

### **Description of Barriers and Related School Goals**

Meeting the learning needs and interests of our diverse population of learners is our primary barrier. We strive to ensure all learners have access to core curriculum and the California Common Core State Standards.

Additional barriers include:

1. Time for teacher collaboration, lesson planning, and visitations
2. Providing research-based, high impact instructional strategies

While working to close the achievement gap, school goals include:

1. 100% of TK-6th learners and student groups will meet academic growth goals in ELA and Mathematics as related to the CCCSS.
2. 100% of TK-6th learners and student groups 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.

#### Problem of Practice

How do we provide coherent and rigorous foundational skills instruction in order to develop readers with the capacity to comprehend texts across a range of types and disciplines by the end of third grade?

Improve phonological awareness

Solve the phoneme/grapheme code of English

Improve word attack and spelling skills

Improve phonological awareness

Strengthen word attack and spelling skills

Decode words accurately and fluently

To become a better reader, a learner needs to read;

uninterrupted

a lot

All Intermediate Learners

54/64 = 84% of learners that did not meet fluency scored a 1 or 2 on CAASPP 2017-2018

223/320 = 70% of learners met their Accelerated Reader Points Goal

30% of learners did not meet their Accelerated Reader Points Goal

Emotion and Motivation is perhaps the most important component when working with students who are struggling readers. This component is related to the desire to read and the affective or emotional element surrounding reading.

Writing enhances students' ability to read.

#### The Purpose Impact of Independent Reading

- A learner's reading level is an indicator of performance level
- In order to increase a learner's reading level, the learner needs to read

#### Expectations

- Learner engagement
- Evidence of structure
- Learning intentions
- Teacher feedback to learners
- Teacher and learner Relationships

#### Creating a Culture of Reading

- Protected time to read
- Status of the class
- Book Talks
- Book choice coaching
- Reading conferences

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	71	55	61	71	55	61	71	55	61	100	100	100
Grade 4	81	66	59	81	66	59	81	66	59	100	100	100
Grade 5	82	84	62	81	84	62	81	84	62	98.8	100	100
Grade 6	90	75	78	89	74	78	88	74	78	98.9	98.7	100
All Grades	324	280	260	322	279	260	321	279	260	99.4	99.6	100

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2385.2	2392.9	2435.5	7	9.09	26.23	24	23.64	26.23	27	32.73	32.79	42	34.55	14.75
Grade 4	2449.0	2456.8	2482.8	16	19.70	27.12	22	27.27	32.20	28	15.15	18.64	33	37.88	22.03
Grade 5	2488.0	2485.6	2509.3	10	14.29	17.74	23	30.95	38.71	44	20.24	27.42	22	34.52	16.13
Grade 6	2509.8	2505.4	2517.2	6	8.11	5.13	39	24.32	46.15	34	40.54	29.49	22	27.03	19.23
All Grades	N/A	N/A	N/A	10	12.90	18.08	27	26.88	36.54	34	26.88	27.31	29	33.33	18.08

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	11	1.82	29.51	41	47.27	45.90	48	50.91	24.59	
Grade 4	11	21.21	32.20	42	51.52	54.24	47	27.27	13.56	
Grade 5	11	22.62	24.19	58	46.43	58.06	31	30.95	17.74	
Grade 6	10	13.51	20.51	59	56.76	52.56	31	29.73	26.92	
All Grades	11	15.77	26.15	50	50.54	52.69	39	33.69	21.15	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	7	16.36	18.03	54	50.91	54.10	39	32.73	27.87
Grade 4	12	22.73	25.42	57	50.00	50.85	31	27.27	23.73
Grade 5	19	21.43	14.52	42	47.62	61.29	40	30.95	24.19
Grade 6	10	12.16	11.54	55	48.65	60.26	35	39.19	28.21
All Grades	12	18.28	16.92	52	49.10	56.92	36	32.62	26.15

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>
<b>Grade 3</b>	7	5.45	24.59	75	74.55	65.57	18	20.00	9.84
<b>Grade 4</b>	10	9.09	18.64	72	66.67	71.19	19	24.24	10.17
<b>Grade 5</b>	11	13.10	14.52	80	65.48	70.97	9	21.43	14.52
<b>Grade 6</b>	11	10.81	16.67	76	67.57	70.51	13	21.62	12.82
<b>All Grades</b>	10	10.04	18.46	76	68.10	69.62	14	21.86	11.92

<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>
<b>Grade 3</b>	13	10.91	22.95	51	60.00	57.38	37	29.09	19.67
<b>Grade 4</b>	15	21.21	20.34	62	54.55	61.02	23	24.24	18.64
<b>Grade 5</b>	17	22.62	27.42	64	44.05	61.29	19	33.33	11.29
<b>Grade 6</b>	15	22.97	23.08	69	56.76	55.13	16	20.27	21.79
<b>All Grades</b>	15	20.07	23.46	62	53.05	58.46	23	26.88	18.08

**Conclusions based on this data:**

1. This is the fourth year of CAASPP data. The data shows not all learners are mastering grade-level standards in the area of English Language Arts/Literacy. Additionally, the data shows that all learners made 15% growth.
2. Further analysis of the data is needed in order to successfully utilize this information to inform instructional practices.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	71	55	61	71	55	61	71	55	61	100	100	100
Grade 4	82	66	59	82	66	59	82	66	59	100	100	100
Grade 5	83	84	62	82	84	62	82	84	62	98.8	100	100
Grade 6	90	75	78	89	74	78	89	74	78	98.9	98.7	100
All Grades	326	280	260	324	279	260	324	279	260	99.4	99.6	100

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2404.5	2425.0	2442.7	7	5.45	18.03	28	36.36	36.07	34	36.36	32.79	31	21.82	13.11
Grade 4	2428.6	2456.6	2471.9	2	9.09	11.86	18	28.79	35.59	40	34.85	33.90	39	27.27	18.64
Grade 5	2469.0	2507.6	2505.5	9	17.86	24.19	10	23.81	17.74	34	38.10	24.19	48	20.24	33.87
Grade 6	2480.5	2518.1	2535.0	2	14.86	17.95	10	12.16	25.64	47	52.70	37.18	40	20.27	19.23
All Grades	N/A	N/A	N/A	5	12.54	18.08	16	24.37	28.46	39	40.86	32.31	40	22.22	21.15

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	14	25.45	29.51	41	38.18	50.82	45	36.36	19.67
Grade 4	7	19.70	23.73	29	36.36	40.68	63	43.94	35.59
Grade 5	13	32.14	33.87	30	29.76	25.81	56	38.10	40.32
Grade 6	3	17.57	30.77	33	40.54	38.46	64	41.89	30.77
All Grades	9	24.01	29.62	33	35.84	38.85	58	40.14	31.54

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>
<b>Grade 3</b>	15	18.18	29.51	55	60.00	45.90	30	21.82	24.59
<b>Grade 4</b>	7	15.15	16.95	50	51.52	55.93	43	33.33	27.12
<b>Grade 5</b>	6	17.86	19.35	30	38.10	41.94	63	44.05	38.71
<b>Grade 6</b>	2	16.22	17.95	54	54.05	53.85	44	29.73	28.21
<b>All Grades</b>	7	16.85	20.77	47	49.82	49.62	45	33.33	29.62

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>
<b>Grade 3</b>	13	27.27	26.23	61	56.36	62.30	27	16.36	11.48
<b>Grade 4</b>	5	16.67	23.73	51	48.48	54.24	44	34.85	22.03
<b>Grade 5</b>	10	19.05	19.35	40	57.14	48.39	50	23.81	32.26
<b>Grade 6</b>	4	14.86	14.10	56	52.70	53.85	39	32.43	32.05
<b>All Grades</b>	8	19.00	20.38	52	53.76	54.62	40	27.24	25.00

**Conclusions based on this data:**

1. This is the fourth year of CAASPP data. The data shows not all learners are mastering grade-level standards in the area of Mathematics. Additionally, the data shows that all learners made 10% growth.
2. Further analysis of the data is needed in order to successfully utilize this information to inform instructional practices.

## School and Student Performance Data

### ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1440.7	1458.5	1399.0	21
Grade 1	1494.3	1482.1	1505.9	17
Grade 2	1495.6	1486.0	1504.7	25
Grade 3	1523.7	1513.8	1533.1	15
Grade 4	*	*	*	*
Grade 5	*	*	*	*
Grade 6	1529.0	1514.0	1543.5	11
All Grades				107

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	13	61.90	*	*	*	*	*	*	21
Grade 1	12	70.59	*	*			*	*	17
Grade 2	15	60.00	*	*	*	*	*	*	25
Grade 3	*	*	*	*	*	*	*	*	15
Grade 4	*	*	*	*	*	*			*
Grade 5	*	*	*	*					*
Grade 6	*	*	*	*	*	*			11
All Grades	54	50.47	33	30.84	15	14.02	*	*	107

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	13	61.90	*	*	*	*	*	*	21
Grade 1	12	70.59	*	*			*	*	17
Grade 2	16	64.00	*	*	*	*	*	*	25
Grade 3	*	*	*	*	*	*	*	*	15
Grade 4	*	*	*	*	*	*			*
Grade 5	*	*							*
Grade 6	*	*	*	*	*	*			11
All Grades	64	59.81	27	25.23	11	10.28	*	*	107

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	21
Grade 1	12	70.59	*	*			*	*	17
Grade 2	13	52.00	*	*	*	*	*	*	25
Grade 3	*	*	*	*	*	*	*	*	15
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*					*
Grade 6	*	*	*	*	*	*	*	*	11
All Grades	43	40.19	37	34.58	17	15.89	*	*	107

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	17	80.95	*	*	*	*	21
Grade 1	14	82.35	*	*	*	*	17
Grade 2	15	60.00	*	*	*	*	25
Grade 3	*	*	*	*	*	*	15
Grade 4	*	*	*	*	*	*	*
Grade 5	*	*	*	*			*
Grade 6	*	*	*	*			11
All Grades	67	62.62	34	31.78	*	*	107

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	11	52.38	*	*	*	*	21
Grade 1	11	64.71	*	*	*	*	17
Grade 2	18	72.00	*	*	*	*	25
Grade 3	*	*	*	*	*	*	15
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			*
Grade 6	*	*	*	*			11
All Grades	66	61.68	33	30.84	*	*	107



Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	18	85.71	*	*	21
Grade 1	13	76.47	*	*	*	*	17
Grade 2	16	64.00	*	*	*	*	25
Grade 3	*	*	*	*	*	*	15
Grade 4	*	*	*	*	*	*	*
Grade 5	*	*	*	*			*
Grade 6	*	*	*	*	*	*	11
All Grades	40	37.38	50	46.73	17	15.89	107

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	12	57.14	*	*	*	*	21
Grade 1	*	*	*	*	*	*	17
Grade 2	14	56.00	*	*	*	*	25
Grade 3	*	*	*	*	*	*	15
Grade 4	*	*	*	*	*	*	*
Grade 5	*	*	*	*			*
Grade 6	*	*	*	*			11
All Grades	54	50.47	44	41.12	*	*	107

**Conclusions based on this data:**

1. ELPAC data mirrors CAASPP data for our learners. This indicates that they are closely aligned.
2. There were 7 learners that scored an overall Level 2.
3. Listening and Speaking scores are higher than Reading and Writing scores. We are goal setting with learners in their area of need based on the results of this assessment.

