

**BOARD OF TRUSTEES SPECIAL BOARD MEETING
GUSTINE UNIFIED SCHOOL DISTRICT
1500 MEREDITH AVENUE
GUSTINE, CA 95322
TUESDAY, JUNE 19, 2018
3:00 P.M.**

I. CALL TO ORDER - 3:00 p.m.

A. Roll Call

Mrs. Crickett Brinkman, President
Mr. Kevin Cordeiro, Clerk
Ms. Pat Rocha, Board Member
Mrs. Loretta Rose, Board Member
Mr. Richard Smith, Board Member

B. Public Comment

The public may comment on any closed session agenda item.

II. STUDY BOARD SESSION

A. Masters of Governance Workshop – Dr. William Barr

III. CLOSED SESSION – 6:00 p.m.

A. Personnel – Public Employee Resignation, Discipline, Dismissal, Release, Employment

**B. Conference with Labor Negotiator Bryan Ballenger, Superintendent – GRTA/CSEA
(Govt. Code 54954.5 (f) pursuant to Govt. Code 54957.6**

C. Public Employee Performance Evaluation Superintendent

IV. RECONVENE TO OPEN SESSION – MEETING WILL BE RECORDED – 7:00 p.m.

A. Pledge of Allegiance

B. Report from Closed Session

C. Revision/Adoption/Ordering of Agenda

D. Disability-Related Modifications

Request for any disability-related modification or accommodation, including auxiliary aids or services in order to participate in the public meeting, may be made by contacting the Gustine Unified School District Office at (209) 854-3784 at least four (4) days prior to the scheduled meeting. Agendas and other writings may also be requested in alternative formats, as outlined in Section 12132 of the Americans With Disabilities Act.

V. REPORTS AND PRESENTATIONS

A. Bond Oversight Committee Annual Report

VI. CONSENT AGENDA

Items under Consent are considered as a group. Only one motion is necessary to approve these items. Consent items are of a routine nature and for which the Superintendent recommends approval. In accordance with the law, the public has a right to comment on any agenda item. At the request of any member of the Board, any item of the Consent Agenda shall be removed and given individual consideration for action as a regular action item on the agenda.

A. Personnel

1. Azevedo, Barbara – Hire ASB Advisor, GHS
2. Wojinski, Natalie – Hire Yearbook Advisor (1/2 Stipend), GHS
3. Noceti, Melody – Hire Yearbook Advisor (1/2 Stipend), GHS
4. Barco, Heather – Hire Psychologist, GUSD
5. Filippini, Lisa – Hire Assistant Superintendent, GUSD
6. Freitas, Nicholas – Hire Elementary Principal, RES
7. Romo, Alma – Hire Elementary Principal, GES
8. Merza, Samia – Hire Assistant Principal, GMS

B. Minutes

1. None

C. Yearly Renewals and Contracts

1. Migrant Education Region III Partnership Agreement (Renewal)

D. Donations

1. None

VII. INFORMATION

A. None

VIII. COMMUNICATION FROM THE PUBLIC

Members of the public may bring before the Board matters that are not listed on the agenda. The Board may refer such a matter to the Superintendent or designee or take it under advisement, but shall not take action at that time. Comments will be accepted during this time concerning any action item on the agenda. The Board will consider all comments prior to taking action on the item as listed on the agenda in the Action Item section. (Gov. Sec. 54954.3) Individual speakers shall be allowed three minutes to address the Board on each agenda or non-agenda item (BP 9323).

IX. ACTION

A. Warrants

Recommendations:

It is recommended that the Board of Trustees ratify the warrants.

B. Approval of 2017-2020 LCAP

Recommendations:

It is recommended that the Board of Trustees approve the Approval of 2017-2020 LCAP.

C. 2018-2019 Budget Adoption

Recommendations:

It is recommended that the Board of Trustees approve 2018-2019 Budget Adoption.

D. Board Policy Updates May 2018 (Second Reading)

Recommendations:

1. It is recommended that the Board of Trustees waive the reading of the Board Policy Updates May 2018.
2. It is recommended that the Board of Trustees approve the Board Policy Updates May 2018.

E. Update Board Policy AR 3350 Business and Noninstructional Operations (Second Reading)

Recommendations:

1. It is recommended that the Board of Trustees waive the reading of Update Board Policy AR 3350 Business and Noninstructional Operations.
2. It is recommended that the Board of Trustees approve of Update Board Policy AR 3350 Business and Noninstructional Operations.

F. Board Policy Updates October 2017 (First Reading)

Recommendations:

It is recommended that the Board of Trustees waive the reading of the Board Policy Updates October 2017.

G. Gustine Adult School, Datapath Technology Addition & Replacement of Equipment

Recommendations:

It is recommended that the Board of Trustees approve the Gustine Adult School, Datapath Technology Addition & Replacement of Equipment.

H. Professional Development Contract with Solution Tree

Recommendations:

It is recommended that the Board of Trustees approve the Professional Development Contract with Solution Tree.

I. Lakeshore for Childcare Facility at Gustine Adult School

Recommendations:

It is recommended that the Board of Trustees approve the Lakeshore for Childcare Facility at Gustine Adult School.

J. Child Check Systems Purchases and Installation

Recommendations:

It is recommended that the Board of Trustees approve the Child Check Systems Purchases and Installation.

K. 2018-19 Consolidated Application for Funding

Recommendations:

It is recommended that the Board of Trustees approve the 2018-19 Consolidated Application for Funding.

X. ADVANCED PLANNING

- A. Regular Board Mtg. August 15, 2018 @ 7:00 p.m.
- B. MCSBA Annual School Board Conference October 12-14, 2018
- C. CSBA Conference November 29 – December 8, 2018

XI. ADJOURN TO CLOSED SESSION (If needed)

XII. RECONVENE TO OPEN SESSION

XIII. REPORT FROM CLOSED SESSION

XIV. ADJOURNMENT

REPORTS AND PRESENTATIONS

Gustine Unified School District MEASURE P

CITIZEN'S BOND OVERSIGHT COMMITTEE ANNUAL REPORT

JUNE 6, 2018

HISTORY:

This committee was established following Gustine Unified School District's success at the election conducted under Prop 39, held November 4, 2014, in obtaining Measure P funds in the amount of 14 million dollars.

Subsequently, The Board of Trustees of the Gustine Unified School District established the Citizen's Bond Oversight Committee. This Committee has no legal capacity independent of the District, but is given purpose, duties and rights as set forth in the established Bylaws.

COMMITTEE MEMBERS:

Mr. Andrew Bloom (Chair)

Mrs. Debbie Lopes

Mrs. Jennifer Pacheco (Vice Chair)

Mr. John Lawrence

Mrs. Sherri Marsigli

Mr. Cota Howell

Mr. Dennis Brazil

Miss Camille Alamo

Mr. Robert Borba

PRINCIPAL DUTIES:

To fulfill its purpose, the Committee shall perform only the following duties:

- 1.) Inform the public concerning the District's expenditure of bond proceeds.
- 2.) Review expenditure reports produced by the District to ensure that bond proceeds were expended only for the purpose set forth in Measure P, and no bond proceeds were used for any teacher or administrative salaries or other operating expenses.
- 3.) Present an annual report to the Board, in public session, indicating whether the District is in compliance and give a summary of the Committee's proceedings and activities for the preceding year.

COMMITTEE FINDINGS AND SUMMARY:

To date, this Committee has met on the following dates:

<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>
June 18	February 4	February 28	March 19
September 16	September 22	June 1	June 6
	November 15	June 8	June 8
		August 31	
		November 15	

This committee has reviewed the Bylaws, discussed its purpose and duties, studied the financial planning and program matrix, reviewed the projects and their progress, including walk-thrus of construction sites, and has thoroughly examined District bond activity reports for expenditures made by the District. Following several requests by committee members to the district and school board, the District has provided all requested breakdowns of these reports to the Committee for further clarification.

An independent audit was performed for fiscal year ending June 30, 2017, more specifically for bond fund activities dated July 13, 2016 through June 27, 2017, and was presented to this committee on March 19, 2018, at which time this committee examined the report. The auditor's report of the District's activities showed no findings or recommendations related to Measure P. Subsequently, the committee accepted the draft of the auditor's report.

This Committee finds the District in compliance with the requirements of Article XIII A, Section 1 (b) (3) of the California Constitution, and no Measure P Bond money has been used for any teacher, administrative or operating costs.

****END REPORT****

Respectfully submitted

Andrew Bloom-Citizens' Bond Oversight Committee Chair

CONSENT AGENDA

YEARLY CONTRACT RENEWALS

MIGRANT EDUCATION – REGION 3
632 W. 13th Street
Merced CA 95341
(209) 381-6702

Partnership Agreement
Between
Migrant Education Region III
And

GUSTINE UNIFIED SCHOOL DISTRICT

This agreement is between Migrant Education Region III, hereinafter referred to as the region and **Gustine Unified School District** herein after referred to as the district. This agreement is established due to the reason(s) checked below.

- ☒ No reimbursement to district
- ☐ Less than 100 MEP identified students

The period covered by this agreement shall be from **July 1, 2018 to June 30, 2019**. There are currently **146** migrant students in the district as reported in the Migrant Student Information Network (MSIN).

Based on the needs of its Migrant students, the region and the district agree to the following:

I&R

- Provide identification and recruitment services

School Readiness

- Invite parents to participate in regional sponsored school readiness activities to promote parent involvement strategies, home based instructional support, parenting skills, etc.

Instructional Services

- Make available services and activities depending on availability to students grades 9-12

Out of School Youth

- Provide referral services to Out of School Youth through a case management model delivered by a part-time county Out of School Outreach Specialist

Parent Involvement

- No Parent Advisory Council is required if less than 100 MEP identified students in district.
- Invite all parents to attend the Area and State Parent Conferences and other regionally sponsored parent involvement activities.

Health

- Make available Vision and Dental Screenings to MEP Students and provide health referral services to appropriate agencies

Summer Activities

- Make available School/Home Base Services in ELA/ELD and Math during summer periods
- Invite secondary students to participate in summer activities and programs

Technical Assistance

- Collaborate with LEA staff to promote and identify best practices that meet the needs of migrant students.

DISTRICT/SCHOOL RESPONSIBILITIES

The District/School will:

- Refer potential MEP students to the Region for identification and recruitment
- Flag MEP students on state assessments in district/school database
- Provide access to student assessment information as agreed by parents when they sign the Certificate of Eligibility.
- Provide and maintain a work area, which is conducive to serving students and families for migrant education staff
- Identify and address the needs of migrant children in coordination with other state and federal categorical programs operated by the district.

In witness whereof, the following parties have executed this agreement.

Regional Director

District Representative

Date

Date

ACTION ITEMS

GUSTINE UNIFIED SCHOOL DISTRICT

Meeting of the Board of Trustees

MEETING DATE:

June 19, 2018

AGENDA ITEM TITLE: Warrants

AGENDA SECTION: Action

PRESENTED BY: Bryan Ballenger, Superintendent

RECOMENDATIONS:

It is recommended that the Board of Trustees ratify the warrants.

SUMMARY:

Monthly warrants are presented to the Board to ratify.

FISCAL IMPACT: Total of Warrants

BUDGET CATEGORY: All District Funds

Batch status: A All

From batch: 0055

To batch: 0055

Include Revolving Cash: Y

Include Address: N

Include Object Desc: Y

Include Vendor TIN: N

Include Audit Date and Time in Sort: N

MERCED COUNTY OFFICE OF EDUCATION
CHECK REGISTER BATCH COVER

Gustine

DATE: 6/6/18

DISTRICT FUND: 01 - 5070

BATCH# 55

DISTRICT NAME: 14 - GUSTINE UNIFIED SCHOOL DISTRICT

TOTAL AMOUNT OF REGISTER: \$ 307,358.92

01-5070
11-5074
13-5077
14-5072
17-5071
21-5069
25-5075
35-5078
40-5065

CHECK LIST FOR CHECK REGISTERS
(PLEASE CHECKMARK EACH)

- ☒ Verify cash for each fund
- ☒ Ensure deposits have been made at the County Treasurer by 11 a.m.
- ☒ Provide all pages of prelist and Cover Sheet for each fund on prelist (even if zero)
- ☒ Retain original prelist for your records
- ☒ Proper signed authorization for each batch

ALL BATCHES MUST BE RELEASED AND HELD FOR AUDIT

DISTRICT SERVICES USE ONLY

RECEIVED BY DISTRICT SERVICES: _____

AUDIT APPROVED: _____

CASH CHECKED: _____

RELEASED FOR PAYMENT: _____

Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
103972/00	ALHAMBRA							
PV-181046	06/06/2018	14376999 052718		01-0000-0-4300.00-0000-8200-112-000-000 NN				261.73
				SUPPLIES				
PV-181046	06/06/2018	14376853 052718		01-0000-0-4300.00-0000-8200-112-000-000 NN				107.97
				SUPPLIES				
PV-181046	06/06/2018	14376894 052718		01-0000-0-4300.00-0000-8200-112-000-000 NN				270.15
				SUPPLIES				
PV-181046	06/06/2018	14376922 052718		01-0000-0-4300.00-0000-8200-112-000-000 NN				291.91
				SUPPLIES				
PV-181046	06/06/2018	14376936 052718		01-0000-0-4300.00-0000-8200-112-000-000 NN				436.63
				SUPPLIES				
PV-181046	06/06/2018	14376875 052718		01-0000-0-4300.00-0000-8200-112-000-000 NN				352.41
				SUPPLIES				
				TOTAL PAYMENT AMOUNT	1,720.80 *			1,720.80
104020/00	AT&T							
PV-181037	06/05/2018	000011405436		01-0000-0-5922.00-0000-2700-112-000-000 NN				37.83
				COMMUNICATION - TELEPHONE SVCS				
				TOTAL PAYMENT AMOUNT	37.83 *			37.83
104652/00	AZEVEDO LASER ETCHING							
181286 PO-181236	06/06/2018	1596	1	01-0000-0-4300.00-0000-7200-112-000-000 NY F		16.20		16.24
				SUPPLIES				
181287 PO-181237	06/06/2018	1596	1	01-0000-0-4300.00-0000-7200-112-000-000 NY P		16.20		16.24
				SUPPLIES				
				TOTAL PAYMENT AMOUNT	32.48 *			32.48
101656/00	BONANDER TRUCK							
PV-181034	06/05/2018	778014		01-0823-0-4344.00-0000-3600-112-000-000 NN				68.31
				REPLACEMENT PARTS				
				TOTAL PAYMENT AMOUNT	68.31 *			68.31
105260/00	CABRAL, MEREDITH							
PV-181057	06/06/2018	MILEAGE: WRITING WITHOUT TEARS		01-3010-0-5200.00-1110-1000-110-000-000 NN				96.25
				TRAVEL & CONFERENCE				
				TOTAL PAYMENT AMOUNT	96.25 *			96.25

Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
102441/00	CDW-G							
181256 PO-181203	06/05/2018	MVF1744		1 01-3010-0-4400.00-1110-1000-110-000-000 NN F			5,548.16	5,359.49
				NON-CAPITALIZED EQUIPMENT				
181257 PO-181204	06/05/2018	MVF1885		1 01-3010-0-4400.00-1110-1000-111-000-000 NN P			4,466.24	4,466.24
				NON-CAPITALIZED EQUIPMENT				
				TOTAL PAYMENT AMOUNT		9,825.73 *		9,825.73
016633/00	CENTRAL SANITARY SUPPLY CO							
180838 PO-180802	06/06/2018	871506		1 01-8150-0-4300.00-0000-8110-112-000-000 NN P			84.95	84.95
				SUPPLIES				
181222 PO-181170	06/06/2018	881932		1 01-8150-0-4300.00-0000-8110-112-000-000 NN F			2,265.07	2,095.40
				SUPPLIES				
				TOTAL PAYMENT AMOUNT		2,180.35 *		2,180.35
100295/00	CHEVRON AND TEXACO							
PV-181045	06/06/2018	53322948		01-7010-0-4300.00-1110-1000-310-000-000 NN				677.43
				SUPPLIES				
				TOTAL PAYMENT AMOUNT		677.43 *		677.43
104318/00	CIT (AVAYA)							
PV-181048	06/06/2018	31988995		01-0000-0-5922.00-0000-7200-112-000-000 NN				201.90
				COMMUNICATION - TELEPHONE SVCS				
				TOTAL PAYMENT AMOUNT		201.90 *		201.90
019127/00	COAST HARDWARE							
181093 PO-181057	06/06/2018	384258		1 01-8150-0-4300.00-0000-8110-112-000-000 NN P			27.01	27.01
				SUPPLIES				
181093 PO-181057	06/06/2018	384594		1 01-8150-0-4300.00-0000-8110-112-000-000 NN P			9.39	9.39
				SUPPLIES				
181093 PO-181057	06/06/2018	384630		1 01-8150-0-4300.00-0000-8110-112-000-000 NN P			73.10	73.10
				SUPPLIES				
181093 PO-181057	06/06/2018	384631		1 01-8150-0-4300.00-0000-8110-112-000-000 NN P			28.13	28.13
				SUPPLIES				
181093 PO-181057	06/06/2018	384633		1 01-8150-0-4300.00-0000-8110-112-000-000 NN M			-28.13	-28.13
				SUPPLIES				
181093 PO-181057	06/06/2018	384652		1 01-8150-0-4300.00-0000-8110-112-000-000 NN P			4.97	4.97
				SUPPLIES				
181093 PO-181057	06/06/2018	384679		1 01-8150-0-4300.00-0000-8110-112-000-000 NN P			25.90	25.90
				SUPPLIES				

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description	FD-RESC-Y-OBJT.S0-GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount		
019127	(CONTINUED)							
181093	PO-181057	06/06/2018 384755	1 01-8150-0-4300.00-0000-8110-112-000-000	NN M	-9.63	-9.63		
			SUPPLIES					
181093	PO-181057	06/06/2018 384865	1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	2.49	2.49		
			SUPPLIES					
181093	PO-181057	06/06/2018 384990	1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	18.65	18.65		
			SUPPLIES					
181093	PO-181057	06/06/2018 384997	1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	92.52	92.52		
			SUPPLIES					
181093	PO-181057	06/06/2018 385190	1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	28.13	28.13		
			SUPPLIES					
181093	PO-181057	06/06/2018 385200	1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	4.22	4.22		
			SUPPLIES					
181093	PO-181057	06/06/2018 385250	1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	10.36	10.36		
			SUPPLIES					
181093	PO-181057	06/06/2018 385270	1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	9.81	9.81		
			SUPPLIES					
181093	PO-181057	06/06/2018 385312	1 01-8150-0-4300.00-0000-8110-112 000 000	NN P	26.58	26.58		
			SUPPLIES					
181093	PO-181057	06/06/2018 385350	1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	20.95	20.95		
			SUPPLIES					
181093	PO-181057	06/06/2018 385362	1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	12.98	12.98		
			SUPPLIES					
181093	PO-181057	06/06/2018 385399	1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	4.31	4.31		
			SUPPLIES					
181093	PO-181057	06/06/2018 385422	1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	31.46	31.46		
			SUPPLIES					
181093	PO-181057	06/06/2018 385423	1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	1.40	1.40		
			SUPPLIES					
181093	PO-181057	06/06/2018 385427	1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	21.61	21.61		
			SUPPLIES					
181093	PO-181057	06/06/2018 385512	1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	35.37	35.37		
			SUPPLIES					
181093	PO-181057	06/06/2018 385532	1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	30.30	30.30		
			SUPPLIES					
181093	PO-181057	06/06/2018 385619	1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	50.78	50.78		
			SUPPLIES					
181093	PO-181057	06/06/2018 385629	1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	56.04	56.04		
			SUPPLIES					
181093	PO-181057	06/06/2018 385657	1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	18.39	18.39		
			SUPPLIES					
181093	PO-181057	06/06/2018 385829	1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	12.96	12.96		
			SUPPLIES					
181093	PO-181057	06/06/2018 385837	1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	9.19	9.19		
			SUPPLIES					
181093	PO-181057	06/06/2018 385889	1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	3.78	3.78		
			SUPPLIES					

Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2 T9MPS								
019127 (CONTINUED)								
181093 PO-181057	06/06/2018	385933		1 01-8150-0-4300.00-0000-8110-112-000-000 NN P			29.73	29.73
				SUPPLIES				
181093 PO-181057	06/06/2018	385962		1 01-8150-0-4300.00-0000-8110-112-000-000 NN P			34.63	34.63
				SUPPLIES				
181093 PO-181057	06/06/2018	385985		1 01-8150-0-4300.00-0000-8110-112-000-000 NN P			33.01	33.01
				SUPPLIES				
181093 PO-181057	06/06/2018	386039		1 01-8150-0-4300.00-0000-8110-112-000-000 NN P			31.43	31.43
				SUPPLIES				
181093 PO-181057	06/06/2018	386046		1 01-8150-0-4300.00-0000-8110-112-000-000 NN P			29.22	29.22
				SUPPLIES				
181093 PO-181057	06/06/2018	386095		1 01-8150-0-4300.00-0000-8110-112-000-000 NN P			16.43	16.43
				SUPPLIES				
181093 PO-181057	06/06/2018	386317		1 01-8150-0-4300.00-0000-8110-112-000-000 NN P			97.58	97.58
				SUPPLIES				
181093 PO-181057	06/06/2018	386493		1 01-8150-0-4300.00-0000-8110-112-000-000 NN P			16.10	16.10
				SUPPLIES				
181093 PO-181057	06/06/2018	386587		1 01-8150-0-4300.00-0000-8110-112-000-000 NN P			31.36	31.36
				SUPPLIES				
181093 PO-181057	06/06/2018	386591		1 01-8150-0-4300.00-0000-8110-112-000-000 NN P			43.21	43.21
				SUPPLIES				
181093 PO-181057	06/06/2018	386611		1 01-8150-0-4300.00-0000-8110-112-000-000 NN P			18.69	18.69
				SUPPLIES				
181093 PO-181057	06/06/2018	386719		1 01-8150-0-4300.00-0000-8110-112-000-000 NN P			137.74	137.74
				SUPPLIES				
181093 PO-181057	06/06/2018	386733		1 01-8150-0-4300.00-0000-8110-112-000-000 NN P			16.23	16.23
				SUPPLIES				
181093 PO-181057	06/06/2018	386968		1 01-8150-0-4300.00-0000-8110-112-000-000 NN P			23.30	23.30
				SUPPLIES				
TOTAL PAYMENT AMOUNT					1,191.68 *			1,191.68
104675/00 COFFEY, TAWNYA								
PV-181058	06/06/2018	REIMB PBIS SPECIAL EVENTS		01-0824-0-4300.00-1110-1000-110-000-210 NN				209.54
				SUPPLIES				
TOTAL PAYMENT AMOUNT					209.54 *			209.54
104412/00 COUCHMAN, CAROL								
PV-181054	06/06/2018	201805		01-0000-0-5866.00-0000-7700-112-000-000 NY				2,630.00
				PROFESSIONAL SERVICES				
TOTAL PAYMENT AMOUNT					2,630.00 *			2,630.00