## School and Student Performance Data

### 2016-17 Chronic Absenteeism

	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rates
<b>African American</b>	1	1	*
<b>American Indian or Alaskan Native</b>	1	1	*
<b>Asian</b>	1	1	*
<b>Filipino</b>	1	1	*
<b>Hispanic or Latino</b>	294	38	12.9
<b>Did not Report</b>			
<b>Pacific Islander</b>	1	1	*
<b>Two or More Races</b>	19	4	21.1
<b>White</b>	178	16	9.0
<b>Male</b>	252	32	12.7
<b>Female</b>	255	29	11.4
<b>English Learners</b>	124	16	12.9
<b>Students with</b>	73	14	19.2
<b>Socioeconomically Disadvantaged</b>	324	53	16.4
<b>Migrant</b>	27	0	0.0
<b>Foster</b>	1	1	*
<b>Homeless</b>	16	4	25.0
<b>Kindergarten</b>	82	16	19.5
<b>Grades 1-3</b>	183	28	15.3
<b>Grades 4-6</b>	242	17	7.0
<b>Grades 7-8</b>			
<b>Grades K-8</b>	507	61	12.0
<b>Grades 9-12</b>			
<b>Ungraded Elementary and Secondary</b>			
<b>Total</b>	507	61	12.0

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

**KRA 1: Content Connections with Powerful Language Use**

Use key instructional strategies to increase rigor and academic language use across content areas for meaningful learning impact.

Clarifying Elements:

- Content connections through California Framework content integration model
- Foundational skills consistently addressed in reading, writing and math
- English Language Development
- NGSS implementation and use of notebooking

**KRA 3: Proactive, Strengths-based Supports & Opportunities**

Strengthen and align proactive and strengths-based academic, behavioral, and social emotional support to better ensure every learner growing, achieving and thriving.

Clarifying Elements:

- Multi-Tiered Systems of Support (MTSS) Implementation
- California Task Force on Special Education- One System: Reforming Education to Serve All Students
- GALLUP Strengths, Restorative Practice & School Climate
- Maximize Individual Growth
- Coherent and personalized supports and opportunities
- Academic Conferences

**KRA 4: Cradle To Career Articulation**

Articulate and provide meaningful college and career education experiences through everyday classroom instruction, expanded learning environments, family learning opportunities and facilities improvements.

Clarifying Elements:

- PreK- 8 PLP implementation
- Preschool and School Readiness
- Career Technical Education resources and articulation through SCOE
- Articulating Galt High School District pathways including agriculture and natural resources and engineering
- College partnerships, AVID
- NGSS Lesson Sequences with Career Connections
- Professional learning for Next Gen Classroom, BFLC, Maker Spaces, STEAM, Project-based Service Learning
- School Facilities Capacity and Equity

**SCHOOL GOAL #1:**

Developing a Personalized Learning Plan for every learner:

- Identifying and nurturing a learner's strengths, interests, aspirations, and academic needs related to the Common Core State Standards
- Ensuring all English learners are using Lexia and progress is monitored
- Facilitating individual, learner goal-setting opportunities and celebrations
- Creating a community for kindness and learning using classroom circles
- Personalizing with voice and choice using classroom circles

Implementing CCSS through blended and flexible learning environments

- Maintaining a learner-centered classroom that fosters a growth mindset
- Implementing 50% whole class and 50% small group ELA instruction using Benchmark materials
- Implementing NGSS
- Providing blended learning opportunities
- Providing service learning opportunities

Facilitating grade-level academic meetings

- Supporting PLC teams as they make ELA and math individual or small group instructional decisions

Using data, meaningful evaluation, and self reflection to continuously improve classroom instruction

- Collaborating with PLCs for school improvement
- Creating a Professional Learning Plan
- Personalizing professional development

Implementing a system of support for all learners

- Focusing on aligning the entire system of initiatives, supports, and resources
- Systematically addressing support for all students
- Endorsing Universal Design for Learning instructional strategies
- Integrating instructional and intervention support

Implementing Restorative Practices

- Using Affective Statements
- Asking Restorative Questions
- Facilitating Classroom Circles
- Facilitating Second Step

**Data Used to Form this Goal:**

Academic performance as measured by the California Assessment of Performance and Progress (CAASPP).

Academic growth goals on Personalized Learning Plans will be indicated by NWEA Measures of Academic Progress (MAP).

Grade-level reading benchmarks as measured by District Reading Assessments (DRAs).

Annual Measurement Achievement Objectives (AMAOs) for English Learners (EL) as measured by English Language Proficiency Assessments for California (ELPPAC).

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.

Hope and Engagement measured by GALLUP survey for fifth and sixth grade learners.

Learners' physical health and fitness will be indicated by percentages in the Healthy Fitness Zone (HFZ) as measured by the Physical Fitness Test (PFT).

**Findings from the Analysis of this Data:**

Hope and Engagement

37% Hopeful

63% Stuck

54% Engaged

46% Not

Service Learning

100% of learners participated in a service learning project.

Reading Spring MAP Growth Goals Met or Exceeded

First Grade = 84%

Second Grade = 66%

Math Spring MAP Growth Goals Met or Exceeded

First Grade = 90%

Second Grade = 37%

Reading Winter MAP Growth Goals Met or Exceeded

Third Grade = 58%

Fourth Grade = 57%

Fifth Grade = 55%

Sixth Grade = 61%

Math Winter MAP Growth Goals Met or Exceeded

Third Grade = 50%

Fourth Grade = 50%

Fifth Grade = 52%

Sixth Grade = 45%

Reading Winter MAP Correlation to CAASPP Level 3 or 4

Third Grade = 50%

Fourth Grade = 54%

Fifth Grade = 47%

Sixth Grade = 49%

Math Winter MAP Correlation to CAASPP Level 3 or 4

Third Grade = 63%

Fourth Grade = 36%

Fifth Grade = 25%

Sixth Grade = 29%

CAASPP ELA Met or Exceeded

Third Grade = 52%

Fourth Grade = 59%

Fifth Grade = 57%

Sixth Grade = 51%

**How the School will Evaluate the Progress of this Goal:**

CAASPP performance and progress will be analyzed and monitored.  
 CAASPP reports will be shared with staff, parents, and learners in order to set individualized learning goals.  
 NWEA MAP reports will be shared with staff, parents, and learners in order to determine individualized learning paths.  
 ELPAC performance and progress will be analyzed in order to determine a learner's progress towards learning English.  
 ELPAC performance will be used to support personalized Designated English Language Development instruction.  
 Attendance and Absenteeism data will be analyzed and monitored in order to prevent an achievement gap.  
 Suspension and Expulsion data will be analyzed and monitored in order to ensure we are building a positive school culture which fosters a climate of respect.  
 GALLUP Survey results will be analyzed in order to ensure we are creating engaging classrooms which build hope.  
 Physical Fitness Test data will be analyzed in order to ensure we continue to increase the number of learners in the Healthy Fitness Zone.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Ensure all learners will have a Personalized Learning Plan which will include baseline information from the NWEA MAP assessment</p> <p>Action description: Administer computer adaptive academic assessment (MAP) for first through sixth grade</p> <p>Develop PLP profile with learners which will include learner strengths, interests, and goals</p> <p>Conduct learner-led parent conferences</p>	2018-2019	Teachers, Site Administration, Coaches, and Learners	Interpreting Services	1000-1999: Certificated Personnel Salaries	Title I	1000.00
<p>Increase the number of learners, school-wide and in subgroups, who will meet grade-level reading benchmarks (District Reading Assessments).</p> <p>Action description: Facilitate grade-level Academic Conferences which will be scheduled at the beginning of the year and at</p>	2018-2019	Teachers, Site Administration, and Paraprofessionals	<p>Zoo Phonics</p> <p>SIPPS Curriculum</p> <p>Reading Materials</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>LCFF - Supplemental</p> <p>LCFF - Supplemental</p> <p>LCFF - Supplemental</p>	<p>137.92</p> <p>4185.00</p> <p>26.16</p>



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>the end of the first and second trimester</p> <p>Purchase the third edition of SIPPS instructional materials for second grade teachers and instructional assistants</p> <p>Provide professional development in SIPPS Beginning and Extension levels to all primary teachers and instructional assistants</p> <p>Facilitate monthly MTSS meetings to discuss learners who have attendance, behavior, or academic needs</p>						
<p>Increase the number of English Learners meeting AMAO 1.</p> <p>Increase the number of English Learners meeting AMAO 2.</p> <p>Improve the school-wide reclassification rate each year.</p> <p>Improve school-wide reclassification rate by sixth grade.</p> <p>Action description: Designated English Language Development (ELD) will be taught 40 minutes each day, 5 days a week in each classroom</p> <p>All TK-6 teachers will implement RALLI core routines and strategies during science and social studies</p>	2018-2019	Teachers, Site Administration, Coaches, and Paraprofessionals				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional assistants will provided additional learner support during ELD instruction</p> <p>Release time will be provided for teachers to observe ELD lessons</p> <p>Analysis of RFEP and EL student group data will inform instruction and support learners</p>						
<p>Reduce the site truancy rate while maintaining the site attendance rate.</p> <p>Action description: The attendance office will continue to monitor absences and absence verification</p> <p>Student recognition and incentive programs will promote daily attendance</p> <p>The social worker will support chronic and habitual truant learners and families</p>	2018-2019	Site Administration, Secretary 1, and Social Worker	<p>Learner awards and incentives</p> <p>Learner awards and incentives</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>Title I</p> <p>Title I</p>	<p>212.27</p> <p>39.36</p>
<p>Continue to implement Youth Development Practices which engage, motivate, and inspire learners.</p> <p>Actions include: Provide learners with appropriate and safe classroom and school-wide procedures and routines</p> <p>Pilot the use of classroom meetings</p> <p>Implement Steps to Respect (anti-</p>	2018-2019	Site Administration, Teachers, and Social Worker	<p>Behavior Incentives</p> <p>Growth Mindset Books</p> <p>Bucket Filler Bracelets</p> <p>Bucket Filler Pencils</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Title I</p>	<p>275.13</p> <p>186.81</p> <p>140.00</p> <p>56.64</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>bullying) in fourth, fifth, and sixth grade</p> <p>Implement Stop and Think (social skills) in third grade</p> <p>Implement Second Step (social skills) in transitional kindergarten through third grade</p> <p>Explore additional ways to provide interest-based opportunities in the areas of visual and performing arts, science, technology, and service learning</p> <p>Provide strategic academic and behavior supports to identified learners through MTSS</p>						
<p>Improve fitness through increased percentage of the fifth grade learners in the Healthy fitness Zone (HFZ).</p> <p>Action description: Utilize FitnessGram software to monitor and support fitness goals</p> <p>Ensure all learners in each grade level receive the required number of physical education minutes during the school year</p> <p>Provide all learners opportunities to participate in physical activity breaks</p> <p>Implement an after school running club</p> <p>Implement a healthy school</p>	2018-2019	Site Administration and Teachers	Go Noodle	5000-5999: Services And Other Operating Expenditures	Title I	
			Fitness Gram	5000-5999: Services And Other Operating Expenditures	Title I	
			iPad	4000-4999: Books And Supplies	Title I	50.79

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
fundraiser (Jog-a-thon)						

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

**KRA 1: Content Connections with Powerful Language Use**

Use key instructional strategies to increase rigor and academic language use across content areas for meaningful learning impact.

Clarifying Elements:

- Content connections through California Framework content integration model
- Foundational skills consistently addressed in reading, writing and math
- English Language Development
- NGSS implementation and use of notebooking

**KRA 3: Proactive, Strengths-based Supports & Opportunities**

Strengthen and align proactive and strengths-based academic, behavioral, and social emotional support to better ensure every learner growing, achieving and thriving.

Clarifying Elements:

- Multi-Tiered Systems of Support (MTSS) Implementation
- California Task Force on Special Education- One System: Reforming Education to Serve All Students
- GALLUP Strengths, Restorative Practice & School Climate
- Maximize Individual Growth
- Coherent and personalized supports and opportunities
- Academic Conferences

**KRA 4: Cradle To Career Articulation**

Articulate and provide meaningful college and career education experiences through everyday classroom instruction, expanded learning environments, family learning opportunities and facilities improvements.

Clarifying Elements:

- PreK- 8 PLP implementation
- Preschool and School Readiness
- Career Technical Education resources and articulation through SCOE
- Articulating Galt High School District pathways including agriculture and natural resources and engineering
- College partnerships, AVID
- NGSS Lesson Sequences with Career Connections
- Professional learning for Next Gen Classroom, BFLC, Maker Spaces, STEAM, Project-based Service Learning
- School Facilities Capacity and Equity

**SCHOOL GOAL #2:**

Implementing CCSS through blended and flexible learning environments

- Maintaining a learner-centered classroom that fosters a growth mindset
- Implementing 50% whole class and 50% small group ELA instruction using Benchmark materials
- Implementing NGSS
- Providing blended learning opportunities
- Providing service learning opportunities

Facilitating grade-level academic meetings

- Supporting PLC teams as they make ELA and math individual or small group instructional decisions

Developing a Personalized Learning Plan for every learner:

- Identifying and nurturing a learner's strengths, interests, aspirations, and academic needs related to the Common Core State Standards
- Ensuring all English learners are using Lexia and progress is monitored
- Facilitating individual, learner goal-setting opportunities and celebrations
- Creating a community for kindness and learning using classroom circles
- Personalizing with voice and choice using classroom circles

Using data, meaningful evaluation, and self-reflection to continuously improve classroom instruction

- Collaborating with PLCs for school improvement
- Creating a Professional Learning Plan
- Personalizing professional development

Implementing a system of support for all learners

- Focusing on aligning the entire system of initiatives, supports, and resources
- Systematically addressing support for all students
- Endorsing Universal Design for Learning instructional strategies
- Integrating instructional and intervention support

Implementing Restorative Practices

- Using Affective Statements
- Asking Restorative Questions
- Facilitating Classroom Circles
- Facilitating Second Step

**Data Used to Form this Goal:**

Academic performance as measured by the California Assessment of Performance and Progress (CAASPP)

Academic growth goals on Personalized Learning Plans will be indicated by NWEA Measures of Academic Progress (MAP)

Grade-level reading benchmarks as measured by District Reading Assessments (DRAs)

Annual Measurement Achievement Objectives (AMAOs) for English Learners (EL) as measured by English Language Proficiency Assessments for California (ELPAC)

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

**Findings from the Analysis of this Data:**



Hope and Engagement

37% Hopeful

63% Stuck

54% Engaged

46% Not

Service Learning

100% of learners participated in a service learning project.

Reading Spring MAP Growth Goals Met or Exceeded

First Grade = 84%

Second Grade = 66%

Math Spring MAP Growth Goals Met or Exceeded

First Grade = 90%

Second Grade = 37%

Reading Winter MAP Growth Goals Met or Exceeded

Third Grade = 58%

Fourth Grade = 57%

Fifth Grade = 55%

Sixth Grade = 61%

Math Winter MAP Growth Goals Met or Exceeded

Third Grade = 50%

Fourth Grade = 50%

Fifth Grade = 52%

Sixth Grade = 45%

Reading Winter MAP Correlation to CAASPP Level 3 or 4

Third Grade = 50%

Fourth Grade = 54%

Fifth Grade = 47%

Sixth Grade = 49%

Math Winter MAP Correlation to CAASPP Level 3 or 4

Third Grade = 63%

Fourth Grade = 36%

Fifth Grade = 25%

Sixth Grade = 29%

CAASPP ELA Met or Exceeded

Third Grade = 52%

Fourth Grade = 59%

Fifth Grade = 57%

Sixth Grade = 51%

**How the School will Evaluate the Progress of this Goal:**

Continue to implement the California Common Core State Mathematics Standards  
 100% of Kindergarten-fifth grade learners are taught with the Engage New York Mathematics  
 100% of sixth grade learners are taught with Illustrative Mathematics  
 Continue to implement the California Common Core State English Language Arts and English Language Development Standards  
 100% of learners are taught with Benchmark Advance  
 Core lead teachers will continue to implement the Next Generation Science Standards  
 Continue to provide blended learning opportunities  
 100% of all learners utilize technological resources as needed in order to support academic growth  
 Continue to provide service learning opportunities  
 100% of all learners participate in service learning

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Maintain and support teacher leadership and capacity.  Action Description: Provide voluntary, monthly ELA Leadership meetings  Conduct academic team meetings  Provide monthly ELA, ELD, and mathematics Learning Events  Support the NGSS Leadership Team with planning and observation time	2018-2019	Teachers, Site Administration, and Coaches	Release Time	1000-1999: Certificated Personnel Salaries	Title I	
Maintain and support service learning opportunities for all learners  Action Description: Provide a service learning Learning Event	2018-2019	Teachers, Site Administration, Coaches, and Service Learning Coordinator				
Provide Extended Day Support	2018-2019	Teachers, Site Administration, Coaches, and ASES Coordinator	Certificated teachers provide instruction to learners for academic acceleration	2000-2999: Classified Personnel Salaries	Title I	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide MTSS CCSS Support	2018-2019	Teachers and Site Administration	Instructional Support	1000-1999: Certificated Personnel Salaries	Title I	1000.00
Provide learning supports through a system of support	2018-2019	Teachers and Site Administration	Release time to allow one primary and one intermediate teacher attend monthly meetings Explore and purchase resources to use as classroom learning supports	1000-1999: Certificated Personnel Salaries	Title I	400.00
Utilize on-line learning tools to support individualized learning pathways  Offer Chromebooks with internet access to learners	2018-2019	Teachers and Site Administration	Edgenuity  Headphones	5000-5999: Services And Other Operating Expenditures 4000-4999: Books And Supplies	LCFF - Supplemental  Title I	800.00  321.94
Offer choice in learning (rotation schedule, STEM, VAPA, Project-based strands)	2018-2019	Teachers and Site Administration	Classroom resources	5000-5999: Services And Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures		
Provide supplemental materials and professional development to support CCSS (literacy, ELD and mathematics) and NGSS instructional programs	2018-2019	Teachers and Site Administration	History Resources  Accelerated Reader	4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental  Title I	703.63  6539.00
Intermediate Planners	2018-2019	Teachers	Executive Functioning	4000-4999: Books And Supplies	Title I	247.90
Provide Common Core Mathematics Parent Trainings	2018-2019	Administration	Treats	4000-4999: Books And Supplies	Title I	61.20
Provide access to Common Core State Standards	2018-2019	Teachers, Site Administration,	Projectors and Document Cameras	4000-4999: Books And Supplies	Title I	2625.13

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		Coaches, and Service Learning Coordinator				

## 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 student performance 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 district, including personalized evaluation processes for educators.

KRA 2: Educator Professional Learning Cycle

Teachers and administrators participate in a cycle of professional learning through reflection, collaboration, feedback and problem solving to strengthen classroom instruction and improve or innovate school supports and opportunities (Growing And Learning Together).

Clarifying Elements:

- Rubric reflections
- Professional Learning Communities
- Problem of Practice
- SWVL video application
- Micro-credentials

KRA 4: Cradle To Career Articulation

Articulate and provide meaningful college and career education experiences through everyday classroom instruction, expanded learning environments, family learning opportunities and facilities improvements.

Clarifying Elements:

- PreK- 8 PLP implementation
- Preschool and School Readiness
- Career Technical Education resources and articulation through SCOE
- Articulating Galt High School District pathways including agriculture and natural resources and engineering
- College partnerships, AVID
- NGSS Lesson Sequences with Career Connections
- Professional learning for Next Gen Classroom, BFLC, Maker Spaces, STEAM, Project-based Service Learning
- School Facilities Capacity and Equity

**SCHOOL GOAL #3:**

Providing and supporting improvement opportunities

- Collaborating with PLCs for school improvement
- Implementing a professional learning cycle
- Monitoring learner reflective rubrics
- Personalizing the evaluation process
- Personalizing professional development

Implementing NGSS

- Teaching lesson sequences
- Maintaining grade-level leadership

Implementing service learning

- Maintaining grade-level projects

**Data Used to Form this Goal:**

Grade-level PLC Wednesday agenda  
Teacher Learning and Reflective Rubric  
Teacher evaluation process

**Findings from the Analysis of this Data:**

All administrators and teachers will participate in one or more PLCs  
All administrators and teachers will participate in a professional learning cycle  
All administrators and teachers will complete a Learning and Reflective Rubric  
All administrators and teachers will participate in the evaluation process  
All administrators and teachers will participate in personalized professional development  
Continue to use the SPSA data, community surveys for staff, parents, and learners input used by LEA and stakeholder groups in the yearly revision of the LCAP and annual update reporting

**How the School will Evaluate the Progress of this Goal:**

100% of administrators and teachers will use Google Docs to complete a Learning and Reflective Rubric  
100% of teachers will meet with administrators to reflect on learning three times during the school year  
100% of teachers will receive written feedback and meet with administrators after each mini-evaluation  
Increased stakeholder engagement by utilizing community surveys for parent, student, and 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
<p>Meet with teachers individually to conference about their Learning and Reflective Rubric</p> <p>Conduct mini-observations followed by written feedback and meet with administrators after each mini-evaluation</p>	2018-2019	Site Administration and Teachers	Substitute coverage for Learning and Reflective Rubric meetings	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	
Communicate learner progress using the Illuminate Parent Portal	2018-2018	Site Administration and Teachers	Progress and Performance			

## 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 student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: All</b>
<b>LCAP/LEA GOAL:</b>
<p>Goal 4: School facilities are safe, healthy, hazard free, clean and equipped for 21st century learning. 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.</p> <p>KRA 4: Cradle To Career Articulation</p> <p>Articulate and provide meaningful college and career education experiences through everyday classroom instruction, expanded learning environments, family learning opportunities and facilities improvements.</p> <p>Clarifying Elements:</p> <ul style="list-style-type: none"> <li>• PreK- 8 PLP implementation</li> <li>• Preschool and School Readiness</li> <li>• Career Technical Education resources and articulation through SCOE</li> <li>• Articulating Galt High School District pathways including agriculture and natural resources and engineering</li> <li>• College partnerships, AVID</li> <li>• NGSS Lesson Sequences with Career Connections</li> <li>• Professional learning for Next Gen Classroom, BFLC, Maker Spaces, STEAM, Project-based Service Learning</li> <li>• School Facilities Capacity and Equity</li> </ul>
<b>SCHOOL GOAL #4:</b>
The school will work collaboratively with the district supervisors to maintain high standards for our school facilities.
<b>Data Used to Form this Goal:</b>
In order for 100% of all learners to participate in the educational process at clean and hazard free schools for 21st Century learning, facilities shall maintain “Good” standard of repair and condition as measured by the California Facilities Inspection Tool (FIT). Facility conditions will be monitored and reported on a quarterly basis via the Williams Quarterly Report. Health and wellness will be supported by nutritional menus based on federal guidelines.
<b>Findings from the Analysis of this Data:</b>
The Galt Joint Union Elementary School District has passed a bond. The funds will be used to improve building facilities. This will include repairs and new construction.