014 Gustine Unified School Dist. J96294
JUNE 5 WARRANT REGISTER 1

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description	FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount	

103792/00 DATA PATH INC

PV-181047	06/06/2018	137800	01-0000-0-5866.00-0000-7700-112-000-000	NN		12,120.00	
			PROFESSIONAL SERVICES				
			TOTAL PAYMENT AMOUNT	12,120.00 *		12,120.00	

104737/00 EDGES ELECTRICAL GROUP

180148	PO-180136	06/06/2018	S4263140.001	1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	347.60	347.60
				SUPPLIES			
181263	PO-181212	06/06/2018	S4366893.001	1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	2,349.58	2,349.58
				SUPPLIES			
				TOTAL PAYMENT AMOUNT	2,697.18 *		2,697.18

105062/00 EXPRESS AWARDS

181187	PO-181219	06/06/2018	95062	1 01-0824-0-4300.00-1110-1000-115-000-205	NN P	116.48	107.60
				SUPPLIES			
				TOTAL PAYMENT AMOUNT	107.60 *		107.60

102063/00 FILIPPINI, LISA

PV-181056	06/06/2018	REIMB FOR CAR WASH	01-0823-0-5899.00-0000-3600-112-000-000	NN		10.00	
			OTHER SERVICES, FEES, OP EXPS				
PV-181059	06/06/2018	REIMB FOR STAFF MEETING	01-1100-0-4300.00-1110-1000-110-000-000	NN		221.97	
			SUPPLIES				
PV-181060	06/06/2018	REIMB FOR MEET AND GREET	01-1100-0-4300.00-1110-1000-110-000-000	NN		93.30	
			SUPPLIES				
			TOTAL PAYMENT AMOUNT	325.27 *		325.27	

032475/00 FORD'S FARM SUPPLY

181097	PO-181047	06/05/2018	152387	1 01-3550-0-4300.00-1110-1000-310-000-000	NN P	85.36	85.36
				SUPPLIES			
PV-181029	06/05/2018	152395	01-8150-0-4300.00-0000-8110-112-000-000	NN		86.42	
			SUPPLIES				
			TOTAL PAYMENT AMOUNT	171.78 *		171.78	

Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
035746/00	GILTON SOLID WASTE							
PV-181050	06/06/2018	002700122-00 N-001	06/31/18	01-0000-0-5550.00-0000-8200-112-000-000 NN				382.66
				DISPOSAL/GARBAGE REMOVAL				
PV-181050	06/06/2018	002700122-00 N-002	06/15/18	01-0000-0-5550.00-0000-8200-112-000-000 NN				1,045.23
				DISPOSAL/GARBAGE REMOVAL				
PV-181050	06/06/2018	002700122-00 N-003	06/15/18	01-0000-0-5550.00-0000-8200-112-000-000 NN				1,218.46
				DISPOSAL/GARBAGE REMOVAL				
PV-181050	06/06/2018	000260632-00 N-000	06/15/18	01-0000-0-5550.00-0000-8200-112-000-000 NN				455.86
				DISPOSAL/GARBAGE REMOVAL				
PV-181050	06/06/2018	002700087-00 N-000	06/15/18	01-0000-0-5550.00-0000-8200-112-000-000 NN				773.98
				DISPOSAL/GARBAGE REMOVAL				
PV-181050	06/06/2018	002700340-00 NZ-000	06/15/18	01-0000-0-5550.00-0000-8200-112-000-000 NN				36.49
				DISPOSAL/GARBAGE REMOVAL				
				TOTAL PAYMENT AMOUNT		3,912.68 *		3,912.68
102132/00	GRAINGER							
180948 PO-180907	06/06/2018	9807935037		1 01-8150-0-4300.00-0000-8110-112-000-000 NN P			664.23	664.23
				SUPPLIES				
181288 PO-181238	06/06/2018	9807588299		1 01-9418-0-4300.00-0000-7405-112-000-000 NN F			1,900.00	1,681.40
				SUPPLIES				
				TOTAL PAYMENT AMOUNT		2,345.63 *		2,345.63
037780/00	GUSTINE, CITY OF							
PV-181052	06/06/2018	009-13500-001	06/15/18	01-0000-0-5530.00-0000-8200-112-000-000 NN				1,798.24
				WATER&/OR SEWAGE				
PV-181052	06/06/2018	009-13510-002	06/15/18	01-0000-0-5530.00-0000-8200-112-000-000 NN				1,221.79
				WATER&/OR SEWAGE				
PV-181052	06/06/2018	009-13650-001	06/15/18	01-0000-0-5530.00-0000-8200-112-000-000 NN				1,221.79
				WATER&/OR SEWAGE				
PV-181052	06/06/2018	009-13170-001	06/15/18	01-0000-0-5530.00-0000-8200-112-000-000 NN				1,850.16
				WATER&/OR SEWAGE				
PV-181052	06/06/2018	004-06760-001	06/15/18	01-0000-0-5530.00-0000-8200-112-000-000 NN				7.46
				WATER&/OR SEWAGE				
PV-181052	06/06/2018	014-21880-001	06/15/18	01-0000-0-5530.00-0000-8200-112-000-000 NN				1,912.41
				WATER&/OR SEWAGE				
				TOTAL PAYMENT AMOUNT		8,011.85 *		8,011.85

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description	FD-RESC-Y-OBJT.S0-GOAL-FUNC-SCH-DD1-DD2 T9MPS	Liq Amt	Net Amount		
104587/00		IC REFRIGERATION					
180938 PO-180894	06/05/2018	0076883-IN	1 01-8150-0-5640.00-0000-8110-112-000-000 NN P	102.00	102.00		
			REPAIRS/MAINT OF EQUIPMENT				
180938 PO-180894	06/05/2018	0076476-IN	1 01-8150-0-5640.00-0000-8110-112-000-000 NN P	225.17	225.17		
			REPAIRS/MAINT OF EQUIPMENT				
180938 PO-180894	06/05/2018	0076971-IN	1 01-8150-0-5640.00-0000-8110-112-000-000 NN P	418.00	418.00		
			REPAIRS/MAINT OF EQUIPMENT				
181262 PO-181211	06/05/2018	0076475-IN	1 01-8150-0-5640.00-0000-8110-112-000-000 NN P	747.99	747.99		
			REPAIRS/MAINT OF EQUIPMENT				
		TOTAL PAYMENT AMOUNT	1,493.16 *		1,493.16		

103744/00		J & F FERTILIZER					
PV-181062	06/06/2018	8253	01-0823-0-5640.00-0000-3600-112-000-000 NN		147.00		
			REPAIRS/MAINT OF EQUIPMENT				
PV-181062	06/06/2018	8252	01-0823-0-5640.00-0000-3600-112-000-000 NN		196.00		
			REPAIRS/MAINT OF EQUIPMENT				
PV-181062	06/06/2018	8251	01-0823-0-5640.00-0000-3600-112-000-000 NN		196.00		
			REPAIRS/MAINT OF EQUIPMENT				
PV-181062	06/06/2018	8250	01-0823-0-5640.00-0000-3600-112-000-000 NN		196.00		
			REPAIRS/MAINT OF EQUIPMENT				
PV-181062	06/06/2018	8249	01-0823-0-5640.00-0000-3600-112-000-000 NN		193.00		
			REPAIRS/MAINT OF EQUIPMENT				
PV-181062	06/06/2018	8248	01-0823-0-5640.00-0000-3600-112-000-000 NN		440.00		
			REPAIRS/MAINT OF EQUIPMENT				
PV-181062	06/06/2018	8247	01-0823-0-5640.00-0000-3600-112-000-000 NN		440.00		
			REPAIRS/MAINT OF EQUIPMENT				
PV-181062	06/06/2018	8246	01-0823-0-5640.00-0000-3600-112-000-000 NN		98.00		
			REPAIRS/MAINT OF EQUIPMENT				
PV-181062	06/06/2018	8245	01-0823-0-5640.00-0000-3600-112-000-000 NN		98.00		
			REPAIRS/MAINT OF EQUIPMENT				
PV-181062	06/06/2018	8244	01-0823-0-5640.00-0000-3600-112-000-000 NN		147.00		
			REPAIRS/MAINT OF EQUIPMENT				
PV-181062	06/06/2018	8255	01-0823-0-5640.00-0000-3600-112-000-000 NN		196.00		
			REPAIRS/MAINT OF EQUIPMENT				
PV-181062	06/06/2018	8254	01-0823-0-5640.00-0000-3600-112-000-000 NN				
			REPAIRS/MAINT OF EQUIPMENT				
		TOTAL PAYMENT AMOUNT	2,445.00 *		2,445.00		

103555/00		LYMAN, NICOLE					
PV-181051	06/06/2018	BUS WASH REIM	01-0823-0-5899.00-0000-3600-112-000-000 NN		55.00		
			OTHER SERVICES, FEES, OP EXPS				
		TOTAL PAYMENT AMOUNT	55.00 *		55.00		

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description	FD-RESC-Y-OBJT.S0-GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount	
103573/00	MELLO, MELANIE						
PV-181061	06/06/2018	CADA STATE CONVENTION REIMB	01-0824-0-5200.00-1110-1000-110-000-104	NN		80.46	
		TRAVEL & CONFERENCE					
		TOTAL PAYMENT AMOUNT		80.46 *		80.46	
104986/00	MENDOZA-AHUMADA, SANDY						
180309	PO-180283	06/06/2018 MILEAGE MAY 2018	1 01-0823-0-5230.00-0000-3600-112-000-000	NN P	575.52	575.52	
		MILEAGE					
		TOTAL PAYMENT AMOUNT		575.52 *		575.52	
104991/00	MOLINA-RUIZ, ALONDRA						
PV-181053	06/06/2018	REIMB FOR SUPPLIES	01-0824-0-4300.00-1110-1000-310-000-000	NN		75.00	
		SUPPLIES					
		TOTAL PAYMENT AMOUNT		75.00 *		75.00	
092087/00	NAPA AUTO PARTS						
180422	PO-180386	06/06/2018 295161	1 01-0823-0-4344.00-0000-3600-112-000-000	NN M	-24.90	-24.90	
		REPLACEMENT PARTS					
180422	PO-180386	06/06/2018 295160	1 01-0823-0-4344.00-0000-3600-112-000-000	NN M	-5.91	-5.91	
		REPLACEMENT PARTS					
180422	PO-180386	06/06/2018 295155	1 01-0823-0-4344.00-0000-3600-112-000-000	NN P	110.02	110.02	
		REPLACEMENT PARTS					
		TOTAL PAYMENT AMOUNT		79.21 *		79.21	
063812/00	NUNES AUTO CARE						
PV-181044	06/05/2018	357910	01-0823-0-5650.00-0000-3600-112-000-000	NY		12.00	
		REPAIRS/MAIN - VEHICLES					
		TOTAL PAYMENT AMOUNT		12.00 *		12.00	
064370/00	OFFICE SUPPLY EXPRESS						
181116	PO-181041	06/05/2018 133108	1 01-0000-0-4300.00-0000-7200-112-000-000	NN P	45.41	45.41	
		SUPPLIES					
		TOTAL PAYMENT AMOUNT		45.41 *		45.41	

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description		FD-RESC-Y-OBJT.S0-GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount	

101470/00 P G & E

PV-181033	06/05/2018	5200862197-2		01-0000-0-5510.00-0000-8200-112-000-000	NN		56.44	
				HEATING BUTANE, OIL				
PV-181035	06/05/2018	7032494767-3	06/11/2018	01-0000-0-5520.00-0000-8200-112-000-000	NN		98.95	
				ELECTRICITY				
PV-181036	06/05/2018	5283038560-6	06/08/2018	01-0000-0-5510.00-0000-8200-112-000-000	NN		590.12	
				HEATING BUTANE, OIL				
PV-181036	06/05/2018	5283038560-6	06/08/2018	01-0000-0-5520.00-0000-8200-112-000-000	NN		23,538.95	
				ELECTRICITY				
TOTAL PAYMENT AMOUNT						24,284.46 *	24,284.46	

105100/00 PRUDENTIAL OVERALL SUPPLY

180285	PO-180246	06/05/2018	80573671	1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	452.79	452.79	
				SUPPLIES				
180285	PO-180246	06/05/2018	80573672	1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	98.25	98.25	
				SUPPLIES				
180285	PO-180246	06/05/2018	80573673	1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	116.25	116.25	
				SUPPLIES				
180285	PO-180246	06/05/2018	80573670	1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	158.25	158.25	
				SUPPLIES				
TOTAL PAYMENT AMOUNT						825.54 *	825.54	

103265/00 ROMERO, LEIGH ANN

PV-181049	06/06/2018	REIMB UDL@MCOE		01-3010-0-5200.00-1110-1000-110-000-000	NN		36.08	
				TRAVEL & CONFERENCE				
TOTAL PAYMENT AMOUNT						36.08 *	36.08	

102505/00 SANCHES, KELLY

181134	PO-181093	06/05/2018	REIMB STATE CONV	1 01-3550-0-5200.00-1110-1000-310-000-000	NN P	59.06	59.06	
				TRAVEL & CONFERENCE				
TOTAL PAYMENT AMOUNT						59.06 *	59.06	

104967/00 SARAH THOMMEN

180836	PO-180799	06/05/2018	REIMB LAB SUPPLIES	1 01-7010-0-4300.00-1110-1000-310-000-000	NN P	339.19	339.19	
				SUPPLIES				
TOTAL PAYMENT AMOUNT						339.19 *	339.19	

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Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
105202/00	SCHOOL FIX							
180762 PO-180733	06/06/2018	227290*		1 01-1100-0-4300.00-1110-1000-110-000-000 NN F			33.26	39.64
				SUPPLIES				
				TOTAL PAYMENT AMOUNT		39.64 *		39.64
101566/00	SCHOOL HEALTH CORPORATION							
181246 PO-181193	06/06/2018	3444933-00		1 01-0000-0-4300.00-1110-3140-112-000-000 NN F			1,190.29	1,190.26
				SUPPLIES				
PV-181041	06/05/2018	3287062-00		01-0000-0-4300.00-1110-3140-112-000-000 NN				554.57
				SUPPLIES				
PV-181055	06/06/2018	3444933-00		01-0000-0-4300.00-1110-3140-112-000-000 NN				205.71
				SUPPLIES				
				TOTAL PAYMENT AMOUNT		1,950.54 *		1,950.54
080530/00	SISC III DENTAL							
PV-181039	06/05/2018	DENTAL 06/30/2018		01-0000-0-3402.00-0000-7110-112-000-000 NN				220.30
				HEALTH & WELFARE CLASSIFIED				
PV-181039	06/05/2018	DENTAL 06/30/2018		01-0100-0-9554.00-0000-0000-000-000-000 NN				12,549.90
				INSURANCE				
PV-181039	06/05/2018	DENTAL 06/30/2018		01-0000-0-9565.00-0000-7209-112-000-000 NN				742.00
				RETIREE INSURANCE LIAB/HOLDG				
PV-181039	06/05/2018	DENTAL 06/30/2018		01-0000-0-3702.00-0000-7209-112-000-000 NN				106.00
				OPEB, ALLOCATED CLASSIFIED				
PV-181039	06/05/2018	DENTAL 06/30/2018		01-0000-0-9565.00-0000-7209-112-000-000 NN				1,199.00
				RETIREE INSURANCE LIAB/HOLDG				
				TOTAL PAYMENT AMOUNT		14,817.20 *		14,817.20
080531/00	SISC III HEALTH							
PV-181038	06/05/2018	HEALTH 06/30/2018		01-0000-0-3402.00-0000-7110-112-000-000 NN				2,823.00
				HEALTH & WELFARE CLASSIFIED				
PV-181038	06/05/2018	HEALTH 06/30/2018		01-0100-0-9554.00-0000-0000-000-000-000 NN				182,179.00
				INSURANCE				
PV-181038	06/05/2018	HEALTH 06/30/2018		01-0000-0-3701.00-0000-7209-112-000-000 NN				3,922.20
				OPEB, ALLOCATED CERTIFICATED				
PV-181038	06/05/2018	HEALTH 06/30/2018		01-0000-0-9565.00-0000-7209-112-000-000 NN				2,214.80
				RETIREE INSURANCE LIAB/HOLDG				
PV-181038	06/05/2018	HEALTH 06/30/2018		01-0000-0-3702.00-0000-7209-112-000-000 NN				9,512.60
				OPEB, ALLOCATED CLASSIFIED				
PV-181038	06/05/2018	HEALTH 06/30/2018		01-0000-0-9565.00-0000-7209-112-000-000 NN				8,689.40
				RETIREE INSURANCE LIAB/HOLDG				

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description	FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount	

080531 (CONTINUED)

PV-181038	06/05/2018	HEALTH 06/30/2018	01-0000-0-9565.00-0000-7209-112-000-000	NN		-3,900.00	
			RETIREE INSURANCE LIAB/HOLDG				
		TOTAL PAYMENT AMOUNT	205,441.00 *			205,441.00	

080532/00 SISC III VISION

PV-181040	06/05/2018	VISION 06/30/2018	01-0000-0-3402.00-0000-7110-112-000-000	NN		50.00	
			HEALTH & WELFARE CLASSIFIED				
PV-181040	06/05/2018	VISION 06/30/2018	01-0100-0-9554.00-0000-0000-000-000	NN		2,973.20	
			INSURANCE				
PV-181040	06/05/2018	VISION 06/30/2018	01-0000-0-9565.00-0000-7209-112-000-000	NN		136.40	
			RETIREE INSURANCE LIAB/HOLDG				
PV-181040	06/05/2018	VISION 06/30/2018	01-0000-0-3702.00-0000-7209-112-000-000	NN		24.80	
			OPEB, ALLOCATED CLASSIFIED				
PV-181040	06/05/2018	VISION 06/30/2018	01-0000-0-9565.00-0000-7209-112-000-000	NN		248.00	
			RETIREE INSURANCE LIAB/HOLDG				
		TOTAL PAYMENT AMOUNT	3,432.40 *			3,432.40	

104288/00 TESEI PETROLEUM

PV-181031	06/05/2018	94045	01-7010-0-4300.00-1110-1000-310-000-000	NN		174.13	
			SUPPLIES				
PV-181031	06/05/2018	94045	01-0000-0-4341.00-0000-8200-112-000-000	NN		289.63	
			GAS, OIL LUBE, ETC				
PV-181031	06/05/2018	94045	01-8150-0-4341.00-0000-8110-112-000-000	NN		59.65	
			GAS, OIL LUBE, ETC				
PV-181031	06/05/2018	94045	01-0824-0-4300.00-1110-1000-110-000-000	NN		114.12	
			SUPPLIES				
PV-181031	06/05/2018	94045	01-0824-0-4300.00-1110-1000-310-000-000	NN		752.14	
			SUPPLIES				
		TOTAL PAYMENT AMOUNT	752.14 *			752.14	

104936/00 U.S. BANK

PV-181030	06/05/2018	LATE FEE	01-0000-0-5899.00-0000-7200-112-000-000	NN		8.16	
			OTHER SERVICES, FEES, OP EXPS				
		TOTAL PAYMENT AMOUNT	8.16 *			8.16	

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104323/00 U.S. BANK EQUIPMENT FINANCE

PV-181032	06/05/2018	358517118	01-0000-0-5620.00-0000-2700-112-000-000	NN		1,146.53	
			RENTALS, LEASES OF EQUIPMENT				
			TOTAL PAYMENT AMOUNT		1,146.53 *		1,146.53

098817/00 YANCEY HOME CENTER

180332	PO-180336	06/06/2018	A2018015856	1	01-7010-0-4300.00-1110-1000-310-000-000	NN P	20.67	20.67
					SUPPLIES			
180332	PO-180336	06/06/2018	A2018017077	1	01-7010-0-4300.00-1110-1000-310-000-000	NN P	36.12	36.12
					SUPPLIES			
180332	PO-180336	06/06/2018	A2018017353	1	01-7010-0-4300.00-1110-1000-310-000-000	NN P	33.41	33.41
					SUPPLIES			
180332	PO-180336	06/06/2018	FCH245669	1	01-7010-0-4300.00-1110-1000-310-000-000	NN P	6.87	6.87
					SUPPLIES			
181290	PO-181240	06/06/2018	A2018005222	1	01-7010-0-4300.00-1110-1000-310-000-000	NN P	257.73	257.73
					SUPPLIES			
181290	PO-181240	06/06/2018	A2018008463	1	01-7010-0-4300.00-1110-1000-310-000-000	NN P	39.34	39.34
					SUPPLIES			
181290	PO-181240	06/06/2018	A2018012921	1	01-7010-0-4300.00-1110-1000-310-000-000	NN P	78.19	84.79
					SUPPLIES			
					TOTAL PAYMENT AMOUNT		478.93 *	478.93

104319/00 YARD MASTERS INC.