**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
Continue recycling efforts and education with Cal Waste	2018-2019	Site Administration				
Identify routine repairs and deferred maintenance projects  Complete projects using state rules and guideline	2018-2019	Site Administration and Maintenance Supervisor				
Inventory site textbook sufficiency	2018-2019	Site Administration				
Provide Communication Tools	2018-2019	Site Administration and Maintenance Supervisor	Portable Radios	4000-4999: Books And Supplies	Title I	337.76

## Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

### Centralized Service Goal #1

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Arts and Mathematics.</b>
<b>SCHOOL GOAL #1:</b>
Improve Reading and Mathematics Achievement.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase the number of learners, school-wide and in student groups, who will meet grade-level reading and mathematics benchmarks.	2018-2019	Site Administration, Coaches and Paraprofessionals	Provide staffing for instructional assistant support	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	74,818.00
			Provide staffing for instructional assistant support	2000-2999: Classified Personnel Salaries	Title I	32,573.00

**Centralized Services for Planned Improvements in Student Performance**

Centralized Service Goal #2

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #2:</b>

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**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #3:</b>

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**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #4:</b>

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)
Title I	51,504.00	38,010.07
Title I Part A: Parent Involvement	1,644.00	1,644.00
LCFF - Supplemental	86,205.00	80,352.29

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF - Supplemental	5,852.71
Title I	13,493.93

**Summary of Expenditures in this Plan**

**Total Expenditures by Object Type**

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	2,400.00
4000-4999: Books And Supplies	9,607.64
5000-5999: Services And Other Operating Expenditures	7,339.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	LCFF - Supplemental	5,052.71
5000-5999: Services And Other Operating	LCFF - Supplemental	800.00
1000-1999: Certificated Personnel Salaries	Title I	2,400.00
4000-4999: Books And Supplies	Title I	4,554.93
5000-5999: Services And Other Operating	Title I	6,539.00



## Summary of Expenditures in this Plan

### Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	6,310.08
Goal 2	12,698.80
Goal 4	337.76

## 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
Stephanie Simonich	X				
Tina Homdus			X		
Jill Daluz		X			
Linda Pappas		X			
Emily Oliveira		X			
Kim Silveria		X			
Mindy Williams			X	X	
Oralia Ramos				X	
Matt Wood				X	
Margarita Blumberg				X	
Tiffany Quiel				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>4</b>	<b>2</b>	<b>5</b>	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

**Recommendations and Assurances**

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

State Compensatory Education Advisory Committee

X English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

Other committees established by the school or district (list):

\_\_\_\_\_  
Signature  
*Rosa Aguilar*  
\_\_\_\_\_  
Signature  
\_\_\_\_\_  
Signature  
\_\_\_\_\_  
Signature  
\_\_\_\_\_  
Signature  
\_\_\_\_\_  
Signature  
\_\_\_\_\_  
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:

Stephanie Simonich \_\_\_\_\_ *Stephanie Simonich* 12/4/2018  
Typed Name of School Principal Signature of School Principal Date

Jill Daluz \_\_\_\_\_ *Jill Daluz* 12/4/18  
Typed Name of SSC Chairperson Signature of SSC Chairperson Date

# The School Plan for Student Achievement

**School:** McCaffrey Middle School  
**CDS Code:** 34 67348 0100040  
**District:** Galt Joint Union ESD  
**Principal:** Ron Rammer  
**Revision Date:** November 8, 2018

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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

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## School Vision and Mission

### 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 high quality first instruction, and
4. to inspire active, responsible, lifelong learners.

As a CALLI ( California Language and Learning Innovations Collaborations) school, our vision is for students to produce authentic writing that shows deepened content understanding.

## School Profile

"Learners Today, Leaders Tomorrow" is the motto for Robert L. McCaffrey Middle School. In the 2018-19 school year, McCaffrey Middle School (MMS) has nearly 100 classified and certificated staff serving 883 seventh and eighth grade students. Our learner population is composed of 37% White, 63% Latino and within this population approximately 12% of our learners have disabilities, 12% are English Learners and 72% are socio-economically disadvantaged youth.

## Comprehensive Needs Assessment Components

### Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

### Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

McCaffrey Middle School students, parents and staff have participated in some of the following surveys: Youth Development Network Fish Bowl, Facilities Master Plan Survey, Gallup Student Wellness Survey, Staff Google Surveys, Student Safety Survey and the West Ed Survey. These surveys revealed a need for additional anti-bullying programs and education, a desire for a cleaner, well maintained campus and class offerings related to career paths.

Summary of Results: For more information on these surveys, please see attached documents at the end of this plan.

### Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

School administrators perform formal and informal observations of both classified and certificated staff. Classroom mini-observations (informal) as well formal observations are recorded utilizing the Google Docs. These take place on a regular basis with

staff receiving immediate feedback. Select staff that have volunteered to participate in the pilot Professional Learning Cycle Reflective Rubric number 3 of our 47 certificated staff. 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 throughout the school year. Students and parents have access to the parent portal to self monitor learner progress and performance. All content areas, with a focus on math and language, employ common assessments in an effort to truly report out student growth and progress in a consistent manner.

### Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All teachers meet 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 Google Docs. 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 and district wide collaboration days as well as weekly Wednesday collaboration time. Current professional development addresses several key refinement areas (KRAs) including implementation of newly adopted ELA/ELD materials (Amplify) (KRA 1, 2, 3, 4). Continued support for and development of consistent school-wide use of key literacy strategies for English Learners is supported by on-going professional learning through our partnership with CALLI and ongoing refresher training of CALL (Content Area Language and Literacy) routines (KRA 1). NGSS (Next Generation Science Standards) implementation continues with the development of rigorous, standards-based learning sequences (KRA 1), and ELD lead teachers (1.6 FTE) and curriculum coaches provide leadership and professional development in training CALL and CALLI routines.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

The school continues to provide professional development in order to fully implement Common Core State Standards (CCSS) as addressed in #4 above. With the continued implementation of the rigorous CPM (College Preparatory Math) program, various professional development opportunities are available and attended by the math staff in an effort to gain strategies necessary to fill content knowledge gaps in foundational math in an effort to balance mathematics pacing with learner needs (implementation of the web based Gooru navigator to fill math competencies that are lacking (October, 2018) and a Math Support teacher effective November 13, 2018 (KRA 1). The GJUESD district and site administrators (principals), and teacher leaders (academic coaches) will participate in district trainings based on the findings and recommendations of the CALLI (California Language and Learning Innovation Collaborations) team in order to support learners' use of language to access complex text and engage in effective expression of content knowledge (KRA 1).

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. These collaborations are designed to promote a greater consistency in the use of research-based instructional strategies. (KRA 2)

### Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All McCaffrey Middle School curriculum and instructional materials are aligned to the the current CCSS and Next Generation Science Standards (NGSS) content and performance standards.

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

McCaffrey Middle School meets the recommended instructional minutes for all core subjects including but not limited to literacy and math.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The year long schedule of McCaffrey Middle School allows teachers the flexibility to incorporate sufficient intervention courses before, during and after school. Teaming (math, science, social studies and language arts) allows teachers the time to meet with students on an individual basis during advisory and class periods. Assistance and support is provided by site and district academic coaches.

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. Our Multi-Tiered Systems of Support (MTSS) incorporates the Common Core State Standards, high-quality first instruction, and personalized and differentiated learning opportunities to meet the academic and behavioral needs of all learners. The MTSS process begins with targeted interventions based on a learner's individual needs. Each school site has developed a MTSS team. The MTSS site team meets on a monthly basis to review learner progress and documentation of learner support. This team consists of administration, psychologists, social workers, counselors teachers, PLP secretary and specialists. In an effort to meet the needs of underperforming students, a math intervention teacher and instructional assistants are employed in the areas of ELD, math, language arts, strategies classes and other core areas as needed (KRA 3).

### 14. Research-based educational practices to raise student achievement

McCaffrey Middle School utilizes research based educational practices garnered from NGSS, CALLI, CALL and other state documents when appropriate. 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, instructional assistant, After School Education and Safety (ASES) program, AVID, Curriculum Coaches, extended Bright Future Learning Center (BFLC) hours, Math Intervention teacher 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. McCaffrey Middle School has elected a School Site Council (SSC) to develop this Single Plan and budget in order to meet the needs of the school. The English Learner Advisory Committee (ELAC) made up of parents and facilitated by administration advises the school on the program for English Learner students. The SSC is responsible for monitoring the parent involvement policies and practices and understands that in order for children to be successful in school, parents need to be actively involved in their children's education. That is formalized in our school compact. The parent portion of our school compact reads as follows:

As a parent, I understand that my participation in my student's education will help his /her achievement and attitude. Therefore, I will continue to carry out the following responsibilities to the best of my ability:

- Make sure my child is on time and prepared every day for school
- Monitor my child's homework and make sure study time is in a quiet place
- Support the school's/district's homework, discipline and attendance policies
- Know how my child is doing in school by communicating with teachers, especially if I have concerns
- Celebrate my child's achievements, and help my child accept consequences for negative behavior
- Ask my child about his/her school day daily and review all information sent home from school
- Attend Back to School Night, Parent-Teacher Conferences, Open House and other school events

Students not meeting standards will receive assistance in the classroom through differentiated instruction and support from instructional assistants. Students in need of support outside of the regular classroom will have access to before and after school programs through After School Education and Safety (ASES), the Galt Assisted Learning and Enrichment Program (GALEP), Math Intervention teacher and the Migrant Ed funding of before and after school tutoring for math and language arts.

Student Study Team (SST) 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, social worker 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. The process is coordinated by our school counselor.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

McCaffrey Middle School has SSC and ELAC committees whose membership includes staff, student(s) and parents. At the site level, there is an active Leadership Committee as well as individual grade level teams (math, science, social studies, language arts and physical education) that meet on a regular basis to process ideas and issues that directly impact student achievement. The McCaffrey Advisory Committee (MAC) meets on a monthly basis to discuss school issues and ideas. Each of the 37 advisory classes send a representative to the meeting who then goes back to their advisory class and reports back to their advisory class.

### Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Schoolwide Program funds will be utilized to provide support for all students. This will happen by providing supplemental support in an effort to improve the overall educational programs. Students not meeting academic standards, including students from the English Learner student group, Socio-economically Disadvantaged student group, Students with Disabilities, Migrant Education students and Foster Youth will benefit from the resources provided by state and federal funds including Supplemental and Concentration (EIA), Title I and Title III.

18. Fiscal support (EPC)

Title I, Title III, Supplemental and Concentration (EIA) and Centralized Services to provide support (Bilingual Instructional Assistants, Bilingual Office Assistants, Instructional Assistants, Coach, Campus Monitor).

### **Description of Barriers and Related School Goals**

1. Students inability to understand and use basic fundamental mathematics skills and demonstrate conceptual understanding.
2. Students inability to plan, develop and organize their thoughts into a cohesive essay supported by evidence.
3. Students inability to use academic language to effectively express their content knowledge in writing or during academic discourse.
4. Any form of bullying has a negative impact on student well-being and engagement.
5. Inadequate time for structured planning, collaboration and professional learning.
6. Student exposure to Career Technical Education (CTE) is essential.