180175	PO-180282	06/05/2018	10080	1	01-8150-0-5630.00-0000-8110-112-000-000	NN P	323.00	323.00
					REPAIRS/MAINT - BUILDING			
					TOTAL PAYMENT AMOUNT		323.00 *	323.00

TOTAL FUND	PAYMENT	307,358.92 **	307,358.92
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MERCED COUNTY OFFICE OF EDUCATION
CHECK REGISTER BATCH COVER

Gustine

DATE: 6/6/18

DISTRICT FUND: 13 - 5077

BATCH# 55

DISTRICT NAME: 14 - GUSTINE UNIFIED SCHOOL DISTRICT

TOTAL AMOUNT OF REGISTER: \$ 1,841.53

01-5070
11-5074
13-5077
14-5072
17-5071
21-5069
25-5075
35-5078
40-5065

CHECK LIST FOR CHECK REGISTERS
(PLEASE CHECKMARK EACH)

- ☒ Verify cash for each fund
- ☒ Ensure deposits have been made at the County Treasurer by 11 a.m.
- ☒ Provide all pages of prelist and Cover Sheet for each fund on prelist (even if zero)
- ☒ Retain original prelist for your records
- ☒ Proper signed authorization for each batch

ALL BATCHES MUST BE RELEASED AND HELD FOR AUDIT

DISTRICT SERVICES USE ONLY

RECEIVED BY DISTRICT SERVICES: _____

AUDIT APPROVED: _____

CASH CHECKED: _____

RELEASED FOR PAYMENT: _____

014 Gustine Unified School Dist. J96294
JUNE 5 WARRANT REGISTER 1

ACCOUNTS PAYABLE PRELIST
BATCH: 0055 JUNE 5 WARRANT REGISTER 1 << Open >>
FUND : 13 CAFETERIA SPECIAL REVENUE FUND

APY500 L.00.12 06/06/18 12:26 PAGE 13

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description		FD-RESC-Y-OBJT.S0-GOAL-FUNC-SCH-DD1-DD2 T9MPS			
016633/00		CENTRAL SANITARY SUPPLY CO					
181241	PO-181187	06/05/2018 883774	1	13-5310-0-4300.00-0000-3700-112-000-000	NN P	691.84	691.84
				SUPPLIES			
181241	PO-181187	06/05/2018 883801	1	13-5310-0-4300.00-0000-3700-112-000-000	NN P	387.47	387.47
				SUPPLIES			
181241	PO-181187	06/05/2018 885547	1	13-5310-0-4300.00-0000-3700-112-000-000	NN P	326.11	326.11
				SUPPLIES			
				TOTAL PAYMENT AMOUNT	1,405.42 *		1,405.42
105201/00		PRYOR LEARNING SOLUTIONS					
	PV-181043	06/05/2018 20-26862717		13-5310-0-5200.00-0000-3700-112-000-000	NN		128.00
				TRAVEL & CONFERENCE			
				TOTAL PAYMENT AMOUNT	128.00 *		128.00
104288/00		TESEI PETROLEUM					
	PV-181031	06/05/2018 94045		13-5310-0-4341.00-0000-3700-112-000-000	NN		78.11
				GAS, OIL LUBE, ETC			
				TOTAL PAYMENT AMOUNT	78.11 *		78.11
105231/00		TRIDENT BEVERAGE					
181021	PO-180966	06/06/2018 JACA67992QB	1	13-5310-0-4799.00-0000-3700-112-599-000	NN P	230.00	230.00
				MISCELLANEOUS FOOD SUPPLIES			
				TOTAL PAYMENT AMOUNT	230.00 *		230.00
				TOTAL FUND PAYMENT	1,841.53 **		1,841.53
				TOTAL BATCH PAYMENT	309,200.45 ***	0.00	309,200.45
				TOTAL DISTRICT PAYMENT	309,200.45 ****	0.00	309,200.45
				TOTAL FOR ALL DISTRICTS:	309,200.45 ****	0.00	309,200.45

Number of checks to be printed: 48, not counting voids due to stub overflows.

Batch status: A All

From batch: 0056

To batch: 0056

Include Revolving Cash: Y

Include Address: N

Include Object Desc: Y

Include Vendor TIN: N

Include Audit Date and Time in Sort: N

Handwritten signature

06/06/18

**MERCED COUNTY OFFICE OF EDUCATION
CHECK REGISTER BATCH COVER**

Gustine

DATE: 6/6/18

DISTRICT FUND: 21 - 5069

BATCH# 56

DISTRICT NAME: 14 - GUSTINE UNIFIED SCHOOL DISTRICT

TOTAL AMOUNT OF REGISTER: \$ 179,617.18

01-5070
11-5074
13-5077
14-5072
17-5071
21-5069
25-5075
35-5078
40-5065

**CHECK LIST FOR CHECK REGISTERS
(PLEASE CHECKMARK EACH)**

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- ☒ Provide all pages of prelist and Cover Sheet for each fund on prelist (even if zero)
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ALL BATCHES MUST BE RELEASED AND HELD FOR AUDIT

DISTRICT SERVICES USE ONLY

RECEIVED BY DISTRICT SERVICES: _____

AUDIT APPROVED: _____

CASH CHECKED: _____

RELEASED FOR PAYMENT: _____

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2 T9MPS				
104863/00	CALIFORNIA DESIGN WEST INC.						
PV-181063	06/06/2018	191706-8 ✓	21-0000-8-6215.00-0000-8500-111-000-231 NN			7,370.00 ✓	
			ARCHITECT/ ENGINEERING FEES				
PV-181063	06/06/2018	191706-8 ✓	21-0000-8-6240.00-0000-8500-111-000-231 NN			1,527.20 ✓	
			PRELIMINARY TESTING				
PV-181064	06/06/2018	191706-10 ✓	21-0000-8-6215.00-0000-8500-111-000-231 NN			14,804.52 ✓	
			ARCHITECT/ ENGINEERING FEES				
PV-181064	06/06/2018	191706-10 ✓	21-0000-8-6215.00-0000-8500-111-000-235 NN			26,101.15 ✓	
			ARCHITECT/ ENGINEERING FEES				
PV-181065	06/06/2018	191705-8 ✓	21-0000-8-6215.00-0000-8500-110-000-134 NN			7,370.00 ✓	
			ARCHITECT/ ENGINEERING FEES				
PV-181065	06/06/2018	191705-8 ✓	21-0000-8-6240.00-0000-8500-110-000-134 NN ✓			1,644.00 ✓	
			PRELIMINARY TESTING				
PV-181066	06/06/2018	191705-10 ✓	21-0000-8-6215.00-0000-8500-110-000-134 NN ✓			21,203.75 ✓	
			ARCHITECT/ ENGINEERING FEES				
PV-181066	06/06/2018	191705-10 ✓	21-0000-8-6215.00-0000-8500-110-000-132 NN ✓			35,700.00 ✓	
			ARCHITECT/ ENGINEERING FEES				
PV-181067	06/06/2018	191704-16 ✓	21-0000-8-6215.00-0000-8500-115-000-331 NN ✓			7,370.00 ✓	
			ARCHITECT/ ENGINEERING FEES				
PV-181068	06/06/2018	191704-18 ✓	21-0000-8-6215.00-0000-8500-115-000-331 NN ✓			21,875.75 ✓	
			ARCHITECT/ ENGINEERING FEES				
PV-181068	06/06/2018	191704-18 ✓	21-0000-8-6215.00-0000-8500-115-000-333 NN ✓			36,708.00 ✓	
			ARCHITECT/ ENGINEERING FEES				
PV-181069	06/06/2018	191504-22 ✓	21-0000-8-6215.00-0000-8500-310-000-437 NN ✓			7,600.00 ✓	
			ARCHITECT/ ENGINEERING FEES				
PV-181070	06/06/2018	191504-24 ✓	21-0000-8-6215.00-0000-8500-310-000-437 NN ✓			29,465.08 ✓	
			ARCHITECT/ ENGINEERING FEES				
PV-181070	06/06/2018	191504-24 ✓	21-0000-8-6215.00-0000-8500-310-000-439 NN ✓			52,211.43 ✓	
			ARCHITECT/ ENGINEERING FEES				
PV-181071	06/06/2018	191505-20 ✓	21-0000-8-6215.00-0000-8500-310-000-436 NN ✓			22,240.00 ✓	
			ARCHITECT/ ENGINEERING FEES				
PV-181072	06/06/2018	191505-22 ✓	21-0000-8-6215.00-0000-8500-310-000-436 NN ✓			38,580.00 ✓	
			ARCHITECT/ ENGINEERING FEES				
PV-181073	06/06/2018	191502-22 ✓	21-0000-8-6215.00-0000-8500-310-000-433 NN ✓			5,841.00 ✓	
			ARCHITECT/ ENGINEERING FEES				
PV-181074	06/06/2018	191502-24 ✓	21-0000-8-6215.00-0000-8500-310-000-433 NN ✓			14,604.50 ✓	
			ARCHITECT/ ENGINEERING FEES				
PV-181074	06/06/2018	191502-24 ✓	21-0000-8-6215.00-0000-8500-310-000-432 NN ✓			31,278.00 ✓	
			ARCHITECT/ ENGINEERING FEES				
TOTAL PAYMENT AMOUNT			179,617.18 *			179,617.18	
TOTAL FUND PAYMENT			179,617.18 **			179,617.18	
TOTAL BATCH PAYMENT			179,617.18 ***	0.00		179,617.18	

014 Gustine Unified School Dist. J96500
JUNE 6 WARRANT REGISTER 2

ACCOUNTS PAYABLE PRELIST
BATCH: 0056 JUNE 6 WARRANT REGISTER 2
FUND : 21 BUILDING FUND - BOND PROCEEDS

APY500 L.00.12 06/06/18 16:34 PAGE 2

<< Open >>

Vendor / Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description		FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount	

TOTAL DISTRICT PAYMENT	179,617.18 ****	0.00	179,617.18
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TOTAL FOR ALL DISTRICTS:	179,617.18 ****	0.00	179,617.18
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Number of checks to be printed: 1, not counting voids due to stub overflows.

Batch status: A All

From batch: 0057

To batch: 0057

Include Revolving Cash: Y

Include Address: N

Include Object Desc: Y

Include Vendor TIN: N

Include Audit Date and Time in Sort: N

12/1 to Jan

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MERCED COUNTY OFFICE OF EDUCATION
CHECK REGISTER BATCH COVER

Gustine

DATE: 6/13/18

DISTRICT FUND: 01 - 5070

BATCH# 57

DISTRICT NAME: 14 - GUSTINE UNIFIED SCHOOL DISTRICT

TOTAL AMOUNT OF REGISTER: \$ 185,695.93

01-5070
11-5074
13-5077
14-5072
17-5071
21-5069
25-5075
35-5078
40-5065

CHECK LIST FOR CHECK REGISTERS
(PLEASE CHECKMARK EACH)

- ☒ Verify cash for each fund
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ALL BATCHES MUST BE RELEASED AND HELD FOR AUDIT

DISTRICT SERVICES USE ONLY

RECEIVED BY DISTRICT SERVICES: _____

AUDIT APPROVED: _____

CASH CHECKED: _____

RELEASED FOR PAYMENT: _____

014 Gustine Unified School Dist. J66
JUNE 12 WARRANT REGISTER 1

ACCOUNTS PAYABLE PRELIST
BATCH: 0057 JUNE 12 WARRANT REGISTER 1 << Open >>
FUND : 01 GENERAL FUND/COUNTY SSF

APY500 L.00.12 06/13/18 11:12 PAGE 1

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description	FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount	
102323/00	A & A PORTABLES INC						
181275 PO-181225	06/12/2018	1-719219	1	01-0000-0-5899.00-0000-2700-310-000-000	NN P	167.33	167.33
				OTHER SERVICES, FEES, OP EXPS			
181275 PO-181225	06/12/2018	716197	1	01-0000-0-5899.00-0000-2700-310-000-000	NN P	165.46	165.46
				OTHER SERVICES, FEES, OP EXPS			
181275 PO-181225	06/12/2018	714202	1	01-0000-0-5899.00-0000-2700-310-000-000	NN P	165.46	165.46
				OTHER SERVICES, FEES, OP EXPS			
181275 PO-181225	06/12/2018	711587	1	01-0000-0-5899.00-0000-2700-310-000-000	NN P	21.42	21.42
				OTHER SERVICES, FEES, OP EXPS			
				TOTAL PAYMENT AMOUNT	519.67 *		519.67
104160/00	AGUILAR, MYRA LIZETT						
PV-181084	06/12/2018	REIMB FOR ADMIN MEETING	01-0000-0-4300.00-0000-7200-112-000-000	NN		62.58	
				SUPPLIES			
				TOTAL PAYMENT AMOUNT	62.58 *		62.58
104604/00	BLUELINE RENTAL LLC						
180837 PO-180817	06/12/2018	52275080001	1	01-8150-0-5620.00-0000-8110-112-000-000	NN P	1,405.21	1,405.21
				RENTALS, LEASES OF EQUIPMENT			
180837 PO-180817	06/12/2018	52347960001	1	01-8150-0-5620.00-0000-8110-112-000-000	NN F	356.98	3
				RENTALS, LEASES OF EQUIPMENT			
				TOTAL PAYMENT AMOUNT	1,720.26 *		1,720.26
105223/00	CASTILLO JR, ZENNEN						
PV-181091	06/13/2018	PSYCHO-EDUCATIONAL ASSESSMENT	01-6500-0-5866.00-5770-3120-112-000-000	NY		49,000.00	
				PROFESSIONAL SERVICES			
PV-181092	06/13/2018	PSYCHO-ED MILEAGE	01-6500-0-5230.00-5770-3120-112-000-000	NY		1,727.11	
				MILEAGE			
				TOTAL PAYMENT AMOUNT	50,727.11 *		50,727.11
016633/00	CENTRAL SANITARY SUPPLY CO						
180838 PO-180802	06/12/2018	888733	1	01-8150-0-4300.00-0000-8110-112-000-000	NN P	428.36	428.36
				SUPPLIES			
				TOTAL PAYMENT AMOUNT	428.36 *		428.36

014 Gustine Unified School Dist. J66
JUNE 12 WARRANT REGISTER 1

ACCOUNTS PAYABLE PRELIST
BATCH: 0057 JUNE 12 WARRANT REGISTER 1
FUND : 01 GENERAL FUND/COUNTY SSF

APY500 L.00.12 06/13/18 11:12 PAGE 2
<< Open >>

Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
104854/00		CERES WORLD TRAVEL						
180953	PO-180905	06/12/2018 062618GHS	1	01-7338-0-5200.00-0000-3110-310-000-000	NY F		2,525.25	2,525.25
		TRAVEL & CONFERENCE						
		TOTAL PAYMENT AMOUNT			2,525.25 *			2,525.25
103109/00		CODESP						
	PV-181082	06/12/2018 0003541		01-3010-0-5300.00-0000-7200-112-000-000	NN			2,050.00
		DUES & MEMBERSHIPS						
		TOTAL PAYMENT AMOUNT			2,050.00 *			2,050.00
104675/00		COFFEY, TAWNYA						
	PV-181080	06/12/2018 STAFF MEETING REIMB		01-1100-0-4300.00-1110-1000-110-000-000	NN			100.61
		SUPPLIES						
		TOTAL PAYMENT AMOUNT			100.61 *			100.61
103792/00		DATA PATH INC						
181005	PO-181011	06/12/2018 13787	1	01-3010-0-4300.00-1110-1000-110-000-000	NN F		454.77	418.29
		SUPPLIES						
		TOTAL PAYMENT AMOUNT			418.29 *			418.29
024891/00		DEMCO INC						
180919	PO-180878	06/12/2018 6338169	1	01-3010-0-4300.00-1110-1000-110-000-000	NN F		1,844.93	1,602.20
		SUPPLIES						
		TOTAL PAYMENT AMOUNT			1,602.20 *			1,602.20
104929/00		DMV RENEWAL						
181331	PO-181247	06/12/2018 63HV47	1	01-0823-0-5899.00-0000-3600-112-000-000	NN P		52.00	52.00
		OTHER SERVICES, FEES, OP EXPS						
181331	PO-181247	06/12/2018 63HV49	1	01-0823-0-5899.00-0000-3600-112-000-000	NN P		52.00	52.00
		OTHER SERVICES, FEES, OP EXPS						
181331	PO-181247	06/12/2018 63HV46	1	01-0823-0-5899.00-0000-3600-112-000-000	NN P		52.00	52.00
		OTHER SERVICES, FEES, OP EXPS						
181331	PO-181247	06/12/2018 63HV48	1	01-0823-0-5899.00-0000-3600-112-000-000	NN F		52.00	52.00
		OTHER SERVICES, FEES, OP EXPS						
		TOTAL PAYMENT AMOUNT			208.00 *			208.00

014 Gustine Unified School Dist. J66
JUNE 12 WARRANT REGISTER 1

ACCOUNTS PAYABLE PRELIST
BATCH: 0057 JUNE 12 WARRANT REGISTER 1 << Open >>
FUND : 01 GENERAL FUND/COUNTY SSF

APY500 L.00.12 06/13/18 11:12 PAGE 3

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		Liq Amt	Net Amount
Req Reference	Date	Description		FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2	T9MPS			
105095/00	DURAN-LARA, JENNIFER							
	PV-181089	06/12/2018	INSTRUCTIONAL MATERIALS REIMB	01-6300-0-4300.00-1110-1000-110-000-000	NN			135.00
			SUPPLIES					
			TOTAL PAYMENT AMOUNT		135.00 *			135.00
104045/00	ELIZALDE, ANDREA N							
	PV-181088	06/12/2018	REIMB INSTRUCTIONAL REIMB	01-6300-0-4300.00-1110-1000-110-000-000	NN			311.00
			SUPPLIES					
			TOTAL PAYMENT AMOUNT		311.00 *			311.00
104772/00	ENGINEERING IS ELEMENTARY							
181271	PO-181221	06/12/2018	1-70124041-01	1 01-0824-0-4300.00-1110-1003-112-000-106	NN F	735.54		735.54
			SUPPLIES					
			TOTAL PAYMENT AMOUNT		735.54 *			735.54
105248/00	FREE SPIRIT PUBLISHING							
181223	PO-181125	06/12/2018	595943.1	1 01-3010-0-4300.00-1110-1000-110-000-000	NN F	117.81		122.33
			SUPPLIES					
			TOTAL PAYMENT AMOUNT		122.33 *			122.33
104984/00	GREENHOUSE MEGASTORE							
181037	PO-180979	06/12/2018	747563	1 01-6387-0-4300.00-3824-1000-310-000-000	NN F	694.28		694.28
			SUPPLIES					
181037	PO-180979	06/12/2018	747563	2 01-6387-0-4400.00-3824-1000-310-000-000	NN F	3,934.28		3,934.28
			NON-CAPITALIZED EQUIPMENT					
181036	PO-180980	06/12/2018	748190	1 01-6387-0-4300.00-3824-1000-310-000-000	NN F	4,926.87		4,926.87
			SUPPLIES					
			TOTAL PAYMENT AMOUNT		9,555.43 *			9,555.43
101340/00	GREG OPINSKI CONSTRUCTION INC							
181370	PO-181255	06/13/2018	NO. 151264	1 01-0000-0-9330.00-0000-0000-000-000-000	NN F	68,975.32		68,975.32
			PREPAID EXPENDITURES					
			TOTAL PAYMENT AMOUNT		68,975.32 *			68,975.32

Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
100659/00	HOME DEPOT CREDIT SERVICES							
180868 PO-180860	06/13/2018	3971812		1 01-8150-0-4300.00-0000-8110-112-000-000 NN P			218.77	218.77
				SUPPLIES				
180971 PO-180947	06/12/2018	4972169		1 01-3550-0-4300.00-1110-1000-310-000-000 NN P			1,672.46	1,672.46
				SUPPLIES				
181137 PO-181099	06/13/2018	7102356		1 01-1100-0-4300.00-1110-1000-111-000-000 NN F			300.00	299.26
				SUPPLIES				
				TOTAL PAYMENT AMOUNT		2,190.49 *		2,190.49
104587/00	IC REFRIGERATION							
181262 PO-181211	06/12/2018	0077221-IN		1 01-8150-0-5640.00-0000-8110-112-000-000 NN P			316.00	316.00
				REPAIRS/MAINT OF EQUIPMENT				
				TOTAL PAYMENT AMOUNT		316.00 *		316.00
103512/00	IRON MOUNTAIN							
PV-181077	06/12/2018	ABFW303		01-0000-0-5550.00-0000-8200-112-000-000 NN				291.44
				DISPOSAL/GARBAGE REMOVAL				
				TOTAL PAYMENT AMOUNT		291.44 *		291.44
102553/00	LAKESHORE LEARNING MATERIALS							
181146 PO-181105	06/12/2018	5413220518		1 01-1100-0-4300.00-1110-1000-110-000-000 NN F			1,771.10	1,763.92
				SUPPLIES				
181214 PO-181161	06/12/2018	5412910518		1 01-3010-0-4300.00-1110-1000-110-000-000 NN F			89.22	82.33
				SUPPLIES				
				TOTAL PAYMENT AMOUNT		1,846.25 *		1,846.25
103263/00	MAIER, MELINDA							
PV-181087	06/12/2018	REIMB LEARNING W/O TEARS MATER		01-6300-0-4300.00-1110-1000-110-000-000 NN				311.00
				SUPPLIES				
				TOTAL PAYMENT AMOUNT		311.00 *		311.00
104108/00	MCKINLEY ELEVATOR CORPORATION							
181304 PO-181242	06/12/2018	A105608-IN		1 01-8150-0-5640.00-0000-8110-112-000-000 NN P			275.00	275.00
				REPAIRS/MAINT OF EQUIPMENT				
181304 PO-181242	06/12/2018	A105607-IN		1 01-8150-0-5640.00-0000-8110-112-000-000 NN F			320.38	275.00
				REPAIRS/MAINT OF EQUIPMENT				

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description	FD-RESC-Y-OBJT.S0-GOAL-FUNC-SCH-DD1-DD2 T9MPS			Liq Amt	Net	Amount

TOTAL PAYMENT AMOUNT				550.00 *				550.00
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056986/00 MERCED SUN-STAR

PV-181075	06/12/2018	ADVERTISING 05/07 - 06/03	01-0000-0-5899.00-0000-7200-112-000-000 NN					95.16
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OTHER SERVICES, FEES, OP EXPS

TOTAL PAYMENT AMOUNT				95.16 *				95.16
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064370/00 OFFICE SUPPLY EXPRESS

181116 PO-181041	06/12/2018	133287	1 01-0000-0-4300.00-0000-7200-112-000-000 NN P			75.76		75.76
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SUPPLIES

TOTAL PAYMENT AMOUNT				75.76 *				75.76
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103616/00 OPENING TECHNOLOGIES

181261 PO-181210	06/12/2018	18-1-0524	1 01-8150-0-5630.00-0000-8110-112-000-000 NN P			587.61		587.61
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REPAIRS/MAINT - BUILDING

TOTAL PAYMENT AMOUNT				587.61 *				587.61
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103816/00 PALOMINO, DELORES

180207 PO-180174	06/12/2018	EUREKA MATH REIMB MILEAGE	1 01-0824-0-5200.00-1110-1000-110-000-104 NN F			35.07		33.25
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TRAVEL & CONFERENCE

TOTAL PAYMENT AMOUNT				33.25 *				33.25
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104534/00 QUILL

181221 PO-181124	06/12/2018	7284349	1 01-0824-0-4300.00-1110-1000-110-000-102 NN P			13.24		13.24
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SUPPLIES

181221 PO-181124	06/12/2018	7284834	1 01-0824-0-4300.00-1110-1000-110-000-102 NN P			662.12		662.12
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SUPPLIES

181221 PO-181124	06/12/2018	7293979	1 01-0824-0-4300.00-1110-1000-110-000-102 NN P			28.81		28.81
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SUPPLIES

181221 PO-181124	06/12/2018	7326706	1 01-0824-0-4300.00-1110-1000-110-000-102 NN P			33.26		33.26
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SUPPLIES

181221 PO-181124	06/12/2018	7330258	1 01-0824-0-4300.00-1110-1000-110-000-102 NN P			26.85		26.85
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SUPPLIES

TOTAL PAYMENT AMOUNT				764.28 *				764.28
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014 Gustine Unified School Dist. J66
JUNE 12 WARRANT REGISTER 1

ACCOUNTS PAYABLE PRELIST
BATCH: 0057 JUNE 12 WARRANT REGISTER 1
FUND : 01 GENERAL FUND/COUNTY SSF

APY500 L.00.12 06/13/18 11:12 PAGE 6

<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		Liq Amt	Net Amount
Req Reference	Date	Description		FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2	T9MPS			
103560/00	REALLY GOOD STUFF							
181215	PO-181162	06/12/2018	6411982	1	01-3010-0-4300.00-1110-1000-110-000-000	YN F	118.66	124.57
					SUPPLIES			
					TOTAL PAYMENT AMOUNT	124.57 *		124.57
					TOTAL USE TAX AMOUNT	10.28		
105039/00	RIDDELL/ ALL AMERICAN SPORTS							
180173	PO-180157	06/12/2018	950247287	1	01-1100-0-4300.00-1801-4200-310-000-000	NN P	3,085.35	3,085.35
					SUPPLIES			
					TOTAL PAYMENT AMOUNT	3,085.35 *		3,085.35
104686/00	SAENZ PEST CONTROL INC							
PV-181090	06/13/2018	5543		01-8150-0-5565.00-0000-8110-112-000-000	NN			180.00
				PEST CONTROL				
PV-181090	06/13/2018	5544		01-8150-0-5565.00-0000-8110-112-000-000	NN			180.00
				PEST CONTROL				
PV-181090	06/13/2018	5545		01-8150-0-5565.00-0000-8110-112-000-000	NN			180.00
				PEST CONTROL				
PV-181090	06/13/2018	5542		01-8150-0-5565.00-0000-8110-112-000-000	NN			75.00
				PEST CONTROL				
PV-181090	06/13/2018	5563		01-8150-0-5565.00-0000-8110-112-000-000	NN			170.00
				PEST CONTROL				
PV-181090	06/13/2018	5564		01-8150-0-5565.00-0000-8110-112-000-000	NN			210.00
				PEST CONTROL				
				TOTAL PAYMENT AMOUNT	995.00 *			995.00
077419/00	SCHOLASTIC INCORPORATED							
181218	PO-181164	06/12/2018	M6302676	1	01-3010-0-4300.00-1110-1000-110-000-000	NN P	922.77	922.77
					SUPPLIES			
					TOTAL PAYMENT AMOUNT	922.77 *		922.77
101568/00	SCHOOL SERVICES OF CALIFORNIA							
PV-181078	06/12/2018	0115700-IN		01-0000-0-5899.00-0000-7200-112-000-000	NN			260.00
				OTHER SERVICES, FEES, OP EXPS				
				TOTAL PAYMENT AMOUNT	260.00 *			260.00

014 Gustine Unified School Dist. J66
JUNE 12 WARRANT REGISTER 1

ACCOUNTS PAYABLE PRELIST
BATCH: 0057 JUNE 12 WARRANT REGISTER 1 << Open >>
FUND : 01 GENERAL FUND/COUNTY SSF

APY500 L.00.12 06/13/18 11:12 PAGE 7

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description	FD-RESC-Y-OBJT,SO-GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount	
100968/00	STANISLAUS COUNTY						
180396 PO-180372	06/12/2018	180579	1 01-0824-0-5200.00-1110-1000-110-000-104	NN P	125.00	125.00	
			TRAVEL & CONFERENCE				
180695 PO-180638	06/12/2018	181942	1 01-4203-0-5201.00-0000-7410-112-100-000	NN P	175.00	175.00	
			PROFESSIONAL DEVLPMNT TRAINING				
180695 PO-180638	06/12/2018	181491	1 01-4203-0-5201.00-0000-7410-112-100-000	NN F	875.00	875.00	
			PROFESSIONAL DEVLPMNT TRAINING				
181020 PO-180975	06/13/2018	182882	1 01-4203-0-5200.00-1110-1000-111-000-000	NN F	175.00	175.00	
			TRAVEL & CONFERENCE				
PV-181079	06/12/2018	182622	01-0000-0-5869.00-0000-3140-112-000-000	NN		3,933.96	
			MEDICAL SERVICES				
PV-181081	06/12/2018	181491	01-4203-0-5201.00-0000-7410-112-100-000	NN		175.00	
			PROFESSIONAL DEVLPMNT TRAINING				
			TOTAL PAYMENT AMOUNT	5,458.96 *		5,458.96	
105076/00	STRICTLY TECH						
181108 PO-181122	06/13/2018	19065	1 01-3010-0-4400.00-1110-1000-111-000-000	NN F	9,168.38	9,168.38	
			NON-CAPITALIZED EQUIPMENT				
			TOTAL PAYMENT AMOUNT	9,168.38 *		9,168.38	
104288/00	TESEI PETROLEUM						
PV-181085	06/12/2018	94331	01-0823-0-4341.00-0000-3600-112-000-000	NN		3,673.87	
			GAS, OIL LUBE, ETC				
PV-181086	06/12/2018	86701	01-0823-0-4341.00-0000-3600-112-000-000	NN		2,030.91	
			GAS, OIL LUBE, ETC				
PV-181086	06/12/2018	85123	01-0823-0-4341.00-0000-3600-112-000-000	NN		2,488.16	
			GAS, OIL LUBE, ETC				
			TOTAL PAYMENT AMOUNT	8,192.94 *		8,192.94	
096011/00	WESTSIDE WELDING						
181328 PO-181246	06/12/2018	10385	1 01-8150-0-4300.00-0000-8110-112-000-000	NY F	118.83	109.77	
			SUPPLIES				
			TOTAL PAYMENT AMOUNT	109.77 *		109.77	
104319/00	YARD MASTERS INC.						
PV-181076	06/12/2018	10399	01-0000-0-5802.00-0000-8110-112-000-000	NN		10,120.00	
			MAINTENANCE AGRMTS-NONEQUIP				
			TOTAL PAYMENT AMOUNT	10,120.00 *		10,120.00	

Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
			TOTAL FUND	PAYMENT	185,695.93	**		185,695.93
			TOTAL USE TAX AMOUNT		10.28			

MERCED COUNTY OFFICE OF EDUCATION
CHECK REGISTER BATCH COVER

Gustine

DATE: 6/13/18

DISTRICT FUND: 13 - 5077

BATCH# 57

DISTRICT NAME: 14 - GUSTINE UNIFIED SCHOOL DISTRICT

TOTAL AMOUNT OF REGISTER: \$ 2,170.78

01-5070
11-5074
13-5077
14-5072
17-5071
21-5069
25-5075
35-5078
40-5065

CHECK LIST FOR CHECK REGISTERS
(PLEASE CHECKMARK EACH)

- ☒ Verify cash for each fund
- ☒ Ensure deposits have been made at the County Treasurer by 11 a.m.
- ☒ Provide all pages of prelist and Cover Sheet for each fund on prelist (even if zero)
- ☒ Retain original prelist for your records
- ☒ Proper signed authorization for each batch

ALL BATCHES MUST BE RELEASED AND HELD FOR AUDIT

DISTRICT SERVICES USE ONLY

RECEIVED BY DISTRICT SERVICES: _____

AUDIT APPROVED: _____

CASH CHECKED: _____

RELEASED FOR PAYMENT: _____

014 Gustine Unified School Dist. J66
JUNE 12 WARRANT REGISTER 1

ACCOUNTS PAYABLE PRELIST
BATCH: 0057 JUNE 12 WARRANT REGISTER 1 << Open >>
FUND : 13 CAFETERIA SPECIAL REVENUE FUND

APY500 L.00.12 06/13/18 11:12 PAGE 9

Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
016633/00		CENTRAL SANITARY SUPPLY CO						
181241 PO-181187	06/12/2018	88547		1 13-5310-0-4300.00-0000-3700-112-000-000 NN P			326.11	326.11
				SUPPLIES				
181241 PO-181187	06/12/2018	871493		1 13-5310-0-4300.00-0000-3700-112-000-000 NN P			78.17	78.17
				SUPPLIES				
TOTAL PAYMENT AMOUNT						404.28 *		404.28
104327/00		MODESTO REFRIGERATION INC						
180307 PO-180280	06/12/2018	0000020572		1 13-5310-0-5640.00-0000-3700-112-000-000 NN P			386.00	386.00
				REPAIRS/MAINT OF EQUIPMENT				
180307 PO-180280	06/12/2018	0000020571		1 13-5310-0-5640.00-0000-3700-112-000-000 NN P			297.00	297.00
				REPAIRS/MAINT OF EQUIPMENT				
180307 PO-180280	06/12/2018	0000020569		1 13-5310-0-5640.00-0000-3700-112-000-000 NN P			430.50	430.50
				REPAIRS/MAINT OF EQUIPMENT				
180307 PO-180280	06/12/2018	0000020534		1 13-5310-0-5640.00-0000-3700-112-000-000 NN P			356.00	356.00
				REPAIRS/MAINT OF EQUIPMENT				
180307 PO-180280	06/12/2018	0000020533		1 13-5310-0-5640.00-0000-3700-112-000-000 NN P			225.07	297.00
				REPAIRS/MAINT OF EQUIPMENT				
TOTAL PAYMENT AMOUNT						1,766.50 *		1,766.50
TOTAL FUND PAYMENT						2,170.78 **		2,170.78

MERCED COUNTY OFFICE OF EDUCATION
CHECK REGISTER BATCH COVER

Gustine

DATE: 6/13/18

DISTRICT FUND: 25 - 5075

BATCH# 57

DISTRICT NAME: 14 - GUSTINE UNIFIED SCHOOL DISTRICT

TOTAL AMOUNT OF REGISTER: \$ 833.75

01-5070

11-5074

13-5077

14-5072

17-5071

21-5069

25-5075

35-5078

40-5065

CHECK LIST FOR CHECK REGISTERS
(PLEASE CHECKMARK EACH)

- ☒ Verify cash for each fund
- ☒ Ensure deposits have been made at the County Treasurer by 11 a.m.
- ☒ Provide all pages of prelist and Cover Sheet for each fund on prelist (even if zero)
- ☒ Retain original prelist for your records
- ☒ Proper signed authorization for each batch

ALL BATCHES MUST BE RELEASED AND HELD FOR AUDIT

DISTRICT SERVICES USE ONLY

RECEIVED BY DISTRICT SERVICES: _____

AUDIT APPROVED: _____

CASH CHECKED: _____

RELEASED FOR PAYMENT: _____

Vendor /Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
077948/00	JACK SCHREDER & ASSOCIATES INC							
PV-181083	06/12/2018	29340			25-0000-0-5866.00-0000-8500-112-000-000 NN			833.75
					PROFESSIONAL SERVICES			
					TOTAL PAYMENT AMOUNT	833.75 *		833.75
					TOTAL FUND	PAYMENT	833.75 **	833.75
					TOTAL BATCH PAYMENT	188,700.46 ***	0.00	188,700.46
					TOTAL USE TAX AMOUNT	10.28		
					TOTAL DISTRICT PAYMENT	188,700.46 ****	0.00	188,700.46
					TOTAL USE TAX AMOUNT	10.28		
					TOTAL FOR ALL DISTRICTS:	188,700.46 ****	0.00	188,700.46
					TOTAL USE TAX AMOUNT	10.28		

Number of checks to be printed: 41, not counting voids due to stub overflows.

GUSTINE UNIFIED SCHOOL DISTRICT

Meeting of the Board of Trustees

MEETING DATE:

June 19, 2018

AGENDA ITEM TITLE: Approval of 2017-2020 LCAP

AGENDA SECTION: Action

PRESENTED BY: Kim Medeiros, Curriculum and Instruction Coordinator

RECOMMENDATIONS:

It is recommended that the Board of Trustees approve the 2017-2020 LCAP.

SUMMARY:

Local Control and Accountability Plan (LCAP) Public Hearing. LCFF/LCAP related Ed Code 52052 states, the governing board of a school must hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP or annual update.

Local Control Funding Formula (LCFF)/Local Control and Accountability Plan (LCAP) related Ed Code 52052(b)(2) states "A governing board of a school district shall adopt a local control and accountability plan or annual update to the local control and accountability plan in a public meeting. This meeting shall be held after, but not on the same day as, the public hearing held pursuant to paragraph (1). This meeting shall be the same meeting as that during which the governing board of the school district adopts a budget pursuant to paragraph (2) of subdivision (a) of Section 42127."

FISCAL IMPACT: \$19,207,638.00

BUDGET CATEGORY: LCFF

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Gustine Unified School District

Contact Name and Title

Bryan Ballenger
Superintendent

Email and Phone

bballenger@gustineusd.org
(209) 854-3784

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Gustine Unified School District (GUSD) serves approximately 1,830 students in Gustine, California. It is located in the northwestern portion of Merced County on the western part of the San Joaquin Valley. Gustine Unified School district covers an area of 224 square miles. The community is a farming community with a milk processing factory. The population of Gustine is 5,640 people. There are five schools in the district: Gustine Elementary School, Romero Elementary School, Gustine Middle School, Gustine High School, and Pioneer High School. There is one adult school.

The school district serves students in grades Transitional Kindergarten through twelfth grade. The diversity in Gustine Unified School District is 81.8% Hispanic, 14.1% White, .76% Asian, 1% Two or More Races, .65 Filipino, .49% Black or African American, .27% American Indian or Alaska Native, and .16% Native Hawaiian or Other Pacific Islander. The district's total student enrollment of "unduplicated students" is 81%, which is made up of English Learners (35%), students from low-income environments (81%), and Foster Youth (.26%). The percentage of students who are part of the Special Education program is 11.97%.

Gustine Unified School District strives for continuous improvement toward the success of all students. The district's focus is to implement quality first instruction through the collaborative approach of Professional Learning Communities and using research based strategies in the classroom. GUSD is making great efforts to meet the needs of all learners and also provide intervention time during the day to ensure all students succeed and are well prepared for college and career.

LCAP Highlights

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

Gustine Unified School District's 2018 - 2020 LCAP builds on the plans of prior years by improving services and successful practices.

Goal 1 - Student Achievement: Gustine Unified School District will develop and enhance quality instructional programs, through professional development, recruitment, and retention of quality teachers to increase student achievement and prepare students to be college and career ready. There are 15 Actions/Services in Goal 1, and the core mission of goal 1 is to increase student achievement. Some of the new highlighted activities will be additional professional development to increase teacher capacity through Professional Learning Communities, add an additional fine arts a-g course of ceramics, and add a counselor to the high school in order to ensure that all students are college and career ready. An assistant superintendent will also be hired to support English Learners and Students with Disabilities.

Goal 2 - Safe and Healthy Learning Environment: Gustine Unified School district will create safe, healthy, and welcoming learning environments to enhance the social-emotional and academic learning for all students necessary to become productive members of society. This goal has 12 Actions/Services. In order to create a safe and healthy learning environment, teams and additional staff members from each school site will receive PBIS Tier 2 training and all sites will begin implementing PBIS. The district will partner with a safety company to assess the safety of the school campuses and provide input on ways to increase safety as well as training for staff members. An additional school psychologist will be hired to better meet the social and emotional needs of all students in the district.

Goal 3 - Meaningful School, Family, and Community Partnerships: Gustine Unified School District will work together with parents, families, and the community to create partnerships that enhance student achievement to encourage students to become successful members of society. There are 6 Actions/Services in Goal 3. One area of highlight will be to improve communication with parents and the community. Parent Square will be utilized as a communication tool to communicate with parents/guardians through phone calls, text messages, and emails to ensure that parents/guardians are informed of school activities and events. Another highlight of the LCAP is monthly parent/guardian meetings which will be held at different school sites each month. The parent/guardian meetings will address various topics of interest to parents/guardians.

Review of Performance

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

Greatest Progress

The greatest progress Gustine Unified School District is most proud of is its Graduation Rate. Gustine Unified School district is "Blue" on the LCFF Rubrics and has one of the highest graduation rates in Merced County. The district is also proud of the increase in English Learner Progress for grades 1-12. The district moved from "Yellow" on the CA Dashboard to "Green."

In order to build on the success of the graduation rate, GUSD will add counseling services and continue to meet with students to ensure they are on track for graduation, create activities and clubs to ensure students are attending classes by monitoring attendance, and increasing supports for students who are struggling academically. In order to continue the success of our English Learners, an Assistant Superintendent will be hired to oversee English Learners, student services, and Special Education. The Assistant Superintendent will lead the English Learner Coalition team and help to monitor the progress of English Learners.

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

Greatest Needs

The greatest needs in the district include lowering the suspension rates and mathematics (3-8). According to the LCFF Rubrics, the district is "Orange" in suspension rates and Mathematics (3-8) for all students. The student groups that are "Orange" are all students and socioeconomically disadvantaged. Student groups in "Red" for Suspension Rate are: English Learners, Foster Youth, Students with Disabilities, and Hispanic. To address suspension rates GUSD incorporated Positive Behavior Intervention Support (PBIS) training to teams from all sites and will continue to send teams and bus drivers, custodial staff, yard supervisors, and cafeteria staff during the 2018-2019 school year. The district will implement PBIS district wide in 2018-2019. By promoting positive behavior in students and schools, the campuses will become safer environments for students and academic learning time will increase. We anticipate the addition of PBIS to support higher attendance rates and a decrease in suspensions and expulsions.

Another area of need is the Mathematics (3-8) indicator, the district is overall "Orange." English Learners are "Red" and all other students groups are "orange," with the exception of Hispanic students who are "Yellow" according to the indicator. The district has partnered with Stanislaus County Office of Education to provide Eureka Math training and completed a lesson study series to address the area of mathematics.

Another area of need relates to English Learners. Gustine Unified School District is identified as needing Differentiated Assistance for English Learners in academic areas of 3-8 English Language Arts and 3-8 Mathematics as well as suspension rate based on the California Accountability Model and the California Dashboard. GUSD worked with Merced County Office of Education to identify the root cause of this and areas to focus on to improve outcomes for English Learners. Two areas of focus will be instruction and administrative support. We will address the areas of focus through our Professional Learning Communities.

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

Performance Gaps

According to the Local Control Funding Formula (LCFF) Evaluation Rubrics, academic achievement in English Language Arts for grades 3-8 and Graduation Rate for grades 9-12 have performance gaps.

English Language Arts: "All Student" performance for English Language Arts is yellow. The student group that is two levels below and red on the indicator is English Learners.

Graduation Rate: "All Student" Graduation Rate is blue. There is one student group that scored two levels below the "all student" indicator. The student group who is yellow is English Learners.

The steps the LEA is planning to address these performance gaps are to increase the professional development in the areas of English Language Arts for all TK-8 teachers. The district will continue using i-Ready diagnostics test and SBAC Interim Assessment Blocks to monitor the progress of students. Teacher leaders at all sites will be established and will receive training to facilitate Professional Learning Community teams in the use of data to monitor progress of students and help teams plan to address the needs of students.

To address the performance gaps in the Graduation Rate, Gustine High School will use an intervention period two days per week to increase the achievement of English Learners. Counseling services at the high school level will be increased to ensure that English Learners are making progress and on track for graduation.

As a district, we need to increase the overall outcomes for English Learners. We will create a district English Learner Coalition Team and site task forces in order to identify and address the needs. These teams will meet on a regular basis to monitor progress and improve instructional strategies to meet the needs of English Learners.

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

Increased or Improved services

The most significant ways that the district will increase or improve services to low-income students, English learners, and foster youth are:

- *Hire an additional psychologist to meet continue academic testing with students who are struggling academically as well as meet with students regularly to meet their social and emotional needs.
- *Hire an Assistant Superintendent to student services with a focus on English Learners and Special Education.
- *Continue training of positive behavior intervention support (PBIS) and implement the structures at all sites to address the academic, social, and emotional needs of the students.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$21,806,628.92
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$3,065,631.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

The total general fund expenditures not listed in the LCAP are \$18,740,997.92. Some of these expenditures are not listed because they are charged to other funding sources such as Title I, Title II, Title III, and Special Ed/Special Ed contribution. In addition, all expenditures related to the district's core educational program are among some of the expenditures not listed in the LCAP. Some of these expenditures include salaries and benefits related to teachers, administration, and maintenance and operation costs. Other expenditures also include utilities, legal fees, and property insurance. This description is not inclusive of the entire district budget. For more detail on the entire school district budget, the public is encouraged to visit our district website in which our SACS budget documents are posted.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$ 19,207,638.00

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Gustine Unified School District will develop and enhance quality instructional programs, through professional development, recruitment, and retention of quality teachers to increase student achievement and prepare students to be college and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: CTE Course Completion

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Performance on CAASPP-ELA Percent of Students in English Language Arts who scored Standard Met or Exceeded	Performance on CAASPP-ELA Percent of Students in English Language Arts who scored Standard Met or Exceeded was 30.54%. (met)
17-18 30%	
Baseline 29%	

Expected

Metric/Indicator

Performance on CAASPP-Math
Percent of Students in Mathematics who scored Standard Met or Exceeded

17-18

15%

Baseline

14%

Metric/Indicator

Percent of English Learners who make progress toward proficiency, measured by the CELDT

17-18

58%

Baseline

56%

Metric/Indicator

ELPAC

17-18

-

Baseline

-

Metric/Indicator

Reclassification Rate--Increase the percent of English Learners who get reclassified by 2%

17-18

17.5%

Baseline

15.5%

Metric/Indicator

Rate of teacher misassignment
Percent of teachers that are highly qualified

Actual

Performance on CAASPP-Math

Percent of Students in English Language Arts who scored Standard Met or Exceeded was 17.35%. (met)

This year English Learners did not take the Annual CELDT Assessment as the ELPAC Assessment was transitioned in.