These barriers are addressed in the following school goals and actions sections that follow.

1. PLPs developed collaboratively by administration, teachers, parents, and the student will inform the instructional plan developed for each learner to meet their academic growth needs.
2. McCaffrey Middle School will implement CCSS, NGSS and school wide literacy through ongoing professional learning in CALLI strategies, CALL routines and academic discourse strategies for all content areas, as well as through a variety of personalized and blended learning environments while closing the achievement gap.
3. School site will use meaningful evaluation and self-reflection to continuously improve classroom instruction and student achievement. Frequent opportunities for teachers to conduct meaningful analysis, evaluation and self reflection of both instructional practices and student data in order to improve classroom instruction and student achievement.
4. An Educator Professional Growth Plan developed by certificated staff will be valued and supported by administration. This important process will be addressed on an ongoing basis with administration to ensure all necessary support and funding is provided.
5. The implementation of teams (math, science, social studies, language arts) will support success for all learners by ensuring individual needs are being discussed and addressed.

6. McCaffrey Middle School will be a safe, healthy, clean, hazard free and well equipped campus for 21st Century Learning.
7. Begin strategizing with the high school district and SCOE on the development and implementation of CTE classes or clubs at the middle school that directly lead into pathways offered at the local high schools.

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	424	469	449	420	464	443	420	464	443	99.1	98.9	98.7
Grade 8	403	427	473	399	416	470	398	416	470	99	97.4	99.4
All Grades	827	896	922	819	880	913	818	880	913	99	98.2	99

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students																
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 7	2533.9	2531.3	2531.2	9	8.84	10.84	36	35.34	32.73	29	28.88	26.86	26	26.94	29.57	
Grade 8	2561.3	2565.4	2560.3	9	14.18	10.85	39	36.06	39.15	35	30.77	29.57	18	18.99	20.43	
All Grades	N/A	N/A	N/A	9	11.36	10.84	38	35.68	36.04	32	29.77	28.26	22	23.18	24.86	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	18	18.97	21.67	50	48.49	43.12	33	32.54	35.21
Grade 8	20	24.52	21.91	54	49.76	50.43	26	25.72	27.66
All Grades	19	21.59	21.80	52	49.09	46.88	30	29.32	31.33

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	21	16.20	22.57	50	55.08	45.60	29	28.73	31.83
Grade 8	16	19.95	16.17	58	55.05	58.09	26	25.00	25.74
All Grades	18	17.97	19.28	54	55.06	52.03	28	26.96	28.70

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	14	10.13	10.61	68	65.95	67.04	18	23.92	22.35
Grade 8	15	12.26	15.53	70	74.52	68.09	15	13.22	16.38
All Grades	14	11.14	13.14	69	70.00	67.58	16	18.86	19.28

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	17	20.26	22.12	59	54.96	51.47	25	24.78	26.41
Grade 8	20	26.92	25.11	60	55.29	57.45	20	17.79	17.45
All Grades	18	23.41	23.66	59	55.11	54.55	23	21.48	21.80

**Conclusions based on this data:**

1. Learners need to participate in structured learning experiences that provide the opportunity for them to demonstrate their understanding of the text. The academic literacy needs of our learners will continue to be addressed by all teachers through their use of strategies learned in the Content Area Language and Literacy (CALL) program and California Language and Learning Innovation (CALLI).
2. Learners need to participate in structured learning experiences that provide the opportunity for them to produce clear and purposeful writing. The academic literacy needs of our learners will be addressed by all teachers through their use of strategies learned in the CALL program and CALLI. In addition to these two educational partners (CALL and CALLI), our literacy coach will work closely with content area teachers in an effort to implement the most effective literacy strategies. Our three literacy strategy focus areas are: 1. deconstructing the task or prompt, 2. concrete reading and writing process (steps for completing a writing task and Says, Means, Matters analysis tool) 3. use of academic language strategies (strong, clearer protocol) and 4. strategies for accessing complex text (previewing, chunking, main idea/summarizing).

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	424	469	448	420	466	442	420	466	442	99.1	99.4	98.7
Grade 8	404	427	474	400	418	471	399	418	471	99	97.9	99.4
All Grades	828	896	922	820	884	913	819	884	913	99	98.7	99

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	2525.1	2516.3	2518.8	11	8.58	15.16	20	22.96	20.14	41	34.98	28.96	27	33.48	35.75
Grade 8	2531.3	2551.5	2530.5	13	19.38	12.95	15	19.38	18.47	34	26.08	29.72	38	35.17	38.85
All Grades	N/A	N/A	N/A	12	13.69	14.02	18	21.27	19.28	38	30.77	29.35	32	34.28	37.35

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	17	18.03	21.49	42	38.63	32.58	41	43.35	45.93
Grade 8	18	25.36	17.20	34	33.73	36.73	48	40.91	46.07
All Grades	17	21.49	19.28	38	36.31	34.72	45	42.19	46.00

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	19	12.45	19.91	50	51.50	46.15	32	36.05	33.94
Grade 8	16	21.77	16.35	55	42.34	51.38	29	35.89	32.27
All Grades	17	16.86	18.07	52	47.17	48.85	30	35.97	33.08

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	14	12.45	16.06	56	59.23	52.26	30	28.33	31.67
Grade 8	14	21.53	14.23	57	49.76	50.53	29	28.71	35.24
All Grades	14	16.74	15.12	56	54.75	51.37	29	28.51	33.52

**Conclusions based on this data:**

1. Learners need to participate in structured learning experiences that provide the opportunity for them to demonstrate their understanding of mathematical concepts and procedures. This will be addressed by teachers participating in on-going training addressing the implementation and strategies of the College Preparatory Math Program (CPM).
2. Learners need to participate in structured learning experiences that provide the opportunity for them to demonstrate their understanding of the text in an effort to solve real world and mathematical problems. This will be addressed by teachers participating in on-going training addressing the implementation and strategies of the CPM program as well as Gooru Navigator (provides personalized instruction on math competencies that an individual student is lacking). A Math Intervention teacher is also provided to help support both EL and EO students in an effort to close their math achievement gap.
3. Teachers need to be clear and purposeful in their use of daily personalized learning targets in order to monitor learner progress. These learning targets will be clearly stated both visually (on the board) and verbally (through opening dialogue).

## School and Student Performance Data

### ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 7	1545.3	1537.9	1552.2	44
Grade 8	1529.4	1516.3	1542.3	30
All Grades				74

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 7	16	36.36	20	45.45	*	*	*	*	44
Grade 8	*	*	11	36.67	*	*	*	*	30
All Grades	25	33.78	31	41.89	11	14.86	*	*	74

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 7	23	52.27	16	36.36	*	*	*	*	44
Grade 8	15	50.00	*	*	*	*	*	*	30
All Grades	38	51.35	25	33.78	*	*	*	*	74

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 7	14	31.82	12	27.27	12	27.27	*	*	44
Grade 8	*	*	*	*	*	*	*	*	30
All Grades	23	31.08	17	22.97	20	27.03	14	18.92	74

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 7	18	40.91	23	52.27	*	*	44
Grade 8	*	*	21	70.00	*	*	30
All Grades	25	33.78	44	59.46	*	*	74



Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 7	29	65.91	14	31.82	*	*	44
Grade 8	19	63.33	11	36.67			30
All Grades	48	64.86	25	33.78	*	*	74

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 7	15	34.09	12	27.27	17	38.64	44
Grade 8	*	*	*	*	15	50.00	30
All Grades	23	31.08	19	25.68	32	43.24	74

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 7	15	34.09	28	63.64	*	*	44
Grade 8	*	*	23	76.67			30
All Grades	22	29.73	51	68.92	*	*	74

**Conclusions based on this data:**

1. Learners need to participate in structured small group learning experiences that provide the opportunity for them to demonstrate their understanding of the text in an effort to solve real world and mathematical problems. This will be addressed by teachers participating in on-going training addressing the implementation and strategies of the CPM program as well as Gooru Navigator (provides personalized instruction on math competencies that an individual student is lacking). A Math Intervention teacher is also provided to help support both EL and EO students in an effort to close their math achievement gap.
2. Learners need to participate in structured learning experiences that provide the opportunity for them to produce clear and purposeful writing. The academic literacy needs of our learners will be addressed by all teachers through their use of strategies learned in the CALL program and CALLI. In addition to these two educational partners (CALL and CALLI), our literacy coach will work closely with content area teachers in an effort to implement the most effective literacy strategies. Our three literacy strategy focus areas are: 1. deconstructing the task or prompt, 2. concrete reading and writing process (steps for completing a writing task and Says, Means, Matters analysis tool) 3. use of academic language strategies (strong, clearer protocol) and 4. strategies for accessing complex text (previewing, chunking, main idea/summarizing).

## School and Student Performance Data

### 2016-17 Chronic Absenteeism

	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rates
African American	18	3	16.7
American Indian or Alaskan Native	1	1	*
Asian	21	1	4.8
Filipino	1	1	*
Hispanic or Latino	530	55	10.4
Did not Report	1	1	*
Pacific Islander	1	1	*
Two or More Races	1	1	*
White	345	48	13.9
Male	479	51	10.6
Female	460	57	12.4
English Learners	81	12	14.8
Students with	127	25	19.7
Socioeconomically Disadvantaged	549	79	14.4
Migrant	49	3	6.1
Foster	1	1	*
Homeless	35	6	17.1
Kindergarten			
Grades 1-3			
Grades 4-6			
Grades 7-8	939	108	11.5
Grades K-8	939	108	11.5
Grades 9-12			
Ungraded Elementary and Secondary			
<b>Total</b>	<b>939</b>	<b>108</b>	<b>11.5</b>

## 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 student performance 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:**

Goal 1: Develop and implement personalized learning and strengths-based growth plans for every student that articulate and transition to high school learning pathways while closing the achievement gap.

**KRA 1: Content Connections with Powerful Language Use**

Use key instructional strategies to increase rigor and academic language use across content areas for meaningful learning impact. (LCAP Goals 1 & 2)

**Clarifying Elements:**

- Content connections through California Framework content integration model
- Foundational skills consistently addressed in reading, writing and math
- English Language Development
- NGSS implementation and use of notebooking

**KRA 3: Proactive, Strengths-based Supports & Opportunities**

Strengthen and align proactive and strengths-based academic, behavioral, and social emotional support to better ensure every learner growing, achieving and thriving. (LCAP Goals 1-3)

**Clarifying Elements:**

- Multi-Tiered Systems of Support (MTSS) Implementation
- California Task Force on Special Education- One System: Reforming Education to Serve All Students
- GALLUP Strengths, Restorative Practice & School Climate
- Maximize Individual Growth
- Coherent and personalized supports and opportunities
- Academic Conferences

**KRA 4: Cradle To Career Articulation**

Articulate and provide meaningful college and career education experiences through everyday classroom instruction, expanded learning environments, family learning opportunities and facilities improvements. (LCAP Goals 1, 2, 4)

**Clarifying Elements:**

- PreK- 8 PLP implementation
- Preschool and School Readiness
- Career Technical Education resources and articulation through SCOE
- Articulating Galt High School District pathways including agriculture and natural resources and engineering
- College partnerships, AVID
- NGSS Lesson Sequences with Career Connections
- Professional learning for Next Gen Classroom, BFLC, Maker Spaces, STEAM, Project-based Service Learning
- School Facilities Capacity and Equity

**SCHOOL GOAL #1:**

Personalized Learning Plans (PLPs) developed collaboratively by administration, teachers, parents, and the student will inform the instructional plan developed for each learner to meet their academic growth goals and needs.

**Data Used to Form this Goal:**

1. Academic performance growth goals on PLPs will be determined by Measures of Academic Progress (MAP) percentile rank comparisons. 2018-2019 will be our baseline data year.
2. State progress indicators are established by the California Assessment of Student Performance and Progress (CAASPP).
3. English Learner (EL) students will be measured by English Language Proficiency Assessment for California (ELPAC). 2018-2019 will be our baseline data year.
4. Chronic absence and truancy will be measured by truancy rates and district attendance analysis of chronic absences. The actual Average Daily Attendance is 95.35% our goal is to increase by 1% to 96%.
5. Positive learning environment indicators will include Suspension & Expulsion rates. McCaffrey Middle School's current suspension rate is 7.2% and the expulsion rate is 0%.
6. Student physical health and fitness will be indicated by percentages of student in the Healthy Fitness Zone (HFZ) as measured by the Physical Fitness Test (PFT). Currently McCaffrey Middle School students fall into the following percentages meeting HFZs for the following: 1-mile run (Aerobic Capacity) 56%, Body Mass (Body Composition) Index 51% , Curl-Up (Abdominal Strength) 91%, Trunk (Extension) Lift 95%, Push-Ups (Upper Body Strength) 75%, Sit and Reach 69% and Shoulder Stretch 69% (both are flexibility).
7. Dropout Rate is 0%.
8. Core Subject Area Performance Data for 2017-18 Seventh Grade Renaissance Program qualifiers: Top Dog Level (Superintendent's Honor Roll) is 16% of the student population, Gold Level (Principal's Honor Roll) is 10% of the student population, and Green Level (does not correspond to a honor roll level) is 27% of the student population. The total qualifying number of 7th grade students in the 3rd trimester of the 2017-2018 school year is 53% of the total population.
9. Reclassification rates.

**Findings from the Analysis of this Data:**

In order to provide McCaffrey Middle School students with a rigorous Common Core State Standards curriculum that will prepare them for college or career, all students will do the following:

1. meet or exceed their PLP goals,
2. students with an Individualized Education Plan (IEP) will be monitored using multiple measures including MAP, state assessments, ELPAC, chronic absence and truancy rates, healthy fitness zones, and district assessments.

**How the School will Evaluate the Progress of this Goal:**

AMO 1.1 The percentage of students reporting being "Hopeful/Engaged" will increase 5% from 36% to 41% for "hope" and 5% from 46% to 51% for "engaged" based on the results of the previous year.

AMO 1.2 The misassignment of teachers will be maintained at 0%.

AMO 1.3 100% of IEPs will be affirmed in SEIS by the end of each academic year.

AMO 1.4a The percentage of students meeting/exceeding their personal growth target for Reading for the year will increase 5%, from 53% to 58% as measured by MAP.

AMO 1.4b The percentage of students meeting/exceeding their personal growth target for Math for the year will increase 5%, from 53% to 58% as measured by MAP.

AMO 1.5a The percent of students meeting/exceeding the 70th percentile in Math in the winter (trimester 2) will increase 5% from 27% to 32% as measured by MAP (this is our baseline using percentile ranking).

AMO 1.5b The percent of students meeting/exceeding the 70th percentile in Reading in the winter (trimester 2) will increase 5% from 29% to 34% as measured by MAP (this is our baseline using percentile ranking).

AMO 1.6a The percentage of students in grades 7-8 meeting or exceeding the standard in ELA (data taken from CAASPP website - test results) on the CAASPP will increase 5%, from 33% to 38%.

AMO 1.6b The percentage of students in grades 7-8 meeting or exceeding the standard in Math (data taken from CAASPP website - test results) on the CAASPP will increase 5%, from 47% to 52%.

AMO 1.7a Cohort of EL students less than five years attaining English proficiency will be our new baseline with an expectation of a 5% increase each year as measured by the ELPAC.

AMO 1.7b Cohort of EL students greater than five years attaining English proficiency will be our new baseline with an expectation of a 5% increase each year as measured by the ELPAC.

AMO 1.8 Percentage of English Learners making Annual Progress in Learning English will increase by 5% or greater, from 61% to 66% as measured by the ELPAC.

AMO 1.9 The English Learner reclassification rate will increase by 1% or greater, from 21% to 22% or higher.

AMO 1.10 Chronic absenteeism will decrease by 3% or greater, from 11.6% to 8.6%; while maintaining district attendance at 96% or greater.

AMO 1.11 The suspension rate will decrease by 1%, from 7.2% to 6.2% and the expulsion rate will be maintained at 0%.

AMO 1.12 The middle school dropout rate will be maintained at 0%.

AMO 1.13 The percentage of students in grade 7 in the HFZ will increase by 3% in all areas. 1-mile run (Aerobic Capacity) 56 to 59%, Body Mass (Body Composition) Index 51 to 54% , Curl-Up (Abdominal Strength) 91 to 94%, Trunk (Extension) Lift 95 to 98%, Push-Ups (Upper Body Strength) 75 to 78%, Sit and Reach 69 to 72% and Shoulder Stretch 69 to 72% (both are flexibility).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Action 1.1 Support advisory period class enabling teachers to work with individual learners and their PLP's.</p> <p>Continued support of teaming (math, science, social studies, ELA).</p> <p>Assemblies/presentations to build hope and engagement including the PLUS (Peer Leaders Uniting Students) program and the incentives that go along with the program</p> <p>EAOP (Early Academic Outreach Program) will provide college preparation for underrepresented students</p> <p>Strategies for Change Program targets students that have issues with drugs and/or alcohol</p> <p>Too Good for Violence Program</p>	'18-'19 school year	Admin / staff	<p>Translation, both verbal and written, during school start-up, parent conferences, and ongoing needs</p> <p>Team support through release time for collaboration</p> <p>Assemblies / presentation expenses</p> <p>PLUS Program incentives</p> <p>EAOP Program (no cost)</p> <p>Strategies for Change (no cost)</p> <p>Too Good for Violence (no cost)</p>	<p>2000-2999: Classified Personnel Salaries</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>4000-4999: Books And Supplies</p>	<p>LCFF - Supplemental</p> <p>LCFF - Supplemental</p> <p>LCFF - Supplemental</p> <p>LCFF - Supplemental</p>	<p>10,000</p> <p>5,000</p> <p>6,000</p> <p>3,000</p> <p>0</p> <p>0</p> <p>0</p>
Action 1.2 Any vacancies will be filled by Highly Qualified Teachers.	'18-'19 school year	Admin	no cost			0
Action 1.3 Ensure IEP's are properly implemented by all staff.	'18-'19 school year	Special Education Teachers, Regular Education Teachers, and Admin	No cost			0
<p>Action 1.4 Support the MAP assessment to ensure individual growth and validity.</p> <p>Provide supplemental materials and professional development for all content areas in an effort to increase academic achievement.</p>	'18-'19 school year	Admin / staff	<p>Professional Development including Conferences and Workshops</p> <p>Purchase library books to update and maintain our collection</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>10,000</p> <p>4,500</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Supplies needed for each student in order to complete the MAP assessment	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2,500
			Purchase tech programs (examples could include programs such as Quill, Mangahigh, Sum Dog, etc)	5000-5999: Services And Other Operating Expenditures	Title I	4,000
Action 1.5 Support the MAP assessment to ensure overall growth and validity (costs are reflected in Action 1.4).	'18-'19 school year	Admin / staff	No cost			0
Action 1.6 Support student achievement on the CAASP	'18-'19 school year	Admin / staff	Professional Development including Conferences and Workshops	5000-5999: Services And Other Operating Expenditures	Title I	5,000
Action 1.7 Improve the academic achievement of ELLs by providing necessary support throughout the school day including our designated ELD and AVID classes.	'18-'19 school year	Admin / staff	Bilingual Instructional Assistants	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	47,000
			Bilingual Office Assistants	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	6,000
			Assemblies/Presentations	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	3,000
			ASES support / Instructional Assistant	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	13,000
			AVID summer training	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	10,000
			AVID / ELD field trips	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	5,000
			AVID substitutes for collaboration and field trips	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2,500



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			ELD Professional Development	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	5,000
			Math ELD support teacher	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	55,000
			Language Arts ELD support teacher	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	45,000
Action 1.8 Additional certificated support of ELLs to maximize student achievement as supported by the district (.6 ELD teacher - see Action 1.7 for cost).	'18-'19 school year	Teachers	No cost			0
Action 1.9 Maximize resources to increase the reclassification rate of our ELLs (see Actions 1.7 and 1.8).  Provide release time for ELD support.	'18-'19 school year	Teacher / Bilingual IA/ Bilingual Office Assistant	Release time for ELD teachers to collaborate			0
Action 1.10 Provide personnel and strategies / activities / incentives to decrease the truancy rate.  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.	'17-'18 school year	Admin / Support Staff	Perfect attendance recognition and celebration	4000-4999: Books And Supplies	Title I	5,000
			Staff will attend training / workshops on drop-out prevention, truancy, absenteeism, attendance, etc	5000-5999: Services And Other Operating Expenditures	Title I	1,000
			Provide release time when the attendance secretary has to focus on SARB reports	2000-2999: Classified Personnel Salaries	Title I	1,500
Action 1.11 Provide incentives and support to decrease suspensions as supported by Action 1.10.						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action 1.12 Provide incentives and support to maintain a 0% drop-out rate as supported by Action 1.10.	'18-'19 school year	Admin / staff	No cost			0
Action 1.13 Support physical education classes with needed material that will have a positive impact on learner's healthy fitness zone.	'18-'19 school year	Admin / staff	Conferences and workshops to build staff knowledge on activities that would have a positive impact on a learner's healthy fitness zone	5000-5999: Services And Other Operating Expenditures	Title I	1,000
			Supplies to build staff knowledge on activities that would have a positive impact on a learner's healthy fitness zone	4000-4999: Books And Supplies	Title I	1,000

## 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 student performance 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.