All English Learners in grades TK-12 were assessed using the English Language Proficiency Assessment of California (ELPAC) in 2018. Results were not available at the time of LCAP adoption.

For the 2017-2018 school year, 13% of English Learners were reclassified. (not met)

Percent of teachers that are highly qualified is 100%. (met)

Expected

Actual

17-18

90%

Baseline

88%

Metric/Indicator

Implementation of CCSS

Percent of teachers grades TK-12 that participate in Common Core Standards aligned professional development.

17-18

96%

Baseline

95%

Metric/Indicator

Share of students that are college and career ready

* Increase the percent of students successfully completing a-g courses.

17-18

40%

Baseline

37.8%

Metric/Indicator

Increase the percent of students successfully completing Career Technical Education (CTE) programs by 3%.

17-18

9%

Baseline

6%

Metric/Indicator

Share of students that pass Advanced Placement exams with 3 or higher
Increase the percent of students passing AP exams with a score of 3 or higher by 2%.

The number of teachers who attended district-wide Professional Development regarding Common Core Standards was 96%. (met)

44.4% of students successfully completed a-g courses.(met)

6% of students enrolled in CTE programs completed a CTE pathway. (not met)

There were 150 Advanced Placement Exams taken and 53 exams had a passing score of 3 or higher. The pass rate for AP Exams was 35% (met)

Expected

17-18

20%

Baseline

18%

Metric/Indicator

Share of students determined prepared for college by the Early Assessment Program ELA

*Increase the percent of students "Ready for College" based on the Early Assessment Program in English Language Arts by 2%.

17-18

23.3%

Baseline

21.3%

Metric/Indicator

Share of students determined prepared for college by the Early Assessment Program Math

* Increase the percent of students "Ready for College" based on the Early Assessment Program in Math by 2%.

17-18

4.4%

Baseline

2.4%

Metric/Indicator

Middle school dropout rate--decrease the number of middle school dropouts

17-18

0

Baseline

1

Actual

The percent of students "Ready for College" based on the Early Assessment Program in English Language Arts was 25.8%. (met)

The percent of students "Ready for College" based on the Early Assessment Program in Mathematics was 9.4%. (met)

The middle school drop out rate was 0. (met)

Expected

Actual

Metric/Indicator

High school graduation rates

Increase high school graduation rate by .5%

17-18

95.7%

Baseline

95.2%

High School Graduation rate is 97.5%. (met)

Metric/Indicator

High school dropout rates

Decrease the high school dropout rate by .1%

17-18

2.0%

Baseline

2.1%

High School dropout rate is 0.4% (met)

Metric/Indicator

Student access and enrollment in all required areas of study

100% of students will have access to required courses of study as indicated on the Master Schedule.

17-18

100%

Baseline

100%

100% of students have access to required courses of study as indicated on the master schedule. (met)

Metric/Indicator

Student access to standards aligned instructional materials

students will have access to standards-aligned instructional materials based on current adoptions and purchases

17-18

100%

100% of students have standards-aligned instructional materials. (met)

Expected

Actual

Baseline
100%

Metric/Indicator

English Learner Students will have access to CCSS and ELD standards for purposes of gaining academic content knowledge and English Language Proficiency.

17-18
100%

Baseline
100%

Metric/Indicator

Programs and services are developed and provided to all unduplicated pupils and individuals with exceptional needs

17-18
100%

Baseline
100%

100% of English Learners have access to CCSS and ELD standards through integrated and designated ELD in all courses to gain academic content and English Language Proficiency. (met)

Programs and services were developed and provided to all unduplicated students and individuals with exceptional needs. (met)

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

Curriculum and Instruction Coordinator will continue conducting Curriculum Council meetings with site leaders and selected teachers to review and recommend curriculum, plan and coordinate district professional development, and recommend

Actual Actions/Services

Curriculum Council meetings were conducted five times throughout the 2017-2018 school year. The meetings were facilitated by the Curriculum and Instruction Coordinator.

Budgeted Expenditures

1000-1999: Certificated
Personnel Salaries LCFF
\$140,388

Estimated Actual Expenditures

1000-1999: Certificated
Personnel Salaries LCFF
\$122,000

3000-3999: Employee Benefits
LCFF \$22,050

instructional methods to the governing board.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
As determined by each school site, with administration consulting with teachers and/or leadership team, increase and maintain reading and math intervention programs which may include additional classroom support, the purchase of specific intervention curriculum, tutoring support in core academic areas, and utilizing/maintaining Read 180 and/or System 44 Reading Intervention program with priority enrollment for Low Income pupils, English Learners, and Foster Youth.	Each school site established an intervention period or an intervention time within the school day and intervention programs were used to meet the needs students. Math 180 was implemented at Gustine Middle School.	4000-4999: Books And Supplies Supplemental and Concentration \$31,000	4000-4999: Books And Supplies Supplemental and Concentration \$23,387 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$6,618

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide stipends for SST coordinators to gather information, contact parents, set meeting schedules, and work with teachers to address the needs of learners who are not making academic progress or have behavioral needs.	SST Coordinators have been provided stipends to gather information, contact parents, set meeting schedules, and work with teachers to address the needs of learners who are not making academic progress or have behavioral needs.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$4,000	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$3,000 3000-3999: Employee Benefits Supplemental and Concentration \$600

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Professional Development

*GUSD, through the Curriculum Council, will continue to support teachers of all subject areas with effective research based professional development opportunities to strengthen instruction and improve student outcomes.

*All sites will provide math coaching and/or training.

*Gustine High School will provide PD to strengthen the AP Program.

*Provide training for instructional aides and classified staff.

*Provide training for English Language Arts instruction.

Professional Development

*GUSD, through the Curriculum Council, will continue to support teachers of all subject areas with effective research based professional development opportunities to strengthen instruction and improve student outcomes.

*All sites provided math coaching and training during the 2017-2018 school year. Teachers in TK-8 were provided with specific Eureka Math training and each grade level completed a lesson study. High School teachers were provided training on various math topics.

*Gustine High School AP teachers will attend AP trainings during the summer.

*Provide training for instructional aides and classified staff.

*Teachers in grades K-5 received training on the Benchmark Advance program. Teachers in 6-8 were provided training on English Language Development standards, English Language Arts instruction, and Study Sync (adopted program).

1000-1999: Certificated
Personnel Salaries LCFF \$85,000

5000-5999: Services And Other
Operating Expenditures LCFF
\$30,000

1000-1999: Certificated
Personnel Salaries LCFF
\$13,143

5000-5999: Services And Other
Operating Expenditures LCFF
\$48,516

3000-3999: Employee Benefits
LCFF \$2,467

Action 5

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

All sites will continue to provide experiential learning experiences for our students, for example Yosemite Nature Bridge Science Field Trip, AVID, FFA, and other academically focused field trips.

All school sites provided experiential learning experiences for all students. For example many high school students attended Yosemite Nature Bridge Science Field Trip. Students were actively involved in AVID (4-12), FFA, and other academically focused field trips.

5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$10,000

5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$27,308

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$9,380

3000-3999: Employee Benefits Supplemental and Concentration \$1,688

4000-4999: Books And Supplies Supplemental and Concentration \$3,300

Action 6

Planned Actions/Services

Summer Enrichment Program
Continue to support a one month summer science enrichment program with transportation.

Actual Actions/Services

Summer Enrichment Program
The Summer Enrichment Program will happen in June of 2018. It will be offered to students entering grades 5-8 and will include hands on engineering projects to enhance and enrich science curriculum. Transportation will be provided.

Budgeted Expenditures

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$4,000

4000-4999: Books And Supplies Supplemental and Concentration \$2,000

Estimated Actual Expenditures

1000-1999: Certificated Personnel Salaries Title I \$4,000

4000-4999: Books And Supplies Supplemental and Concentration \$735.54

5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$2,000

Action 7

Planned Actions/Services

Beginning Teacher Support--
Provide all new teachers with financial support for Induction Programs.

Actual Actions/Services

Three eligible teachers were provided financial support for the beginning teacher induction program.

Budgeted Expenditures

5000-5999: Services And Other Operating Expenditures LCFF \$38,000

Estimated Actual Expenditures

5000-5999: Services And Other Operating Expenditures LCFF \$12,000

1000-1999: Certificated
Personnel Salaries LCFF
\$19,500

3000-3999: Employee Benefits
LCFF \$3,700

Action 8

Planned Actions/Services

Staff all instructional support positions to provide additional and extended learning in classrooms.

Actual Actions/Services

All instructional support positions were staffed to provide additional and extended learning in the classrooms.

Budgeted Expenditures

2000-2999: Classified Personnel Salaries Supplemental and Concentration \$208,000

Estimated Actual Expenditures

2000-2999: Classified Personnel Salaries Supplemental and Concentration \$174,661

3000-3999: Employee Benefits Supplemental and Concentration \$64,246

Action 9

Planned Actions/Services

ELD Coordinators will be provided stipends to coordinate state language assessments and provide professional development for adopted ELD standards/instructional strategies.

Actual Actions/Services

ELD Coordinators were provided stipends to coordinate state language assessments and provided professional development for the adopted ELD standards/instructional strategies.

Budgeted Expenditures

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$7,000

5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$2,000

Estimated Actual Expenditures

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$6,000

5000-5999: Services And Other Operating Expenditures Title III \$1,200

3000-3999: Employee Benefits Supplemental and Concentration \$1,100

Action 10

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

The high school counselor will meet with students to encourage enrollment in Career Technical Education (CTE) courses.

The high school counselor met with students to encourage enrollment and completion of Career Technical Education (CTE) Courses.

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$129,000

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$109,100

3000-3999: Employee Benefits Supplemental and Concentration \$19,760

Action 11

Planned Actions/Services

Incorporate Technology into the classrooms which supports the development of 21st Century Skills and better prepares students for college and career.

Actual Actions/Services

Technology was incorporated into the classrooms which supports the development of 21st Century Skills and better prepares students for college and career. Computer carts were added to classrooms and classroom technology was updated.

Budgeted Expenditures

4000-4999: Books And Supplies LCFF \$125,000

Estimated Actual Expenditures

4000-4999: Books And Supplies LCFF \$98,878

Action 12

Planned Actions/Services

Career Readiness Coordinator 50% of time dedicated to EL, RFEP, foster youth, and low income students for monitoring progress towards graduation and college and career readiness and providing interventions as necessary.

Actual Actions/Services

Career Readiness Coordinator
The Career Readiness Coordinator met with and regularly monitored the progress of English Learners and Reclassified Fluent English Proficient students to ensure they were on the path to graduation.

Budgeted Expenditures

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$147,000

Estimated Actual Expenditures

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$124,100

3000-3999: Employee Benefits Supplemental and Concentration \$22,460

Action 13

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Provide district funding for schools to recruit, hire, train, and retain, staff to provide additional support and services for EL, Low income, and FY.

The district intervention teachers provided support services for students in need of additional support. Small group instruction was provided to support EL, Low Income and Foster Youth.

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$100,200

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$69,700

3000-3999: Employee Benefits Supplemental and Concentration \$30,846

Action 14

Planned Actions/Services

Establish a system and use tracking software for on-going analysis of student performance and progress by establishing a district-wide assessment plan, providing teacher release time, collaborative learning time, Professional Learning Communities (PLC), instructional rounds, and utilizing instructional team leaders to facilitate PLCs. Implement a district-wide assessment plan.

Actual Actions/Services

Each site identified Instructional Team Leaders to facilitate Professional Learning Communities. Teacher teams were provided release time for professional learning and collaboration. A system was established for tracking student progress. A district assessment calendar was created and shared with all teachers.

Budgeted Expenditures

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$53,600

4000-4999: Books And Supplies Supplemental and Concentration \$4,300

Estimated Actual Expenditures

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$69,427

4000-4999: Books And Supplies Supplemental and Concentration \$4,536

3000-3999: Employee Benefits Supplemental and Concentration \$8,132

Action 15

Planned Actions/Services

Continue Career Technical Education (CTE) course offerings in order to ensure college and career readiness.

Actual Actions/Services

Gustine Unified School District continued to provide Career Technical Education (CTE) courses in order to ensure college and career readiness.

Budgeted Expenditures

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$99,000

Estimated Actual Expenditures

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$75,650

3000-3999: Employee Benefits Supplemental and Concentration \$26,800

Action 16

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Partner with Merced County Office of Education to explore the Next Generation Science Standards (NGSS) Frameworks with teachers TK-12. Teachers will assess needs, locate materials, and begin to integrate NGSS lessons into instruction, and attend conferences to learn more about NGSS.

All science teachers TK-12 were provided a frameworks training through Merced County Office of Education. Teachers have started to assess needs and locate materials.

5000-5999: Services And Other Operating Expenditures LCFF
\$10,000

5000-5999: Services And Other Operating Expenditures LCFF
\$10,746

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Overall, Gustine Unified School District is making progress in academic achievement. This year the Professional Learning Communities (PLC) were more focused with the newly implemented Teacher Leader positions throughout the district. The PLC teams worked together to use data and make changes to instruction to meet the needs of the students. Essential standards for English Language Arts and Mathematics were identified at all grade levels. 96% of teachers received district-wide professional development in the Art & Science of Teaching. Students who needed extra support were provided with additional time either through an intervention period, reteaching during class, or time after school.

Advancement Via Individual Determination (AVID) was also implemented district-wide in grades 4-5. AVID is a college and career readiness system for students in elementary through higher education that is designed to increase thinking, processing, and delivering information. At the elementary level all fourth and fifth grade students receive is daily instruction in the skills students will need to guide them on their path to success.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall, the actions in Goal 1 are helping students to be successful. The district is providing additional training to teachers in the areas of the Art and Science of Teaching as well as in English Language Arts and Mathematics to increase the overall effectiveness of instruction. We are increasing intervention programs and addressing the needs of students. The role of the teacher leaders at each site helped to implement and streamline the PLC process. Each Monday team leaders facilitated meetings within their grade level teams/departments. During weekly Professional Learning Community (PLC) meetings, agendas were created, formative assessments were administered, and data was analyzed. Team leaders were trained in the PLC process within the district. The Professional Learning Communities and collaborative release time helped teachers focus on the most important skills that students needed to be

successful. They also provided the collaboration needed to share the most effective teaching strategies and practice to ensure all students learn at high levels.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are material differences between budgeted expenditures and estimated actual expenditures within goal 1.

Under action 4, of goal 1, the district was able to charge a large portion of the professional development expenses to Educator Effectiveness Grant rather than to Local Control Funding Formula (LCFF).

Providing experiential learning within goal 5 had an increase in spending due to the fact that Advancement Through Individual Determination (AVID) was implemented for all fourth and fifth graders in the district. There were also some additional charges in providing the Nature Bridge Field Trip for high school students.

The material differences in Action 6, the summer enrichment program, are due to the fact that Title I funds will be used toward teacher salaries for all summer school activities.

Action 11, incorporating technology into classrooms, experienced a material difference as well. Computer carts were purchased to increase the number of devices at GUSD schools and Title I funds were used for many of those purchases.

The final action that resulted in material differences was action 14 relating to professional learning communities. Within this action, teacher teams were given planning days to increase collaboration and so the additional cost was due to substitutes for the collaboration days.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Within goal 1, action 15 providing professional development for Next Generation Science Standards was combined into action 4 of professional development. This streamlines the LCAP to keep all professional development activities under one action. The metric of English Learner progress as measured by the CELDT was not added because the CELDT test was phased out during the 2017-2018 school year and the ELPAC was administered for the first time. Results were not received before the LCAP was completed. The metric regarding reclassification rate was not met. The goal was 17.5% and the reclassification rate was 13%. We are in a transition year plan to reclassify more students in the fall based on ELPAC results, which will increase the reclassification rate. Another metric not met was Career Technical Education (CTE) course completion. The goal was to have an increase of 3%, but we maintained the number of students who completed a CTE pathway. The district plans to address this by having high school counselors monitoring that students are registered for the correct classes to complete a pathway.

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

Gustine Unified School District will create safe, healthy, and welcoming learning environments to enhance the social-emotional and academic learning for all students necessary to become productive members of society.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Facilities in good repair Increase the average percentage of the Facility Inspection Tool by 1%</p> <p>17-18 95.4%</p> <p>Baseline 94.4%</p>	<p>The average percentage for all four school sites on the Facilities Inspection Tool was 94.26% (not met)</p>
<p>Metric/Indicator School attendance rates Increase attendance rates by 1%</p> <p>17-18 90.9%</p>	<p>Attendance rates have increased by 4.13% for a total of 94.03% based on the P2 Attendance report. (met)</p>

Expected

Actual

Baseline
89.9%

Metric/Indicator
Chronic absenteeism rates
Decrease chronic absenteeism by 1%

17-18
9.1%

Baseline
10.1%

Metric/Indicator
Student suspension rates
Decrease the total number of suspensions to less than 90 per year.

17-18
138

Baseline
158

Metric/Indicator
Student expulsion rates
Expulsion rate is less than 5 per year.

17-18
4

Baseline
9

The percentage of students who were chronically absent was 8.7%, which was a decrease of 1.4% (met)

The total number of suspensions has not decreased to less than 90. The current number of suspensions is 136, which is a decrease over 2016-2017 of 20 suspensions over the 2016-2017 school year. (met)

The number of expulsions is not less than 5. The 2017-2018 expulsion rate is 8 expulsions, which is a decrease by 1 expulsion over 2016-2017. (not met)

Expected

Metric/Indicator

Other local measures—Student survey

*Increase the number of students who feel that school is a safe place by 5%

*Increase the number of students who state they feel connected to their schools by 5%

17-18

70%

68%

Baseline

65%

63%

Actual

In 2017, 63% of students stated that they feel safe at school. In 2018, 84% of students stated that they feel safe in school, which is a 21% increase (met).

The number of students who stated they feel connected to their schools in 2017 was 65%. In 2018, 90% of surveyed students felt connected to their schools, which was a 25% increase. (met)

Metric/Indicator

Other Local Measures--Parent Survey

*Parent surveys will reflect an increase of parents stating that their students feel safe on campus by 1%

17-18

95%

The number of parents who stated that their children felt safe on campus was 71%, which was a decrease from 2016-2017 of 94%. (not met)

Expected	Actual
Baseline 94%	
Metric/Indicator Other Local Measure--Teacher Survey *Increase the number of teachers who feel connected to their schools and that it is a supportive environment by 5%. *Increase the number of teachers who feel safe on campus by 1%. 17-18 81% 91% Baseline 76% 86%	For 2017-2018, the percentage of teachers who feel connected to their schools and that it is a supportive environment is 67%. This was a decrease from 2016-2017 by 9%. (not met) The percentage of teachers in 2017-2018 who feel safe on campus is 71%. This is a decrease of 15% from the 2016-2017 school year. (not met)

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Provide regular maintenance and repair to school facilities which will increase FIT percentages

Regular maintenance and repairs to school facilities have been provided.

2000-2999: Classified Personnel Salaries Base \$231,100

2000-2999: Classified Personnel Salaries Base \$236,800

3000-3999: Employee Benefits Base \$106,716

3000-3999: Employee Benefits Base \$101,370

4000-4999: Books And Supplies Base \$154,000

4000-4999: Books And Supplies Base \$161,500

5000-5999: Services And Other Operating Expenditures Base \$87,090

5000-5999: Services And Other Operating Expenditures Base \$167,900

6000-6999: Capital Outlay Base \$6,000

6000-6999: Capital Outlay Base \$5,052

7000-7439: Other Outgo Base \$35,094

7000-7439: Other Outgo Base \$52,000

Action 2

Planned Actions/Services

Continue counseling services district-wide to help with social, emotional, and academic needs with a focus on unduplicated pupils.

Actual Actions/Services

Counseling services were provided district-wide to help with social, emotional, and academic needs with a focus on unduplicated pupils.

Budgeted Expenditures

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$129,000

Estimated Actual Expenditures

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$109,900

3000-3999: Employee Benefits Supplemental and Concentration \$19,760

Action 3

Planned Actions/Services

Maintain an equal level of all health services at all sites in order to provide better care to students.

Actual Actions/Services

All sites in the district provided health services for students.

Budgeted Expenditures

2000-2999: Classified Personnel Salaries Supplemental and Concentration \$128,000

Estimated Actual Expenditures

2000-2999: Classified Personnel Salaries Supplemental and Concentration \$72,117

3000-3999: Employee Benefits Supplemental and Concentration \$48,800

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to support a full time School Nurse time in order provide more comprehensive care to low income and foster youth as well to better serve all students.	A full time school nurse provides comprehensive care to low income and foster youth as well as serves all students.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$114,000	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$110,600
			3000-3999: Employee Benefits Supplemental and Concentration \$17,340

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide funding for sites and stipends for teachers to coach, organize, and create additional student activities and events in order to encourage students to participate in school through activities, enrichment, clubs, and the arts. Provide transportation when needed.	Teachers have been provided stipends to coach, organize, and create additional student activities. A late bus has been made available at all sites to ensure transportation so students can participate in activities after dismissal.	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$22,000	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$21,770
			1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$11,000
			3000-3999: Employee Benefits Supplemental and Concentration \$2,100
			4000-4999: Books And Supplies Supplemental and Concentration \$19,950

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide a school resource officer and campus supervisors to ensure the safety of students and staff.	A school resource officer and campus supervisors were provided to ensure the safety of students and staff.	5000-5999: Services And Other Operating Expenditures LCFF \$55,000	5000-5999: Services And Other Operating Expenditures LCFF \$47,000

2000-2999: Classified Personnel
Salaries LCFF \$45,000

2000-2999: Classified Personnel
Salaries LCFF \$17,650

3000-3999: Employee Benefits
LCFF \$11,325

Action 7

Planned Actions/Services

The vice principals at the elementary and middle schools will continue to help ensure the safety of students and staff in addition to enforcing school rules and improving student conduct.

Actual Actions/Services

The vice principals at the elementary and middle schools continued to ensure the safety of students and staff in addition to enforcing school rules and improving student conduct.

Budgeted Expenditures

1000-1999: Certificated
Personnel Salaries LCFF
\$258,000

Estimated Actual Expenditures

1000-1999: Certificated
Personnel Salaries LCFF
\$208,512

3000-3999: Employee Benefits
LCFF \$36,927

Action 8

Planned Actions/Services

Continue to provide a stipend for Teacher in Charge role at all sites to maintain the safety of children in the absence of an administrator.

Actual Actions/Services

Three of the four sites provided a stipend for the teacher in charge roll to maintain the safety of children in the absence of an administrator. Gustine High School did not have a need for the stipend this year.

Budgeted Expenditures

1000-1999: Certificated
Personnel Salaries LCFF \$3,500

Estimated Actual Expenditures

1000-1999: Certificated
Personnel Salaries LCFF \$2,250

3000-3999: Employee Benefits
LCFF \$407

Action 9

Planned Actions/Services

Continuation of Link Crew and Gustine High School and implement a Where Everyone Belongs (WEB) program with a focus on at risk students to decrease dropout rates. Provide a stipend for the advisers.

Actual Actions/Services

Link Crew was implemented at the Gustine High School and several activities were planned for school engagement. Link crew met with incoming students and also hosted several school dances. WEB was not implemented at Gustine Middle

Budgeted Expenditures

1000-1999: Certificated
Personnel Salaries Supplemental
and Concentration \$6,000

Estimated Actual Expenditures

1000-1999: Certificated
Personnel Salaries Supplemental
and Concentration \$3,000

4000-4999: Books And Supplies
Supplemental and Concentration
\$650

School during the 2017-2018 school year.

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Add a behavior intervention program PBIS and/or Restorative Justice for all sites. Teams from each school site will participate in positive behavioral interventions and supports training through Merced County Office of Education and provide ongoing training for staff to maintain and improve positive relationships with students and foster positive and respectful relationships between students.	PBIS was started at each school site. Teams from each school site participated in year one positive behavioral interventions and supports training through Merced County Office of Education and provide ongoing training for staff to maintain and improve positive relationships with students and foster positive and respectful relationships between students.	5000-5999: Services And Other Operating Expenditures LCFF \$6,000	5000-5999: Services And Other Operating Expenditures LCFF \$8,200
		4000-4999: Books And Supplies	4000-4999: Books And Supplies LCFF \$1,800
			2000-2999: Classified Personnel Salaries LCFF \$600
			3000-3999: Employee Benefits LCFF \$250

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Partner with Merced County Office of Education to share a District Attorney to address chronic absenteeism.	The district partnered with MCOE to share a district attorney to decrease chronic absenteeism.	5000-5999: Services And Other Operating Expenditures LCFF \$2,000	5000-5999: Services And Other Operating Expenditures LCFF \$1,759

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

During the 2017-2018 school year, the district was successful in many actions of Goal 2. In order to improve student engagement and provide a safe and healthy learning environment for students, each school sent a Positive Behavior Intervention and Support (PBIS) team to be trained through Merced County Office of Education. All teams completed year 1 of PBIS and started planning and implementing strategies in order to improve behavior and decrease suspension rates. The district's intent to add additional activities to engage students was also successful by partnering with Playhouse Merced to provide elementary students with the opportunity to

participate in the arts. Another successful addition was to provide bus transportation for after school to allow students to participate in sports and other activities. Counseling services continued district wide.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

According the California Dashboard, the district is "orange" in suspension rates. The overall suspension rates have decreased in the district from 2016-2017 to 2017-2018 school year. The expulsion rate has slightly decreased as well. Attendance has increased district wide. GUSD feels successful in creating a safe and healthy learning environment due to the increase in the number of students who feel safe in school. Although the feelings of safety decreased among teachers and staff, it is most likely in response to the news media coverage of recent school violence. We plan to share with the school families and the community the ways in which we are working to increase school safety.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

One material difference between budgeted and actual expenditures in goal 2 was in action 1. The original budgeted amount of \$87,090 was an error on the LCAP and it should have been \$122,000. Even with the correct budget, there were still material differences in repairs such as specialty doors and frames and additional repairs that needed to be made. Another additional expense was professional development. The district sent maintenance and custodial staff to professional development which resulted in additional expenditures. The increase in operating costs was due to the increase of other expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Goal 2 will have some minor changes in the 18-19 LCAP plan. The metric of the facilities inspection tool showed a slight decrease from the previous year and was marked as not met. The maintenance department has increased spending to repair areas at the sites and as the district moves forward, bond projects will increase the overall fit percentages.

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

Gustine Unified School District will work together with parents, families, and the community to create partnerships that enhance student achievement to encourage students to become successful members of society.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Efforts to seek parent input:

A Parent Engagement Survey in English and Spanish was mailed home to the family of the oldest child in each school. The survey was also available online in English and Spanish.

Increase the number of parents of who "agree or strongly agree" that the schools encourage parental involvement by 3%.

Efforts to seek parent input:

Increase the number of parents of who "agree or strongly agree" that they feel comfortable participating in school activities by 3%.

Efforts to seek parent input:

Increase the number of parents who "agree or strongly agree" that the school community has reached out to them by 3%.

Actual

A parent engagement survey was provided at LCAP meetings and available online. The survey was available in English and Spanish.

The percentage of parents who "agree" or "strongly agree" that the schools encourage parental involvement was 78%, which was a five percent increase over the 2016-2017 school year. (met)

Expected

17-18
76%

76%

62%

Baseline
73%

73%

59%

Metric/Indicator

Promotion of parental participation. Increase the parent attendance at key district events: Back to School Night, Parent Conferences, and Open House by 5%.

17-18
55%

Baseline
50%

Metric/Indicator

The district will track communication through Signal Kit to promote parent participation for unduplicated pupils

17-18
1% increase over previous year

Baseline
to be determined in 17-18

Actual

For the 2017-2018 School Year, the percentage who "agree" or "strongly agree" that they feel comfortable participating in school activities was 93%, a twenty percent increase over the previous year. (met)

In efforts to seek parental input, the percentage of parents who "agree" or "strongly agree" that the school community has reached out to them was 65%, which was a six percent increase over the 2016-2017 school year.

Parent participation was increased during key stakeholder events such as: Back to School Nights, Parent Conferences, and Open House at each site. Based on sign in sheets and other data, 55% of parents attended key events. (met)

The district implemented Aeries Communication (Signal Kit) to promote parent participation and increase communication for activities, events, meetings, and attendance. The total number of communications (via phone calls, texts, and emails sent out during the year using this system was 25,325. The district was unable to disaggregate the communication reports by parents of unduplicated pupils.
Gustine Unified School District: 8
Romero Elementary School: 730
Pioneer Alternative School: 1578
Gustine Elementary School: 3514
Gustine High School: 14489
Gustine Middle School: 5006

Expected

Actual

Metric/Indicator

The district will track communication through Signal Kit to promote parent participation individuals with exceptional needs

17-18

1% increase over previous year

Baseline

to be determined in 17-18

The district implemented Aeries Communication (Signal Kit) to promote parent participation and increase communication for activities, events, meetings, and attendance. The total number of communications (via phone calls, texts, and emails sent out during the year using this system was 25,325. The district was unable to disaggregate the communication reports by parents of students with exceptional needs.

Gustine Unified School District: 8

Romero Elementary School: 730

Pioneer Alternative School: 1578

Gustine Elementary School: 3514

Gustine High School: 14489

Gustine Middle School: 5006

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

Provide information nights for parents on various topics such as grade monitoring, attendance, and communication in English and Spanish.

Actual Actions/Services

Parents were trained on monitoring grades online at Back to School Nights.

Budgeted Expenditures

5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,000

Estimated Actual Expenditures

5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0

4000-4999: Books And Supplies Supplemental and Concentration \$2,034

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Provide parent education classes and resources to parents on various topics. Continue Latino Family Literacy nights at Gustine Elementary School and Romero Elementary School.

Latino Family Literacy Nights were continued at Gustine Elementary and Romero Elementary.

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$2,000

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1200

2000-2999: Classified Personnel Salaries Supplemental and Concentration \$220

Action 3

Planned Actions/Services

Provide Child Care at school meetings to ensure all parents are able to attend regardless of child care responsibilities.

Actual Actions/Services

Child care was provided at school meetings to ensure all parents could participate in meetings and activities.

Budgeted Expenditures

2000-2999: Classified Personnel Salaries Supplemental and Concentration \$500

Estimated Actual Expenditures

2000-2999: Classified Personnel Salaries Supplemental and Concentration \$260

Action 4

Planned Actions/Services

Provide a parent liaison to support in the interpretation/translation of meetings and other school communications to ensure that all parents can participate. Ensure parents know that liaisons are available.

Actual Actions/Services

A parent liaison is available at each site to support in the interpretation/translation of meetings and other school communications.

Budgeted Expenditures

2000-2999: Classified Personnel Salaries Supplemental and Concentration \$42,000

Estimated Actual Expenditures

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$29,083

3000-3999: Employee Benefits Supplemental and Concentration \$9,886

Action 5

Planned Actions/Services

Increase communication by expanding community engagement services through more social media, an updated website, email communication, text messages, incorporating the use of apps, and traditional communication.

Actual Actions/Services

An updated district website was launched to increase communication and locate important information. Aeries Communications was used to send out message through text messages, email communication, or text messages.

Budgeted Expenditures

4000-4999: Books And Supplies Supplemental and Concentration \$17,000

Estimated Actual Expenditures

4000-4999: Books And Supplies Supplemental and Concentration \$2,100

5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$13,126

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide site funding to create additional family engagement activities throughout the year.	Additional activities were provided such as Love Romero, Romero Games, Turkey Trot, and the Gustine High School Color Run, etc.	4000-4999: Books And Supplies LCFF \$2,000	5000-5999: Services And Other Operating Expenditures LCFF \$500

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The district was able to implement many activities under Goal 3. Additional family engagement opportunities were added, such as math nights at the elementary sites. Translation services and child care were provided at all engagement activities. Communication was increased due to the launch of an updated district website and the use of Aeries Communications.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

According to local surveys, the district did increase and meet the metrics for Goal 3. There were only 121 surveys returned. For the 18-19 school year, the district plans to use a new communications system to send the surveys in a text message in order to increase the number of surveys that are returned. The most effective means of communication was the addition of the Aeries Communication system. Parents were notified via text message, phone call, or email for meetings and activities throughout the district. The most effective part was the instant two way translation of messages between English and Spanish. The new and updated website was also launched, which provided the families and community a calendar of events as well as other important district information. Translation and child care were provided at all stakeholder events allowing parents/guardians to participate in the meetings/activities.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are two material differences in actions 1 and 7. For action 1, materials were purchased for parent engagement, for \$2,034 and there was not a cost for the engagement and the budget was \$1,000. Under action 7, only \$500 of the \$2,000 budget was spent on materials. The activities brought families onto the sites, but did not require large amounts of funds to conduct.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

For Goal 3, Action 1, the action will be modified to include monthly parent meetings based on various topics of interest. Through stakeholder engagement meetings, parents/guardians expressed a desire to learn more about monitoring grades, the importance of attendance, monitoring social media use, and information on school safety. Monthly meetings will be held at different school sites throughout the district. For action 6, the district will continue work toward increasing communication, but will use a new communication tool that has the ability to send flyers and surveys as well as text messages, phone calls, and emails. The district will track communication.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

A series of LCAP Community/Staff/Student meetings were held in the district, with interpretation services in Spanish. Information regarding the California Dashboard, Five by Five Grids, progress, and current LCAP goals and actions were presented and discussions regarding district and site needs were held on the 2017-2018 LCAP. Handouts and collaborative presentations were made available in both English and Spanish. Input from attendees was collected at each meeting. A Parent/Staff/Student/Community Member LCAP survey was made available online in both English and Spanish and a hard copy was made available to parents without internet access at each stakeholder meeting.

The Board of Trustees and audience members were updated in the LCAP at several board meetings.

May 9, 2018 LCAP informational presentation--CA Dashboard, progress made, stakeholder engagement input, and needs.

June 13, 2018 Presentation of 2017-2020 LCAP

June 13, 2018 Public Hearing 6:30 PM

June 19, 2018 Approval of LCAP

LCAP District Advisory Committee is made up of parents who represent each of the school site councils. It is the expectation that the District Advisory Committee will help to communicate with stakeholders they represent and report information to their committees.

Meetings:

February 6, 2018 District LCAP Advisory Committee (5 attendees)--Introduction, roles, responsibilities, review LCAP and Infographic, discuss stakeholder engagement meetings, illicit input

March 27, 2018 District LCAP Advisory Committee (4 attendees)--Discussion of input received from stakeholders' engagements, make recommendations to update 2018-2020 LCAP

April 26, 2018 District LCAP Advisory Meeting (5 attendees)--LCAP Draft review, comment, and revision

Management Team Meeting:

October 25, 2017 Management Team Meeting (16 Attendees)--Local Indicators

March 26, 2018 Management Team Meeting (14 attendees)--LCAP Info-graphic, stakeholder input, possible action changes, and progress were discussed

April 16, 2018 Management Team Meeting (13 attendees)--LCAP Actions

April 30, 2018 Management Team Meeting (13 attendees)--LCAP Action Revisions

Staff Engagement: At each site staff engagement meeting the stakeholders were presented an overview of the 2017-2020 LCAP. Certificated and classified staff were invited and attended the staff meetings. The LCAP Infographic was explained. Attendees discussed the progress and needs of the district and provided input. The LCAP survey was explained.

February 27, 2018 Staff Engagement Meeting Gustine Middle School (20 attendees)

March 12, 2018 Staff Engagement Meeting at Romero Elementary School (15 attendees)

March 26, 2018 Staff Engagement Gustine High School (26 attendees)

March 26, 2018 Staff Engagement Meeting at Gustine Elementary School (29 Attendees)

Parent/Community Engagement: At each meeting, an overview of the 2016-2017 LCAP was presented. The LCAP Infographic was explained. Attendees discussed the progress and needs of the district and provided input. The LCAP survey was explained.

January 22, 2018 Parent/Community Engagement at Gustine Head Start (15 Attendees)

March 13, 2018 Parent/Community Engagement at Gustine High School (12 attendees)

March 20, 2018 Parent/Community Meeting Engagement at Gustine Elementary School (12 attendees)

March 22, 2018 Parent/Community Engagement at Gustine Middle School (21 attendees)

March 23, 2018 Parent/Community Engagement Meeting Romero Elementary School (20 attendees)

Bargaining Units: An overview of the 2017-2018 LCAP was presented

March 16, 2018 CSEA Engagement Meeting (7 attendees)

April 25, 2018 GRTA Engagement Meeting (2 attendees)

School Site Council: An update of the current LCAP was presented.

February 5, 2018 Gustine High School SSC Meeting (10 attendees)

February 12, 2018 Gustine Elementary School SSC Meeting (6 attendees)

February 12, 2018 Gustine Middle School SSC Meeting (10 attendees)

May 24, 2018 Romero Elementary School SSC Meeting (8 attendees)

Student Engagement: A student engagement meeting at Gustine High School for students in grades 9-12 and a lunch session for Gustine Middle School was held. The purpose of the meetings were to provide an LCAP overview, review district progress and the California Dashboard, and receive advice and input on student needs in the district.

March 29, 2018 Gustine High School Student Engagement Meeting (24 attendees)

May 24, 2018 Gustine Middle School Student Engagement Meeting (9 attendees)

Advisory Committee Engagement:

February 12, 2018 ELAC Meeting at Gustine Elementary School (6 attendees)

February 14, 2018 DELAC Meeting at Gustine High School (12 attendees)

May 9, 2018 DELAC Meeting at Romero Elementary School--Present the updated LCAP

Throughout the year, stakeholders were updated on the progress of the LCAP and also provided input and feedback on the current LCAP via Stakeholder Engagement meetings, School Site Council, DELAC, District Management Team meetings, District Advisory Committee meetings, and School Board Meetings. In each meeting, attendees were given an overview of the 2017-2018 LCAP, a review of the California Dashboard, and a summary of the previous comments, suggestions, and discussions that took place at prior engagement meetings.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Data from the discussions, surveys, and stakeholder engagements helped to prioritize the district goals. Many of the stakeholder engagement meetings were informational and questions regarding the goals, actions, and plan were discussed. At each meeting, participants were given a summary of the suggestions, questions, and comments from the prior meetings. These were used to drive discussions and gather more information.

An LCAP survey in English and Spanish was posted online and handed out at all stakeholder meetings. One hundred twenty-one surveys were completed. The responses from the surveys came from parents/family (26%), students (38%), certificated staff (26%), classified staff (4%), management/administrator (6%). Stakeholders were asked to choose the top three priorities they would like to see emphasized.

For parents and community members the top three priorities are safety (84%), College and Career Readiness (67%), and Access and Engagement with Technology (46%). The top three priorities for parents were followed by Enrichment Opportunities (32%), Social and Emotional Supports (29%), Maintaining School Facilities (29%), and Interventions (23%). For staff members the top priorities are Social and Emotional Supports (67%), Safety (56%), and Interventions (47%). The staff top three priorities were followed by Access and Engagement with Technology (42%), College and Career Readiness (38%), Maintaining School Facilities (27%), and Enrichment Opportunities (15%). Student priorities included additional course offerings and support to prepare them for college and career, more counseling/guidance, and create a better plan for technology use.

During the engagement process, the district gathered input from stakeholders. Under Goal 1 (Student Achievement), the top areas were creating a dual language acquisition program in Gustine Unified School District, creating additional courses at the middle and high school levels, and improving technology. For Goal 2 (Safe and Healthy Learning Environments), the most emphasized input was providing more counselors/mental health support, school safety, and more enrichment opportunities. For Goal 3 (Parent and Community Partnerships), the top areas of input were to add additional parenting information on various topics or create a parent institute, and increase communication regarding activities and events. The district should focus on communicating our goals to the

public and find additional ways to engage with the community. The suggestions and feedback provided were used to revise the 2018-2019 plan.

Due to the stakeholder engagement sessions, the following actions/steps will be taken: Additional counseling services will be added by hiring an additional psychologist and adding a counselor to the high school, additional safety measures will be taken in the form of hiring a company to assess the safety of the district schools and take measures to make them safer, and increasing a fine arts course to the high school.

The stakeholder meetings served as a way to inform, educate, and gather input and feedback from critical stakeholders from all subgroups: parents, students, community, and staff including the bargaining units in order to make changes to the 2018-2019 LCAP.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

Gustine Unified School District will develop and enhance quality instructional programs, through professional development, recruitment, and retention of quality teachers to increase student achievement and prepare students to be college and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: CTE Course Completion

Identified Need:

Needs:

*District-wide 2016-2017 CAASPP scores show that 30.54% of all students in Grades 3-11 are meeting or exceeding standards, 26.50% of all students nearly met the standards, and 42.96% of all students did not meet the standards in English Language Arts, while 26.67% of Socioeconomically Disadvantaged students in Grades 3-11 are meeting or exceeding standards, 26.67% of Socioeconomically Disadvantaged students nearly met the standards, and 46.67% of Socioeconomically Disadvantaged students did not meet the standards, and 2.86% of English Learners in Grades 3-11 are meeting or exceeding standards, 26.67% of English Learners nearly met the standards, and 82.45% of English Learners did not meet the standards.

*District-wide 2016-2017 CAASPP Scores show that 17.35% of all students in Grades 3-11 are meeting or exceeding standards, 25.72% of all students nearly met the standards, and 56.92% of all students did not meet the standards in Math, while 14.69% of Socioeconomically Disadvantaged students in Grades 3-11 are meeting or exceeding standards, 25.80% of Socioeconomically Disadvantaged students nearly met the standards, and 59.51% of Socioeconomically Disadvantaged students did not meet the

standards and 4.03% of English Learners students in Grades 3-11 are meeting or exceeding standards, 14.92% of English Learners nearly met the standards, and 81.05% of English Learners did not meet the standards.

*Due to the geographic location of the district, it is often difficult to recruit support staff, teachers, and substitutes. To recruit staff, teachers, and substitutes, the district has participated in several teacher fairs and set up tables to build awareness of our district and recruit teachers.

*Teachers and support staff need additional training and support to fully implement the rigorous demands of Common Core State Standards and use data effectively.

*Teachers and support staff also need additional support with specific strategies to support the learning needs of Socioeconomically Disadvantaged, English Learners and Students with Disabilities.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Performance on CAASPP-ELA Percent of Students in English Language Arts who scored Standard Met or Exceeded	29%	30.54%	31.54%	32.54%
Performance on CAASPP-Math Percent of Students in Mathematics who scored Standard Met or Exceeded	14%	17.35%	18.35%	19.35%
Percent of English Learners who make progress toward proficiency, measured by the CELDT	56%	The Summative CELDT was not administered in 2017-2018. ELPAC has replaced CELDT.	-	-

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ELPAC	-	-	Baseline	Increase over previous year by 2%
Reclassification Rate-- Increase the percent of English Learners who get reclassified by 2%	15.5%	13%	15%	17%
Rate of teacher misassignment Percent of teachers that are highly qualified	88%	100%	100%	100%
Implementation of CCSS Percent of teachers grades TK-12 that participate in Common Core Standards aligned professional development.	95%	96%	97%	98%
Share of students that are college and career ready * Increase the percent of students successfully completing a-g courses.	37.8%	44%	48%	52%
Increase the percent of students successfully completing Career Technical Education (CTE) programs by 3%.	6%	6%	9%	12%
Share of students that pass Advanced	18%	35%	37%	39%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Placement exams with 3 or higher Increase the percent of students passing AP exams with a score of 3 or higher by 2%.				
Share of students determined prepared for college by the Early Assessment Program ELA *Increase the percent of students "Ready for College" based on the Early Assessment Program in English Language Arts by 2%.	21.3%	25.8%	27.8%	29.8%
Share of students determined prepared for college by the Early Assessment Program Math * Increase the percent of students "Ready for College" based on the Early Assessment Program in Math by 2%.	2.4%	9.4%	11.4%	13.4%
Middle school dropout rate--decrease the number of middle school dropouts	1	0	0	0

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
High school graduation rates Increase high school graduation rate by .5%	95.2%	97.5%	98%	98.5%
High school dropout rates Decrease the high school dropout rate by .1%	2.1%	0.4%	0.3%	0.2%
Student access and enrollment in all required areas of study 100% of students will have access to required courses of study as indicated on the Master Schedule.	100%	100%	100%	100%
Student access to standards aligned instructional materials students will have access to standards-aligned instructional materials based on current adoptions and purchases	100%	100%	100%	100%
English Learner Students will have access to CCSS and ELD standards for purposes of gaining	100%	100%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
academic content knowledge and English Language Proficiency.				
Programs and services are developed and provided to all unduplicated pupils and individuals with exceptional needs	100%	100%	100%	100%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Curriculum and Instruction Coordinator will continue conducting Curriculum Council meetings with site leaders and selected teachers to review and recommend curriculum, plan and coordinate district professional development, and recommend instructional methods to the governing board.