**KRA 1: Content Connections with Powerful Language Use**

Use key instructional strategies to increase rigor and academic language use across content areas for meaningful learning impact. (LCAP Goals 1 & 2)

**Clarifying Elements:**

- Content connections through California Framework content integration model
- Foundational skills consistently addressed in reading, writing and math
- English Language Development
- NGSS implementation and use of notebooking

**KRA 3: Proactive, Strengths-based Supports & Opportunities**

Strengthen and align proactive and strengths-based academic, behavioral, and social emotional support to better ensure every learner growing, achieving and thriving. (LCAP Goals 1-3)

**Clarifying Elements:**

- Multi-Tiered Systems of Support (MTSS) Implementation
- California Task Force on Special Education- One System: Reforming Education to Serve All Students
- GALLUP Strengths, Restorative Practice & School Climate
- Maximize Individual Growth
- Coherent and personalized supports and opportunities
- Academic Conferences

**KRA 4: Cradle To Career Articulation**

Articulate and provide meaningful college and career education experiences through everyday classroom instruction, expanded learning environments, family learning opportunities and facilities improvements. (LCAP Goals 1, 2, 4)

**Clarifying Elements:**

- PreK- 8 PLP implementation
- Preschool and School Readiness
- Career Technical Education resources and articulation through SCOE
- Articulating Galt High School District pathways including agriculture and natural resources and engineering
- College partnerships, AVID
- NGSS Lesson Sequences with Career Connections
- Professional learning for Next Gen Classroom, BFLC, Maker Spaces, STEAM, Project-based Service Learning
- School Facilities Capacity and Equity

**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:**

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. English Learner (EL) students will be measured by the ELPAC.
4. Student physical health and fitness will be indicated by percentages of student in the Healthy Fitness Zone (HFZ) as measured by the Physical Fitness Test (PFT). Currently McCaffrey Middle School students fall into the following percentages meeting HFZs for the following: 1-mile run (Aerobic Capacity) 65%, Body Mass (Body Composition) Index 60%, Curl-Up (Abdominal Strength) 91%, Trunk (Extension) Lift 91%, Push-Ups (Upper Body Strength) 77%, Sit and Reach 66% and Shoulder Stretch 66% (both are flexibility).
5. Core Subject Area Performance Data for 2017-18 Seventh Grade Renaissance Program qualifiers: Top Dog Level (Superintendent's Honor Roll) is 16% of the student population, Gold Level (Principal's Honor Roll) is 10% of the student population, and Green Level (does not correspond to a honor roll level) is 27% of the student population. The total qualifying number of 7th grade students in the 3rd trimester of the 2017-2018 school year is 53% of the total population.
6. Reclassification rates.

**Findings from the Analysis of this Data:**

In order to provide McCaffrey Middle School students with a rigorous Common Core State Standards curriculum that will prepare them for college or career, all students will do the following:

1. Meet or exceed their PLP goals,
2. Students with an Individualized Education Plan (IEP) will be monitored using multiple measures including Measures of Academic Progress (MAP), state assessments, CELDT, chronic absence and truancy rates, healthy fitness zones, and district assessments.

**How the School will Evaluate the Progress of this Goal:**

- AMO 2.1 Continue CCSS implementation with 100% of all students taught with current CCSS aligned district materials and supplemental resources.
- AMO 2.2 Continue ELD Standards implementation with 100% of all English Learners taught with current ELD Standards-aligned district materials and supplemental resources.
- AMO 2.3 100% of science teachers will receive NGSS professional development.
- AMO 2.4 100% of all students utilize technological resources as needed in order to support academic growth.
- AMO 2.5 100% of all students will continue to have access to courses in the Visual and Performing Arts (VAPA).
- AMO 2.6 100% of all grade 7 and 8 students will continue to have access to Career Technical Education opportunities.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Action 2.1 Design and revision of units of study using currently adopted materials adapted for and supplemented with bridge materials through units jointly developed by grade level Professional Learning Communities (PLCs) and aligned with the CCSS and NGSS.</p> <p>Instructional/Bilingual Assistants will support the development of literacy and mathematics strategies that allow students to show growth towards being College and Career Ready (see Goal 1 actions).</p> <p>An independent reading program (Accelerated Reader through Renaissance Learning) will be used to support student literacy growth as outlined by the ELA/ELD framework.</p>	'18 -'19 school year	Admin / staff	ASES support / Instructional Assistant- see Goal 1	2000-2999: Classified Personnel Salaries		0
			Bilingual Instructional Assistants (2) - see Goal 1	2000-2999: Classified Personnel Salaries		0
			Bilingual Instructional Assistants (2) - see Goal 1	2000-2999: Classified Personnel Salaries		0
			Renaissance Learning	5800: Professional/Consulting Services And Operating Expenditures	Title I	12,000
			Translation as needed - see Goal 1			
			Department support through release time for collaboration - see Goal 1	5000-5999: Services And Other Operating Expenditures		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action 2.2 Continue ELD Standards implementation with 100% of all English Learners taught with current ELD Standards-aligned district materials and supplemental bridge resources (includes the PLUS program).	'18 -'19 school year	Admin / Staff	Supplemental materials for ELD instruction	4000-4999: Books And Supplies	LCFF - Supplemental	5,000
			Professional Development including Conferences and Workshops - see Goal 1 PLUS program yearly fee	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	500
Action 2.3 100% of middle school students are taught integrated life, earth, physical science and engineering units in order continue our progress with NGSS.  Provide supplemental materials.  Participate in NGSS professional development.	'18 -'19 school year	Admin / staff	Professional Development to fully implement NGSS	5000-5999: Services And Other Operating Expenditures	Title I	4,000
			Supplemental Materials and Supplies for science	4000-4999: Books And Supplies	Title I	8,000
Action 2.4 100% of all students utilize technological resources as needed in order to support academic growth.	'18 -'19 school year	Admin / staff	Hardware	4000-4999: Books And Supplies	Title I	40,000
Action 2.5 100% of all students will continue to have access to courses and clubs in the Visual and Performing Arts (VAPA) including band, choir, creative literature, drama (school play).	'18 -'19 school year	Admin / staff	Supplies	4000-4999: Books And Supplies	LCFF - Supplemental	10,000
Action 2.6 100% of all grade 7 and 8 students will continue to have access to Career Technical Education opportunities.	'18 -'19 school year	Admin / staff				

## Planned Improvements in Student Performance

### School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: All</b>
<b>LCAP/LEA GOAL:</b>
Goal 3: Processes and measures for continuous improvement and accountability are applied throughout the Local Education Agency (LEA) including personalized evaluation processes.  KRA 2: Educator Professional Learning Cycle  Teachers and administrators participate in a cycle of professional learning through reflection, collaboration, feedback and problem solving to strengthen classroom instruction and improve or innovate school supports and opportunities (Growing And Learning Together). (LCAP Goals 1-3)  Clarifying Elements: <ul style="list-style-type: none"><li>• Rubric reflections</li><li>• Professional Learning Communities</li><li>• Problem of Practice</li><li>• SWVL video application</li><li>• Micro-credentials</li></ul>
<b>SCHOOL GOAL #3:</b>
Processes and measures for continuous improvement and accountability are applied throughout McCaffrey Middle School, including personalized evaluation processes. School site will use meaningful evaluation and self-reflection to continuously improve classroom instruction and student achievement.  An Educator Growth Plan developed by certificated staff will be valued and supported by administration. This important process will be addressed on an ongoing basis with administration to ensure all necessary support and funding is provided.



**Data Used to Form this Goal:**

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. English Learner (EL) students will be measured by the ELPAC.
4. Student physical health and fitness will be indicated by percentages of student in the Healthy Fitness Zone (HFZ) as measured by the Physical Fitness Test (PFT). Currently McCaffrey Middle School students fall into the following percentages meeting HFZs for the following: 1-mile run (Aerobic Capacity) 65%, Body Mass (Body Composition) Index 60%, Curl-Up (Abdominal Strength) 91%, Trunk (Extension) Lift 91%, Push-Ups (Upper Body Strength) 77%, Sit and Reach 66% and Shoulder Stretch 66% (both are flexibility).
5. Core Subject Area Performance Data for 2017-18 Seventh Grade Renaissance Program qualifiers: Top Dog Level (Superintendent's Honor Roll) is 16% of the student population, Gold Level (Principal's Honor Roll) is 10% of the student population, and Green Level (does not correspond to a honor roll level) is 27% of the student population. The total qualifying number of 7th grade students in the 3rd trimester of the 2017-2018 school year is 53% of the total population.
6. Reclassification rates.

**Findings from the Analysis of this Data:**

1. There is a need to use a calibrated, consistent observation tool with staff.
2. There is a need to support educators with professional development in the various areas of their educator growth plans.

**How the School will Evaluate the Progress of this Goal:**

AMO 3.1 Maintain 100% of all site administrators and teachers using the current educator growth plans to develop and reflect upon professional growth goals and teaching practice.

AMO 3.2 Parent engagement/use of parent portal will be maintained at 70% or higher.

AMO 3.3 Baseline data will reflect 100% of students will be involved in the creation/development of the PLP as measured by the Advisory Classroom Teacher.

AMO 3.4 Teacher, parent and student feedback on their overall sense of safety and school connectedness will be gathered through the Listening Circle, McCaffrey Advisory Committee (MAC) and the school safety survey. School safety will be measured with a score of 90% or greater of the student population responding that they feel "safe at school" on the student survey (given in December and June of each year).

AMO 3.5 Parents of unduplicated students will be represented in all stakeholder meetings (SSC, ELAC, Listening Circles, surveys, and MAC) to promote parent participation in programs for unduplicated students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action 3.1 All administrators and teachers will develop personalized growth plans for all adult learners.	'18-'19 school year	Admin	No cost			0
Action 3.2 Parent engagement/use of parent portal will be maintained at 70% or higher.	'18-'19 school year	Admin	No cost			0
Action 3.3 Baseline data will reflect 100% of students will be involved in the creation/development of the PLP as measured by participation during advisory.	'18-'19 school year	Admin / staff	No cost			0
Action 3.4 . School safety will be measured with a score of 90% or greater of the student population responding that they feel "safe at school" on the student survey (given in December and June of each year).	'18-'19 school year	Admin/staff				
Action 3.5 Increase parent participation through personal invitations from administration and staff	'18-'19 school year	Admin/staff				

## 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 student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: All</b>
<b>LCAP/LEA GOAL:</b>
Goal 4: Maintenance, grounds, custodial staff maintain school facilities that are safe, hazard free, clean, and equipped for 21st Century Learning.  KRA 4: Cradle To Career Articulation  Articulate and provide meaningful college and career education experiences through everyday classroom instruction, expanded learning environments, family learning opportunities and facilities improvements. (LCAP Goals 1, 2, 4)  Clarifying Elements: <ul style="list-style-type: none"><li>• PreK- 8 PLP implementation</li><li>• Preschool and School Readiness</li><li>• Career Technical Education resources and articulation through SCOE</li><li>• Articulating Galt High School District pathways including agriculture and natural resources and engineering</li><li>• College partnerships, AVID</li><li>• NGSS Lesson Sequences with Career Connections</li><li>• Professional learning for Next Gen Classroom, BFLC, Maker Spaces, STEAM, Project-based Service Learning</li><li>• School Facilities Capacity and Equity</li></ul>
<b>SCHOOL GOAL #4:</b>
McCaffrey Middle School will be a safe, healthy, clean, hazard free and well equipped campus for 21st Century Learning.
<b>Data Used to Form this Goal:</b>
1. Completion of projects funded through the general obligation bond.  2. The school will work collaboratively with the district supervisors to maintain high standards for our school facilities.
<b>Findings from the Analysis of this Data:</b>
Students desire for a clean and safe campus is clearly articulated through surveys.

**How the School will Evaluate the Progress of this Goal:**

AMO 4.1 ALL schools maintain a rating of "Good" as measured by the Facilities Inspection Tool (FIT) provided by the California Department of Education (CDE).