Curriculum and Instruction leadership will continue conducting curriculum meetings with site leaders and selected teachers to review and recommend curriculum, plan and coordinate district professional development, and recommend instructional methods to the governing board.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$140,388	\$198,000	\$202,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		\$39,200	\$41,200
Source		LCFF	LCFF
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners Foster Youth Low Income	LEA-wide	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

Modified Action

Unchanged Action

2017-18 Actions/Services

As determined by each school site, with administration consulting with teachers and/or leadership team, increase and maintain reading and math intervention programs which may include additional classroom support, the purchase of specific intervention curriculum, tutoring support in core academic areas, and utilizing/maintaining Read 180 and/or System 44 Reading Intervention program with priority enrollment for Low Income pupils, English Learners, and Foster Youth.

2018-19 Actions/Services

As determined by each school site, administration, teachers, and leadership will increase and maintain reading and math intervention programs which may include additional classroom support, the purchase of specific intervention curriculum, tutoring support in core academic areas, and utilizing/maintaining intervention programs with priority services for Low Income pupils, English Learners, and Foster Youth, and Special Education.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$31,000	\$25,000	\$25,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Amount		\$10,500	\$10,500
Source		LCFF	Governors CTE Initiative: California Partnership Academies
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount		\$72,000	\$76,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		\$14,200	\$16,200
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged
for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged
for 2019-20

Unchanged Action

2017-18 Actions/Services

Provide stipends for SST coordinators to gather information, contact parents, set meeting schedules, and work with teachers to address the needs of learners who are not making academic progress or have behavioral needs.

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,000	\$3,000	\$3,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		\$700	\$700
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services**Professional Development**

*GUSD, through the Curriculum Council, will continue to support teachers of all subject areas with effective research based professional development opportunities to strengthen instruction and improve student outcomes.

*All sites will provide math coaching and/or training.

*Gustine High School will provide PD to strengthen the AP Program.

*Provide training for instructional aides and classified staff.

*Provide training for English Language Arts instruction.

2018-19 Actions/Services**Professional Development**

*GUSD will continue to support teachers of all subject areas with effective research based professional development opportunities to strengthen instruction and improve student outcomes.

*All sites will provide math/ELA coaching and/or training.

*Gustine High School will provide PD to strengthen the AP Program.

*Provide training for instructional aides and classified staff.

*Provide training for NGSS Standards and Implementation

2019-20 Actions/Services**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$85,000	\$12,000	\$12,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$30,000	\$40,000	\$40,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount		\$2,400	\$2,400
Source		LCFF	LCFF
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		\$10,000	\$10,000
Source		LCFF	LCFF
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: Special Education

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Modified Action

Unchanged Action

2017-18 Actions/Services

All sites will continue to provide experiential learning experiences for our students, for example Yosemite Nature Bridge Science Field Trip, AVID, FFA, and other academically focused field trips.

2018-19 Actions/Services

All sites will continue to provide experiential learning experiences for our students, for example Yosemite Nature Bridge Science Field Trip, AVID, FFA, and other academically focused field trips/events and related expenses.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$27,000	\$27,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount		\$9,500	\$9,500
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		\$1,800	\$1,800
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Amount		\$3,500	\$3,500
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: GES, RES, GMS

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Summer Enrichment Program
Continue to support a one month summer science enrichment program with transportation.

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,000	\$2,000	\$2,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	\$2,000	\$2,000	\$2,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

Beginning Teacher Support--Provide all new teachers with financial support for Induction Programs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$38,000	\$12,000	\$12,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount		\$19,500	\$19,500
Source		LCFF	LCFF
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		\$3,700	\$3,700
Source		LCFF	LCFF
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners Foster Youth Low Income	LEA-wide	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action	Modified Action	Unchanged Action
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Staff all instructional support positions to provide additional and extended learning in classrooms.	Staff all instructional support positions to provide additional and extended learning.	
--	--	--

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$208,000	\$174,661	\$170,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount		\$64,246	\$57,700
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Location(s) selection here]
--	----------------------------------

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

ELD Coordinators will be provided stipends to coordinate state language assessments and provide professional development for adopted ELD standards/instructional strategies.

2018-19 Actions/Services

ELD Coordinators will be provided stipends to coordinate state language assessments and provide professional development for adopted ELD standards/instructional strategies. ELD Coordinators will work with district EL Guiding Coalition to create site EL Task Forces to address the needs of English Learners.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7,000	\$6,000	\$6,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount	\$2,000	\$1,100	\$1,200
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Gustine High School

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

The high school counselor will meet with students to encourage enrollment in Career Technical Education (CTE) courses.

2018-19 Actions/Services

The high school counselors will meet with English Learners and Foster Youth and encourage enrollment in CTE Courses.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$129,000	\$109,100	\$109,100
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		\$21,760	\$23,760
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

Incorporate Technology into the classrooms which supports the development of 21st Century Skills and better prepares students for college and career.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$125,000	\$125,000	\$125,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Gustine High School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Career Readiness Coordinator
50% of time dedicated to EL, RFEP, foster youth, and low income students for monitoring progress towards graduation and college and career readiness and providing interventions as necessary.

2018-19 Actions/Services

High School Counselors will meet with EL, RFEP, foster youth, and low income students to monitor progress towards graduation and college and career readiness and provide interventions as necessary.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$147,000	\$109,000	\$109,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		\$21,760	\$23,760
Source		Supplemental and Concentration	Supplemental and Concentration

Action 13

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged
for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged
for 2019-20

2017-18 Actions/Services

Provide district funding for schools to
recruit, hire, train, and retain, staff to
provide additional support and services for
EL, Low income, and FY.

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$100,200	\$70,500	\$71,200
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		\$32,200	\$34,200
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 14

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Establish a system and use tracking software for on-going analysis of student performance and progress by establishing a district-wide assessment plan, providing teacher release time, collaborative learning time, Professional Learning Communities (PLC), instructional rounds, and utilizing instructional team leaders to facilitate PLCs. Implement a district-wide assessment plan.

2018-19 Actions/Services

Continue a system of on-going analysis of student performance and progress utilizing the district assessment plan. Continue to provide teacher release time, collaborative learning time, Professional Learning Communities, and instructional rounds. Continue to provide training for team leaders.

2019-20 Actions/Services**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$53,600	\$73,600	\$75,600
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount	\$4,300	\$4,800	\$4,800
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount		\$14,800	\$15,800
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 15

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Gustine High School
Specific Grade Spans: 9-12

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

Continue Career Technical Education (CTE) course offerings in order to ensure college and career readiness.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$99,000	\$78,000	\$81,100
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		\$28,650	\$29,300
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 16

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action	Modified Action	Unchanged Action
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2017-18 Actions/Services

Partner with Merced County Office of Education to explore the Next Generation Science Standards (NGSS) Frameworks with teachers TK-12. Teachers will assess needs, locate materials, and begin to integrate NGSS lessons into instruction, and attend conferences to learn more about NGSS.

2018-19 Actions/Services

This action will be combined with Goal 1, Action 4

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$0	\$0
Source	LCFF		
Budget Reference	5000-5999: Services And Other Operating Expenditures		

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 2

Gustine Unified School District will create safe, healthy, and welcoming learning environments to enhance the social-emotional and academic learning for all students necessary to become productive members of society.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Needs:

*A student survey of 168 students from grades 5-12 showed that 90% of students feel connected to their schools and 84% of students feel that school is a safe place.

*Many of the facilities are outdated and in need of repair.

*A teacher survey showed that 67% of teachers feel connected to their schools and that it is a supportive environment. 71% of all teachers feel safe on campus.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Facilities in good repair Increase the average percentage of the Facility Inspection Tool by 1%	94.4%	94.26%	95.26%	96.26%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School attendance rates Increase attendance rates by 1%	89.9%	94.03%	95.03%	96.03%
Chronic absenteeism rates Decrease chronic absenteeism by 1%	10.1%	8.7%	7.7%	6.7%
Student suspension rates Decrease the total number of suspensions to less than 90 per year.	158	136	110	89
Student expulsion rates Expulsion rate is less than 5 per year.	9	8	4	4
Other local measures-- Student survey				
*Increase the number of students who feel that school is a safe place by 5%	65%	90%	95%	100%
*Increase the number of students who state they feel connected to their schools by 5%	63%	84%	89%	94%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Other Local Measures-- Parent Survey *Parent surveys will reflect an increase of parents stating that their students feel safe on campus by 1%	94%	71%	72%	73%
Other Local Measure-- Teacher Survey *Increase the number of teachers who feel connected to their schools and that it is a supportive environment by 5%. *Increase the number of teachers who feel safe on campus by 1%.	76% 86%	67% 71%	72% 72%	75% 73%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Provide regular maintenance and repair to school facilities which will increase FIT percentages

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$231,100	\$232,000	235,000
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$106,716	\$117,000	\$119,000
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$154,000	\$125,000	\$125,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Amount	\$87,090	\$150,000	\$150,000
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	\$6,000	\$6,000	\$6,000
Source	Base	Base	Base
Budget Reference	6000-6999: Capital Outlay	6000-6999: Capital Outlay	6000-6999: Capital Outlay
Amount	\$35,094	\$37,400	\$37,700
Source	Base	Base	Base
Budget Reference	7000-7439: Other Outgo	7000-7439: Other Outgo	7000-7439: Other Outgo

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue counseling services district-wide to help with social, emotional, and academic needs with a focus on unduplicated pupils.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$129,000	\$115,300	\$118,100
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		\$23,000	\$25,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Foster Youth	LEA-wide	All Schools
Low Income		

Actions/ServicesSelect from New, Modified, or Unchanged
for 2017-18Select from New, Modified, or Unchanged
for 2018-19Select from New, Modified, or Unchanged
for 2019-20

Modified Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Maintain an equal level of all health
services at all sites in order to provide
better care to students.**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$128,000	\$79,900	\$85,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount		\$57,000	\$59,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:(Select from English Learners, Foster Youth,
and/or Low Income)**Scope of Services:**(Select from LEA-wide, Schoolwide, or Limited to
Unduplicated Student Group(s))**Location(s):**(Select from All Schools, Specific Schools, and/or
Specific Grade Spans)

Foster Youth Low Income	LEA-wide	All Schools
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Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Select from New, Modified, or Unchanged
for 2018-19

Select from New, Modified, or Unchanged
for 2019-20

Modified Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

Continue to support a full time School Nurse time in order provide more comprehensive care to low income and foster youth as well to better serve all students.

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$114,000	\$112,400	\$112,900
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		\$22,300	\$23,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Provide funding for sites and stipends for teachers to coach, organize, and create additional student activities and events in order to encourage students to participate in school through activities, enrichment, clubs, and the arts. Provide transportation when needed.

2018-19 Actions/Services

Provide funding for sites and stipends for staff to coach, organize, and create additional student activities and events in order to encourage students to participate in school through activities, enrichment, clubs, and the arts. Provide transportation when needed.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$22,000	\$20,000	\$20,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount		\$15,000	\$15,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies

Amount		\$11,000	\$11,00
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		\$2,300	\$2,500
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Provide a school resource officer and campus supervisors to ensure the safety of students and staff.

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$55,000	\$47,000	\$47,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	\$45,000	\$26,600	\$27,000
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount		\$18,100	\$18,500
Source		LCFF	
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Gustine Elementary School and Gustine Middle School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/ServicesSelect from New, Modified, or Unchanged
for 2017-18

Modified Action

Select from New, Modified, or Unchanged
for 2018-19

Modified Action

Select from New, Modified, or Unchanged
for 2019-20

Unchanged Action

2017-18 Actions/Services

The vice principals at the elementary and middle schools will continue to help ensure the safety of students and staff in addition to enforcing school rules and improving student conduct.

2018-19 Actions/Services

The vice principals at Gustine Elementary School and Gustine Middle School will continue to help ensure the safety of students and staff in addition to enforcing school rules and improving student conduct.

2019-20 Actions/Services**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$258,000	\$215,700	\$222,100
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		\$42,800	\$46,000
Source		LCFF	LCFF
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Continue to provide a stipend for Teacher in Charge role at all sites to maintain the safety of children in the absence of an administrator.

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,500	\$3,000	\$3,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		\$600	\$650
Source		LCFF	LCFF
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Gustine High School and Gustine Middle School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Continuation of Link Crew and Gustine High School and implement a Where Everyone Belongs (WEB) program with a focus on at risk students to decrease dropout rates. Provide a stipend for the advisers.

2018-19 Actions/Services

Continuation of programs that promote a positive and safe school culture with a focus on at risk students to decrease dropout rates. Provide a stipend for the advisers.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,000	\$6,000	\$6,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		\$1,000	\$1,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Add a behavior intervention program PBIS and/or Restorative Justice for all sites. Teams from each school site will participate in positive behavioral interventions and supports training through Merced County Office of Education and provide ongoing training for staff to maintain and improve positive relationships with students and foster positive and respectful relationships between students.

2018-19 Actions/Services

Continue to support a behavior intervention program. Train additional team members as needed.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,000	\$0	\$0
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount		\$1800	\$1,800
Source		LCFF	LCFF
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount		\$650	\$700
Source		LCFF	LCFF
Budget Reference		2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount		\$275	\$300
Source		LCFF	LCFF
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

New Action

Select from New, Modified, or Unchanged
for 2018-19

Modified Action

Select from New, Modified, or Unchanged
for 2019-20

Unchanged Action

2017-18 Actions/Services

Partner with Merced County Office of Education to share a District Attorney to address chronic absenteeism.

2018-19 Actions/Services

Continue to partner with Merced County Office of Education to share resources to address chronic absenteeism. Continue Attendance Review Board and develop strategies, supports, and incentives for students and schools to ensure higher attendance rates & avoid chronic absenteeism.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$2,000	\$2,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount		\$2,750	\$2,750
Source		LCFF	LCFF
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 12

All

All Schools

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

	New Action	Unchanged Action
	Provide additional resources to support and keep schools safe.	

Budgeted Expenditures

Amount		\$38,659	\$30,000
Source		LCFF	LCFF
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount		\$20,000	\$20,000
Source		LCFF	LCFF
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

Gustine Unified School District will work together with parents, families, and the community to create partnerships that enhance student achievement to encourage students to become successful members of society.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Identified Need:

Need:

*Increase the number of parents who attend/participate in school activities.

*Approximately 55% of parents in the district attend key district events (parent conferences, back to school night, open house, student celebrations)

*A Parent Engagement survey in English and Spanish was distributed at engagement meetings and available online in English and Spanish. One hundred twenty-one surveys were returned. This demonstrates the importance of increasing parent communication and providing a various ways for parents to complete the survey. The results of the surveys submitted showed that 78% of parents feel that the schools encourage parental involvement, 93% of parents feel comfortable participating in school activities, 65% feel that the school community has reached out them.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Efforts to seek parent input: A Parent Engagement Survey in English and Spanish was distributed at engagement meetings and available online. The survey was also available online in English and Spanish.	73%	78%	81%	84%
Increase the number of parents of who "agree or strongly agree" that the schools encourage parental involvement by 3%.	73%	93%	96%	99%
Efforts to seek parent input: Increase the number of parents of who "agree or strongly agree" that they feel comfortable participating in school activities by 3%.	59%	65%	68%	71%
Efforts to seek parent input: Increase the number of parents who "agree or strongly agree" that the school community has reached out to them by 3%.				

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Promotion of parental participation. Increase the parent attendance at key district events: Back to School Night, Parent Conferences, and Open House by 5%.	50%	55%	60%	65%
The district will track communication through Signal Kit to promote parent participation for unduplicated pupils. Increase by 1%.	to be determined in 17-18	25,325 communications sent	25,578 communications	25,833 communications
The district will track communication through Signal Kit to promote parent participation individuals with exceptional needs Increase by 1%	to be determined in 17-18	25,325 communications sent	25,578 communications	25,833 communications

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Provide information nights for parents on various topics such as grade monitoring, attendance, and communication in English and Spanish.

2018-19 Actions/Services

Provide district monthly parent/guardian workshops on various topics of interest in English and Spanish. Provide school site information nights as needed.

2019-20 Actions/Services**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$5,000	\$5,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount		\$2,000	\$2,000
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Provide parent education classes and resources to parents on various topics. Continue Latino Family Literacy nights at Gustine Elementary School and Romero Elementary School.

2018-19 Actions/Services

Continue Latino Family Literacy nights and other similar resources for parents.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$1,200	\$2,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount		\$240	\$260
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		\$500	\$500
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Foster Youth
Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Provide Child Care at school meetings to ensure all parents are able to attend regardless of child care responsibilities.

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500	\$500	\$500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Provide a parent liaison to support in the interpretation/translation of meetings and other school communications to ensure that all parents can participate. Ensure parents know that liaisons are available.

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$42,000	\$28,601	\$30,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount		\$13,729	\$15,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Increase communication by expanding community engagement services through more social media, an updated website, email communication, text messages, incorporating the use of apps, and traditional communication.

Continue to increase communication and expand engagement services through social media, district and site websites, email communication, text messages, incorporating the use of apps, and traditional communication.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$17,000	\$2,000	\$2,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount		\$15,150	\$14,400
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Modified Action

Select from New, Modified, or Unchanged
for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged
for 2019-20

Unchanged Action

2017-18 Actions/Services

Provide site funding to create additional
family engagement activities throughout
the year.

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$500	\$500
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount		\$500	\$500
Source		LCFF	LCFF
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$4,239,616

Percentage to Increase or Improve Services

28.73%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Gustine Unified School District is using supplemental and concentration funds district-wide and principally directed towards the 80% of unduplicated students, which include low income, foster youth, and English Learners. Some of the specific actions to serve unduplicated students in the 2018-2019 school year include:

- maintain and increase reading and math intervention programs, provide additional learning time within the school day for intervention periods at GMS and GHS, and provide instructional assistance during class time
- stipends will be paid to teachers to organize and conduct student study team meetings for students who are not making academic progress or have behavioral needs
- ELD Coordinators will coordinate state language assessments and provide professional development/instructional strategies for the ELD Standards
- instructional aides will support and provide additional and extended learning time
- the high school counselors will meet with unduplicated students to encourage enrollment in Career Technical Education (CTE) courses and ensure students are progressing toward college and career readiness
- funding will be provided for intervention teachers and support services will be provided
- PLC meetings will be facilitated by instructional team leaders to use assessment data to better inform instruction
- Career Technical Education courses will be offered
- counseling services will be provided to help with social, emotional, and academic needs of students
- equal health services will be provided at each site and a district full time school nurse will provide more comprehensive care to low income students and foster youth
- a one month summer enrichment program supporting the science and technology
- all sites will provide experiential learning and other academically focused field trips/events
- additional student activities and clubs will be added at all sites to promote a positive and safe school culture
- monthly parent information nights will be conducted on various topics along with Latino Family Literacy nights at school sites

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

- child care will be provided at school meetings and stakeholder engagements
- bilingual liaisons at all sites will support communication through translation and interpretation
- communication tools and the updated website will include calendars of events and a translating communication service will be purchased to increase communication via text, email, and phone calls

Gustine Unified School District's (GUSD) minimum proportionality percentage is 28.73%. The majority of the students served are unduplicated pupils (81.05%). The actions included in the LCAP best serve all students and are principally directed towards English Learners, foster youth, and low income students. The actions and services described above utilize at least the required minimum proportionality amount. For example some of the actions and services described in this LCAP serve ALL students, including unduplicated pupils to meet the minimum proportionality include:

*Establishing teacher leaders at each site by grade level to improve the progress for our student groups. Teacher leaders will be trained on how to facilitate Professional Learning Communities and how to use data to inform instruction.

*Instructional aides will support and provide additional and extended learning time

*The district will increase counseling services and implement a positive behavior intervention support to address the academic, social, and emotional needs of the students.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$3,662,708

Percentage to Increase or Improve Services

25.88%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Gustine Unified School District is using supplemental and concentration funds district-wide and principally directed towards the 80% of unduplicated students, which include low income, foster youth, and English Learners. Some of the specific actions to serve unduplicated students in the 2017-2018 school year include:

- maintain and increase reading and math intervention programs, provide additional learning time within the school day for intervention periods at GMS and GHS, and provide instructional assistance during class time
- stipends will be paid to teachers to organize and conduct student study team meetings for students who are not making academic progress or have behavioral needs
- ELD Coordinators will coordinate state language assessments and provide professional development/instructional strategies for the ELD Standards
- the high school counselor will meet with unduplicated students to encourage enrollment in CTE courses and ensure students are progressing toward college and career readiness
- funding will be provided for intervention teachers and support services will be provided
- PLC meetings will be facilitated by instructional team leaders to use assessment data to better inform instruction
- Career Technical Education courses will be offered
- counseling services will be provided to help with social, emotional, and academic needs of students
- equal health services will be provided at each site and a district full time school nurse will provide more comprehensive care to low income students and foster youth
- a one month summer enrichment program supporting the science and technology
- all sites will provide experiential learning and other academically focused field trips
- additional student activities and clubs will be added at all sites to promote a positive and safe school culture
- monthly parent information nights will be conducted on various topics along with Latino Family Literacy nights at GES and RES
- child care will be provided at school meetings
- bilingual liaisons at all sites will support communication through translation and interpretation
- communication tools and a new website will include calendars of events and a translating communication service will be purchased to increase communication via text, email, and phone calls

Gustine Unified School District (GUSD) minimum proportionality percentage is 25.88%. The majority of the students served are unduplicated pupils (80%). The actions included in the LCAP best serve all students and are principally directed towards English Learners, foster youth, and low income students. The actions and services described above utilize at least the required minimum proportionality amount. For example some of the actions and services described in this LCAP serve ALL students, including unduplicated pupils to meet the minimum proportionality include:

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

*Establishing teacher leaders at each site by grade level to improve the progress for our student groups. Teacher leaders will be trained on how to facilitate Professional Learning Communities and how to use data to inform instruction.

*All TK-8 teachers will receive professional development in the areas of English Language Arts and Mathematics to improve instruction and focus on the needs of the students.