AMO 4.2 Maintain zero Williams facilities complaints.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action 4.1 McCaffrey will maintain a rating of "Good" as measured by the Facilities Inspection Tool (FIT) provided by the California Department of Education (CDE).	'18 -'19 school year	Admin / staff	No Cost			0
Action 4.2 Maintain zero Williams facilities complaints.	'18 -'19 school year	Admin / District	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

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Common Core State Standards Implementation</b>
<b>SCHOOL GOAL #1:</b>
Provide the necessary resources needed for students to achieve at their highest potential.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
100% of special education students will be supported by instructional assistant(s).	'18-'19 school year	Admin	No cost			0
A curriculum coach will be provided to support all certificated staff.	'18-'19 school year	Admin	Salary	0000: Unrestricted	Title I	22,055
A campus monitor will be employed to insure campus safety.	'18-'19 school year	Admin	No cost			0

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #2**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #2:</b>
Goal 2 – Implement CCSS and NGSS in classrooms and other learning spaces through a variety of blended learning environments: school, outdoors, community, virtual while closing the achievement gap.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**Centralized Services for Planned Improvements in Student Performance**

Centralized Service Goal #3

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #3:</b>

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**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #4:</b>

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	198,324.00	-35,176.00
Title I	88,477.00	-8,523.00
Title I Part A: Parent Involvement	2,824.00	2,824.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF - Supplemental	233,500.00
Title I	97,000.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	102,500.00
2000-2999: Classified Personnel Salaries	77,500.00
4000-4999: Books And Supplies	76,500.00
5000-5999: Services And Other Operating Expenditures	62,000.00
5800: Professional/Consulting Services And Operating	12,000.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
2000-2999: Classified Personnel Salaries		0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	102,500.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	76,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	18,000.00
5000-5999: Services And Other Operating	LCFF - Supplemental	37,000.00
2000-2999: Classified Personnel Salaries	Title I	1,500.00
4000-4999: Books And Supplies	Title I	58,500.00
5000-5999: Services And Other Operating	Title I	25,000.00
5800: Professional/Consulting Services And	Title I	12,000.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	251,000.00
Goal 2	79,500.00
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				
Jim Vlcek		X			
Terry Glenn - Chairperson		X			
Jennifer Provost		X			
Julie Jennings				X	
Teresa Granados				X	
Holly Murphy				X	
Jennifer Taylor			X		
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>3</b>	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

## Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

X English Learner Advisory Committee

Special Education Advisory Committee


Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

Other committees established by the school or district (list):

Signature  
  
 Signature

Signature

Signature

Signature

Signature

Signature

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 November 28, 2018.

Attested:

Ron Rammer

Typed Name of School Principal



Signature of School Principal

11/28/18  
Date

Terry Glenn

Typed Name of SSC Chairperson



Signature of SSC Chairperson

11/28/18  
Date



## Board Meeting Agenda Item Information

<b>Meeting Date:</b> 1212/18	<b>Agenda Item: 171.963</b> Board Consideration of Approval of 2019-20 School Calendar
<b>Presenter:</b> Karen Schauer Claudia Del Toro-Anguiano	<b>Action Item:</b> XX <b>Information Item:</b>

Working with union representatives (GEFA and CSEA) and the Galt High School District, the GJUESD calendar is recommended for approval.

The school year start and end dates with holiday breaks are summarized for GJUESD and GJUHSD. The high school dates are proposed at this time.

	Elementary District	Proposed High School District
<b>Start</b>	August 15	August 12
<b>End</b>	June 4	May 29
<b>Thanksgiving Break</b>	November 25-29	November 25-29
<b>Winter Break</b>	December 23 – January 3	December 23 – January 3
<b>Spring Break</b>	April 6-13	April 6-13
<b>New Teacher</b>	August 8 & 9	August 7
<b>Teacher Workday</b>	August 12, 13, & 14	August 8 & 9

# Galt Joint Union Elementary School District

## 2019-2020 SCHOOL CALENDAR

Board Approved:

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

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

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

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

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

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

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

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

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

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

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

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

New Teacher Work Days-Aug. 8 & 9

Teacher Work Days - Aug. 12, 13, & 14

Professional Development - Sept 16, Oct 14, March 12

First Day of School - August 15, 2019

Last Day of School - June 4, 2020

Minimum Days - Oct. 10 & 11  
Nov. 1, Nov.18-22, Dec 20, Feb. 28  
March 6, June 4  
(Parent Conf. Nov. 18-22)

Legal Holidays - July 4, Sept. 2, Nov. 11, Nov. 28,  
Dec. 25, Jan. 1, Jan. 20, Feb. 10, Feb. 17,  
April 12 & May 25

School not in session - Nov. 25-29, Dec. 23-Jan. 3  
March 13, April 6-13



**Galt Joint Union Elementary School District  
2019-2020 SCHOOL CALENDAR**

**School Sites & District Office**

District Office  
1018 C Street, Suite 210  
Galt, CA 95632  
(209) 744-4545

Fairsite Preschool  
902 Caroline Street  
Galt, CA 95632  
(209) 745-2506

Lake Canyon Elementary School  
800 Lake Canyon Avenue  
Galt, CA 95632  
(209) 744-5200

Marengo Ranch Elementary School  
1000 Elk Hills Drive  
Galt, CA 95632  
(209) 745-5470

Robert L. McCaffrey Middle School  
997 Park Terrace Drive  
Galt, CA 95632  
(209) 745-5462

River Oaks Elementary School  
905 Vintage Oak Avenue  
Galt, CA 95632  
(209) 745-4614

Valley Oaks Elementary School  
21 C Street  
Galt, CA 95632  
(209) 745-1564

Vernon E. Greer Elementary School  
248 West A Street  
Galt, CA 95632  
(209) 7452641

**Dates To Remember**

August 8 & 9, 2019  
August 12-14, 2019  
August 15, 2019  
September 2, 2019  
September 16, 2019  
October 10-11, 2019  
October 14, 2019  
November 1, 2019  
November 11, 2019  
November 18-22, 2019  
November 25-29, 2019  
December 20, 2019  
December 23-January 3, 2020  
January 20, 2020  
February 10, 2020  
February 17, 2020  
February 28, 2020  
March 12, 2020  
March 13, 2020  
April 6-13, 2020  
May 25, 2020  
June 4, 2020  
June 4, 2020

New Teacher Workdays  
Teacher Workdays  
First Day of School  
Labor Day - School Not in Session  
Professional Dev. Day - School Not in Session  
Minimum Days (Grades 1st-8th)  
Professional Dev. Day - School Not in Session  
End of 1st Trimester - Minimum Day (Grades TK-8th)  
Veterans Day observance - School Not in Session  
Parent Conferences - Minimum Days (Grades 1st-8th)  
Thanksgiving Break - School Not in Session  
Minimum Days (Grades 1st-8th)  
Winter Break  
Martin Luther King Jr. Day - School Not in Session  
Lincoln's Birthday - School Not in Session  
President's Day - School Not in Session  
End of 2nd Trimester - Minimum Days (Grades TK-8th)  
Professional Dev. Day - School Not in Session  
School Not in Session  
Spring Break  
Memorial Day - School Not in Session  
End of 3rd Trimester  
Last Day of School - Minimum Day (Grades TK-8th)



## Board Meeting Agenda Item Information

<b>Meeting Date:</b> 12/12/18	<b>Agenda Item: 171.964</b> California School Employees Association and its GJUESD Chapter No. 362 Proposal for Fiscal Year 2019-20 with GJUESD
<b>Presenter:</b> Karen Schauer Lois Yount	<b>Action Item:</b> <b>Information Item:</b> XX

The California School Employees Association (CSEA) is announcing its proposal to begin the collective bargaining process with Galt Joint Union Elementary School District for the 2019-20 successor year. The proposal includes:

- Article V: Hours and Overtime
- Article X: Transfers
- Article XI: Promotion Opportunities
- Article XIV: Grievance Procedure
- Article XVII: Professional Growth Program
- Article XVIII: Fringe Benefits
- Article IXI: Wages
- Article XX: Duration

No action in needed.



AFL-CIO

# California School Employees Association

8217 Auburn Boulevard  
Citrus Heights, CA 95610  
(916) 725-1188  
(800) 582-7314  
FAX: (916) 725-3735  
[www.csea.com](http://www.csea.com)

Member of the AFL-CIO

*The nation's largest  
independent classified  
employee association*



November 19, 2018

Karen Schauer, Superintendent  
Galt Joint Union Elementary School District  
1018 C Street, Suite 210  
Galt, CA 95632

**RE: CSEA Initial Proposal 2019-2020**

Dear Superintendent Schauer:

Pursuant to Government Code Section 3547, the California School Employees Association, and its Galt Chapter No. 362 (CSEA) hereby present its Initial Proposal for the 2019-2020 school year as follows:

- **Article V: Hours and Overtime**

CSEA hereby proposes language which would allow ten-month employees to have the same work days as certificated personnel.

CSEA hereby proposes language which governs salary implications for hours worked during summer assignments.

CSEA hereby proposes language which would introduce job sharing for more flexible work schedules.

- **Article X: Transfers**

CSEA hereby proposes language which would outline a fair and equitable process for involuntary transfers.

- **Article XI: Promotion Opportunities**

CSEA hereby proposes language which would simplify the process for senior bargaining unit members to acquire promotional positions.

CSEA also proposes language that would provide a fair increase to a bargaining unit member's salary when promoted.

- **Article XIV: Grievance Procedure**

CSEA hereby proposes language which would incorporate binding arbitration into the grievance process.

- **Article XVII: Professional Growth Program**

*Our mission: To improve the lives of our members, students and community.*

Karen Schauer, Superintendent  
November 19, 2018  
Page 2

CSEA hereby proposes language which would provide higher financial incentives to unit members who successfully complete a professional growth program.

- Article XVIII: Fringe Benefits

CSEA hereby proposes the District increase the employer contribution to the Health Benefit cap.

- Article XIX: Wages

CSEA hereby proposes a fair and equitable increase to bargaining unit salaries.

CSEA hereby proposes simplified formula for calculating a bargaining unit members longevity.

- Article XX: Duration

CSEA hereby proposes a new three-year term.

In order to comply with public notice requirements, please present CSEA's Initial Proposal at the next scheduled District Board Meeting. After completion of public notice requirements CSEA is prepared to meet and begin negotiations.

If there are any questions regarding this notice, please feel free to contact me at (916) 727-7313.

Sincerely,

CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION



Mauricio Vides  
Labor Relations Representative

MV/tw

C: Field Director; Area A Director; Regional Representative #72; Chapter President #362; Lois Yount,  
Director of Business Services, Galt Joint Union Elementary School District; File



## Board Meeting Agenda Item Information

<b>Meeting Date:</b> 12/12/18	<b>Agenda Item: 171.965</b> GJUESD Proposal for Fiscal Year 2019-20 with California School Employees Association and its GJUESD Chapter No. 362
<b>Presenter:</b> Karen Schauer Lois Yount	<b>Action Item:</b> <b>Information Item:</b> XX

The Galt Joint Union Elementary School District (GJUESD) proposal to begin the collective bargaining process with the California School Employees Association Chapter 362 includes:

- Article VII: Employee Performance Evaluations

## ARTICLE VIII

### EMPLOYEE PERFORMANCE EVALUATIONS

- A. A permanent classified employee shall only be formally evaluated by an immediate supervisor or higher authority that has had the opportunity to observe the classified employee's performance for 5 or more months.
- B. The evaluation shall identify the employee's performance as appropriate. It will be in writing on a form prescribed for that purpose and will be discussed with the employee prior to being placed in the employee's file.
- C. If the employee disagrees with any aspect of the evaluation, he/she may prepare comments in writing to be attached to the evaluation.
- D. Any negative evaluation shall include specific recommendations for improvements and provisions for assisting the employee in implementing these recommendations.
- E.
  - 1. All newly hired employees or promoted employees are required to satisfactorily complete the six (6) month probationary period.
  - 2. Employees shall be considered permanent only after successful completion of the probationary period.