*The district will increase counseling services and implement a positive behavior intervention support to address the academic, social, and emotional needs of the students.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year. When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP. In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) "Chronic absenteeism rate" shall be calculated as follows:
 - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.
- (c) "High school dropout rate" shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) "High school graduation rate" shall be calculated as follows:
 - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) "Suspension rate" shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (f) "Expulsion rate" shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	2,682,488.00	2,799,432.54	2,682,488.00	3,065,631.00	3,093,280.00	8,841,399.00
	0.00	0.00	0.00	2,000.00	20,500.00	22,500.00
Base	620,000.00	724,622.00	620,000.00	667,400.00	672,700.00	1,960,100.00
Governors CTE Initiative: California Partnership Academies	0.00	0.00	0.00	0.00	10,500.00	10,500.00
LCFF	799,888.00	690,180.00	799,888.00	893,234.00	872,100.00	2,565,222.00
Supplemental and Concentration	1,262,600.00	1,379,430.54	1,262,600.00	1,502,997.00	1,517,480.00	4,283,077.00
Title I	0.00	4,000.00	0.00	0.00	0.00	0.00
Title III	0.00	1,200.00	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	2,682,488.00	2,799,432.54	2,682,488.00	3,065,631.00	3,093,280.00	8,841,399.00
	0.00	0.00	0.00	21,760.00	23,760.00	45,520.00
1000-1999: Certificated Personnel Salaries	1,281,688.00	1,100,545.00	1,281,688.00	1,155,100.00	1,165,700.00	3,602,488.00
2000-2999: Classified Personnel Salaries	654,600.00	502,308.00	654,600.00	542,912.00	548,200.00	1,745,712.00
3000-3999: Employee Benefits	106,716.00	452,014.00	106,716.00	591,800.00	610,670.00	1,309,186.00
4000-4999: Books And Supplies	335,300.00	318,870.54	335,300.00	340,850.00	340,850.00	1,017,000.00
5000-5999: Services And Other Operating Expenditures	263,090.00	368,643.00	263,090.00	369,809.00	360,400.00	993,299.00
6000-6999: Capital Outlay	6,000.00	5,052.00	6,000.00	6,000.00	6,000.00	18,000.00
7000-7439: Other Outgo	35,094.00	52,000.00	35,094.00	37,400.00	37,700.00	110,194.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	2,682,488.00	2,799,432.54	2,682,488.00	3,065,631.00	3,093,280.00	8,841,399.00
		0.00	0.00	0.00	0.00	0.00	0.00
	Supplemental and Concentration	0.00	0.00	0.00	21,760.00	23,760.00	45,520.00
1000-1999: Certificated Personnel Salaries	LCFF	486,888.00	365,405.00	486,888.00	448,200.00	458,600.00	1,393,688.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	794,800.00	731,140.00	794,800.00	706,900.00	707,100.00	2,208,800.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	4,000.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Base	231,100.00	236,800.00	231,100.00	232,000.00	235,000.00	698,100.00
2000-2999: Classified Personnel Salaries	LCFF	45,000.00	18,250.00	45,000.00	27,250.00	27,700.00	99,950.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	378,500.00	247,258.00	378,500.00	283,662.00	285,500.00	947,662.00
3000-3999: Employee Benefits		0.00	0.00	0.00	0.00	18,500.00	18,500.00
3000-3999: Employee Benefits	Base	106,716.00	101,370.00	106,716.00	117,000.00	119,000.00	342,716.00
3000-3999: Employee Benefits	LCFF	0.00	77,126.00	0.00	107,075.00	94,250.00	201,325.00
3000-3999: Employee Benefits	Supplemental and Concentration	0.00	273,518.00	0.00	367,725.00	378,920.00	746,645.00
4000-4999: Books And Supplies		0.00	0.00	0.00	2,000.00	2,000.00	4,000.00
4000-4999: Books And Supplies	Base	154,000.00	161,500.00	154,000.00	125,000.00	125,000.00	404,000.00
4000-4999: Books And Supplies	LCFF	127,000.00	100,678.00	127,000.00	160,050.00	160,050.00	447,100.00
4000-4999: Books And Supplies	Supplemental and Concentration	54,300.00	56,692.54	54,300.00	53,800.00	53,800.00	161,900.00
5000-5999: Services And Other Operating Expenditures	Base	87,090.00	167,900.00	87,090.00	150,000.00	150,000.00	387,090.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5000-5999: Services And Other Operating Expenditures	Governors CTE Initiative: California Partnership Academies	0.00	0.00	0.00	0.00	10,500.00	10,500.00
5000-5999: Services And Other Operating Expenditures	LCFF	141,000.00	128,721.00	141,000.00	150,659.00	131,500.00	423,159.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	35,000.00	70,822.00	35,000.00	69,150.00	68,400.00	172,550.00
5000-5999: Services And Other Operating Expenditures	Title III	0.00	1,200.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	Base	6,000.00	5,052.00	6,000.00	6,000.00	6,000.00	18,000.00
7000-7439: Other Outgo	Base	35,094.00	52,000.00	35,094.00	37,400.00	37,700.00	110,194.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal						
Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	1,229,488.00	1,242,734.54	1,229,488.00	1,443,177.00	1,457,520.00	4,130,185.00
Goal 2	1,388,500.00	1,498,289.00	1,388,500.00	1,552,534.00	1,563,100.00	4,504,134.00
Goal 3	64,500.00	58,409.00	64,500.00	69,920.00	72,660.00	207,080.00

* Totals based on expenditure amounts in goal and annual update sections.

GUSTINE UNIFIED SCHOOL DISTRICT**Meeting of the Board of Trustees****MEETING DATE:**

June 19, 2018

AGENDA ITEM TITLE: 2018-2019 Budget Adoption**AGENDA SECTION:** Action**PRESENTED BY:** Bryan Ballenger, Superintendent**RECOMMENDATIONS:**

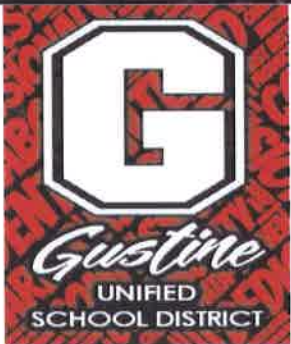
It is recommended that the Board of Trustees approve the 2018-2019 Budget Adoption.

SUMMARY:

The District Governing Board of Education must certify in writing the 2018/19 budget was developed using state-adopted Criteria and Standards and that it includes the expenditures necessary to implement the Local Control Accountability Plan (LCAP) effective for the budget year. The budget must be filed and adopted subsequent to a public hearing by the Board, pursuant to Ed Code sections 33129, 42127, 52060, 52061, and 52062.

If the budget includes a combined assigned and unassigned ending fund balance above the minimum recommended reserve for economic uncertainties, at its public hearing, the school district must comply with the requirements of paragraph (B) and (C) of paragraph (2) of subdivision (a) of Education code Section 42127. The Adopted Budget Reserve Disclosure, attached in the presentation, complies with this requirement.

FISCAL IMPACT: Total 2018-2019 Budget**BUDGET CATEGORY:** All Budget Categories





Governing Board of Trustees 2018 - 2019

Crickett Brinkman, President

Kevin Cordeiro, Clerk

Loretta Rose, Trustee

Pat Rocha, Trustee

Richard Smith, Trustee

2018-2019 Adopted Budget and 2017-2018 Estimated Actuals

This report includes the District's financial and operational revenues, expenditures and all necessary disclosures commencing July 1, 2018. The District Governing Board of Education must certify in writing the budget was developed using state-adopted Criteria and Standards and that it includes the expenditures necessary to implement the Local Control Accountability Plan (LCAP) effective for the budget year. The budget must be filed and adopted subsequent to a public hearing by the Board, pursuant to Ed Code sections 33129, 42127, 52060, 52061, and 52062.

Executive Summary

Summary consolidates the most important financial information for the Board of Trustees and consists of: Narratives, Budgets & Projections, Ending Balances & Reserves, Budget Assumptions/Highlights, and Enrollment Projections. In addition, detailed budget information and additional supplemental reporting are also available for further reference.

General Fund Combined

Unrestricted & Restricted Funds Highlights

Current Year Budget (Estimated Actuals), 2018-19 Adopted Budget and subsequent 3 years projected with categorized totals of Revenue, Expenses, Surplus or Deficit Spending, Beginning & Ending Balances.

- **Revenues:** LCFF revenue grows gradually over the 4 years from \$18 to \$20.2 million. Federal, Local & State Revenues drop substantially in 2018-19 due to carry over & one time revenues.
LCFF Revenues for 2017-18 increased by \$59K since 2nd Interim.
- **Expenses:** 2018-19 expenses decrease due to elimination of one time & mandatory restricted revenue expenses. STRS/PERS, Step & Column, and inflation cause gradual increases in the following years.
Budgeted Expenses for 2017-18 decreased by \$120K since 2nd Interim mainly due to savings from our supplies and professional services.



Gustine Unified School District Multi-Year Projections - 2017-2022 2018-2019 Adopted Budget EXECUTIVE SUMMARY

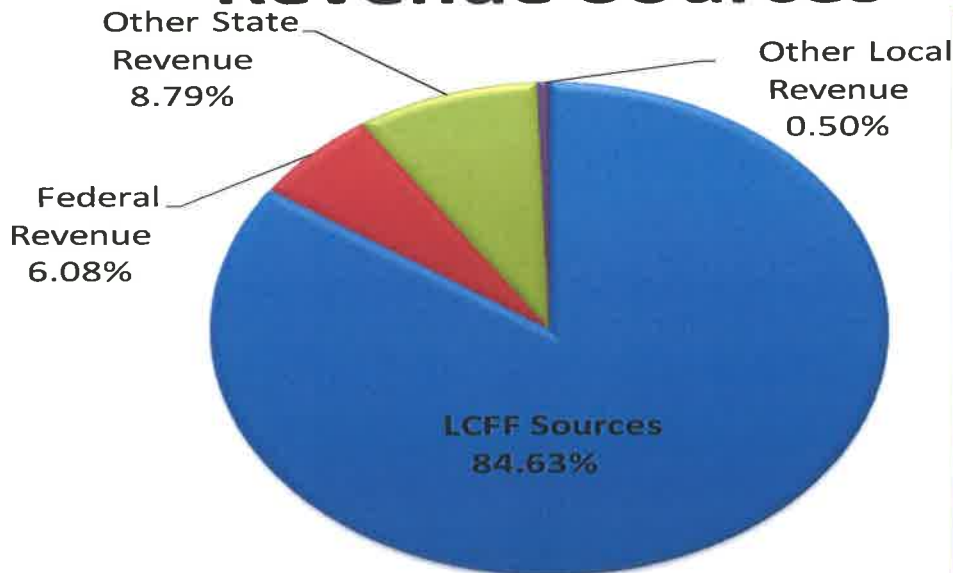
REVISED

General Fund-Combined	2017-2018 Estimated Actuals	2018-2019 Budget Adoption	2019-2020 PROJECTED	2020-2021 PROJECTED	2021-2022 PROJECTED
DOLLAR VALUES ARE IN THOUSANDS					
REVENUE					
LCFF Revenue	\$18,128	\$19,208	\$19,633	\$19,757	\$20,210
Federal Revenue	2,073	1,381	1,381	1,381	1,381
Other State Revenue	1,937	1,995	1,231	1,264	1,301
Other Local Revenue	186	114	114	114	114
Total Revenue	\$22,324	\$22,697	\$22,358	\$22,516	\$23,006
EXPENSES					
Certificated Salaries	\$8,969	\$9,101	\$9,212	\$9,326	\$9,441
Classified Salaries	2,586	2,653	2,701	2,777	2,855
Employee Benefits	4,533	4,739	5,035	5,251	5,335
Books & Supplies	2,041	1,232	1,223	1,246	1,225
Services & Other Operating Expenditures	2,969	2,447	2,497	2,577	2,653
Capital Outlay	322	332	193	199	205
Other Outgo	998	1,002	1,006	1,009	1,012
Direct Support/Indirect Costs	(8)	(8)	(8)	(8)	(9)
Total Expenses	\$22,411	\$21,497	\$21,859	\$22,378	\$22,719
Surplus/(Deficiency) Subtotal	\$(86)	\$1,200	\$499	\$138	\$287
OTHER FINANCING SOURCES & USES					
Transfers Out	(310)	(309)	(309)	(309)	(309)
Other Sources	171	171	171	171	171
SURPLUS REVENUE / (DEFICIT SPENDING)	\$(226)	\$1,062	\$361	\$(1)	\$149
BEGINNING FUND BALANCE	\$4,521	\$4,295	\$5,357	\$5,718	\$5,717
ENDING FUND BALANCE	\$4,295	\$5,357	\$5,718	\$5,717	\$5,866

2018-2019 Adopted Budget

General Fund Revenue & Expenses

Revenue Sources



The Local Control Funding Formula is 84.63%, or \$19.2M, of the Total Revenue in 2018-19

Expense Distribution

Here's a breakdown of our dollars:



Total General Fund

Unrestricted and Restricted Funds Combined Ending Fund Balance & Reserve Details



Surplus/Deficit:

Deficit spending in 2017-2018 is due to the same planned spending of one time money and carry-over funds that was presented during 2nd interim. In 2018-2019 revenues are projected to surpass budgeted expenses. Although projections show surplus in the future years, the margin between Revenues and Expenses continues to narrow until 2021-22, where STRS/PERS increases begin to stabilize. With current funding assumptions, projections show that we begin to get away from the deficit spending that was projected during 2nd Interim.

Ending Fund Balance (EFB):

EFB increased by \$255k for 2017-18: Increase is due to factors such as updated budget assumptions, increased revenues and savings from budgeted professional services.

Reserve levels:

Reserves increased by 1.2% since 2nd interim, totaling 10.61% for 2017-18 Estimated Actuals.

Reserve Levels gradually increase in future years, projected at 17.45% in 2021-22.

Recommended Reserve:

It is strongly recommended and fiscally prudent to have reserves exceeding our 3% state required minimum reserve. To put this in perspective, 3% is just under half of our average monthly projected payroll for 2017-18 of approximately \$1,340,000. It is the district's goal to have reserves of at least 9%-10% to help provide stability and prevent disruptions to instruction in times of economic uncertainty.

> Fiscal Outlook:

While the governor's proposed may revise budget has provided some improvements, the combination of rising STRS/PERS rates and the annual increase of step & column continue to grow until 2021-2022, where we see a much smaller STRS/PERS increase and where we see our surplus revenue break the downward trend that has been prevalent in recent years. Although our surplus decreases over the years, due to increased LCFF revenue, current fiscal assumptions yield a much more favorable fiscal outlook than was presented during 2nd interim.

Gustine Unified School District Multi-Year Projections - 2017-2022 2018-2019 Adopted Budget EXECUTIVE SUMMARY					
GENERAL FUND					
	2017-2018 Estimated Actuals	2018-2019 Budget Adoption	2019-2020 PROJECTED	2020-2021 PROJECTED	2021-2022 PROJECTED
UNRESTRICTED & RESTRICTED COMBINED					
SURPLUS REVENUE / (DEFICIT SPENDING)	\$(226)	\$1,062	\$361	\$(1)	\$149
BEGINNING FUND BALANCE	4,521	4,295	5,357	5,718	5,717
ENDING FUND BALANCE	\$4,295	\$5,357	\$5,718	\$5,717	\$5,866
GENERAL FUND DESIGNATIONS					
Reserve for Economic Uncertainties - Dollars	\$2,411	\$2,903	\$3,377	\$3,589	\$4,019
Reserve for Economic Uncertainties - Percent	10.61%	13.31%	15.24%	15.82%	17.45%
Assigned for Site, LCAP, Curriculum Adoption, and One Time	968	1,570	1,570	1,570	1,570
Legally Restricted	916	885	771	558	277
UNDESIGNATED FUND BALANCE	\$0	\$0	\$0	\$0	\$0
Minimum Reserve Requirement @ 3%	\$682	\$654	\$665	\$681	\$691

Executive Summary

UnRestricted & Restricted

Fund balances

2017-2018 to 2021-2022



General Fund

Unrestricted Fund Balance Highlights

Totals for the Unrestricted funds that are in the General Fund.

- Most Unrestricted funds come from the Local Control Funding Formula (LCFF)
- Unrestricted deficit spending is eliminated in future years, after one time expenses from the 2017-2018 fiscal year are paid.

GENERAL FUND	REVISED	2017-2018 Estimated Actuals	2018-2019 Budget Adoption	2019-2020 PROJECTED	2020-2021 PROJECTED	2021-2022 PROJECTED
DOLLAR VALUES ARE IN THOUSANDS						
UNRESTRICTED						
SURPLUS REVENUE / (DEFICIT SPENDING)		\$(318)	\$1,093	\$475	\$212	\$430
BEGINNING FUND BALANCE		3,697	3,379	4,472	4,947	5,159
ENDING FUND BALANCE		\$3,379	\$4,472	\$4,947	\$5,159	\$5,589
GENERAL FUND DESIGNATIONS						
Reserve for Economic Uncertainties - Dollars		\$2,411	\$2,903	\$3,377	\$3,589	\$4,019
Reserve for Economic Uncertainties - Percent		10.61%	13.31%	15.24%	15.82%	17.45%
Assigned for Site, LCAP, Curriculum Adoption, and One Time		\$968	\$1,570	\$1,570	\$1,570	\$1,570



General Fund

Restricted Fund Balance Highlights

Totals for the Restricted funds that are in the General Fund.

- Restricted funds consist of programs such as Title I, II, and III, Special Education, Ag Pathways, Maintenance, and other local grants.
- Deficit Spending projected in future years is typical of restricted funds as carry-over funds usually need to be spent within a specified period. However, with the rising cost of salaries and STRS/PERS, we are seeing increased pressure on these funds that may require shifting of expenses or increased contributions from unrestricted funds.

Gustine Unified School District Multi-Year Projections - 2017-2022 2018-2019 Adopted Budget EXECUTIVE SUMMARY

GENERAL FUND	2017-2018 Estimated Actuals	2018-2019 Budget Adoption	2019-2020 PROJECTED	2020-2021 PROJECTED	2021-2022 PROJECTED
DOLLAR VALUES ARE IN THOUSANDS					
RESTRICTED					
SURPLUS REVENUE / (DEFICIT SPENDING)	\$92	\$(31)	\$(114)	\$(212)	\$(281)
BEGINNING FUND BALANCE	824	916	885	771	558
ENDING FUND BALANCE	\$916	\$885	\$771	\$558	\$277
GENERAL FUND DESIGNATIONS					
Legally Restricted	\$916	\$885	\$771	\$558	\$277

Budget Assumptions & Highlights

Budget Assumptions are a vital part of budget projections and deserve careful consideration as they can cause budget projections to change.



- Enrollment and Average Daily Attendance (ADA) are one of the most significant factors affecting total funding. **Both Enrollment and ADA decreased this year and are projected to continue decreasing in the coming years.** These decreases are detailed on the next page.
- Unduplicated Pupil Percentage (UPP) is a measurement of the pupils we have that are either low income, English learner, homeless, foster, or runaways. Our UPP increased to 81.05% for 2017-18 from 80.92% that was reported during 2nd interim. This means we have more students qualifying for and receiving free and reduced lunches. This increase results in additional funding to **provide additional or improved services to this population of students.** Our Local Control and Accountability Plan (LCAP), which is aligned with our Budget, specifies the actions and services that are planned by the community to address the needs of our students.
- Retirement Expense Increases STRS/PERS pension system rates are illustrated below. Considerable increases are a state-wide concern for all districts as they continue to increasingly expend LCFF funds. For Gustine, STRS/PERS increases are projected to add \$905,000 of expenses over 5 years and totaling \$1.3 million from 2014-15 to 2020-21.

BUDGET ASSUMPTIONS / HIGHLIGHTS	2017-2018 Estimated Actuals	2018-2019 Budget Adoption	2019-2020 PROJECTED	2020-2021 PROJECTED	2021-2022 PROJECTED
<u>Enrollment/ADA Projections</u>					
District CBEDS Enrollment (Actual/Projected)	1,861	1,854	1,829	1,809	0
LCFF Funded ADA	1800.92	1777.34	1768.92	1735.39	1716.63
<u>LCFF, COLA & CPI Projections</u>					
	DOLLAR VALUES ARE IN THOUSANDS				
LCFF Funding	\$18,128	\$19,208	\$19,633	\$19,757	\$20,210
LCFF: COLA	1.560%	3.000%	2.570%	2.670%	2.940%
LCFF: GAP Funding Rate	45.170%	100.000%	100.000%	100.000%	100.000%
LCFF: Funded 3yr Unduplicated Pupil Percentage (UPP)-Free/Reduced & EL's	80.44%	80.33%	80.62%	80.54%	80.62%
Single Year Unduplicated Pupil Percentage (UPP)	81.05%	80.53%	80.27%	80.82%	80.77%
State Categorical COLA	1.560%	2.710%	2.570%	2.670%	2.940%
California Consumer Price Index Per SSC Projections	3.37%	3.58%	3.36%	3.23%	2.94%
STRS Employer Rates	14.430%	16.280%	18.130%	19.100%	19.100%
PERS Employer Rates	15.531%	18.062%	20.800%	23.500%	24.600%
<u>LCAP Actions</u>					
STRS/PERS rate increases	\$209	\$236	\$250	\$170	\$40



Enrollment History & Projections

All years through 17-18 show our actual enrollment, which is measured each October.

The successive 4 years are projected enrollment based on a graduating movement by grade and a conservative Kindergarten enrollment.

A conservative projection shows a declining enrollment of 7, 25, 20 and 5 is projected over the next 4 years. This decline is factored into funding projections.

Enrollment drives attendance, which drives funding and is crucial for student performance.

The District is currently focused on improving attendance rates, with a **goal of 96%**. We ended the current Fiscal Year at **95.37%**. We will continue to motivate our students to attend class and we will have further discussions amongst our administrative team next month on attendance strategies that we can implement to improve our ADA.

Enrollment Actuals & Projections for Gustine (as of 06/07/18)

Grades	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	Projected	Projected	Projected	Projected
	Oct 2011 CBEDS Actuals	Oct 2012 CBEDS Actuals	Oct 2013 CBEDS Actuals	Oct 2014 CBEDS Actuals	Oct 2015 CBEDS Actuals	Oct 2016 CBEDS Actuals	Oct 2017 CBEDS Actuals	2018-2019 CBEDS	2019-2020 CBEDS	2020-2021 CBEDS	2021-2022 CBEDS
Kindergarten	124	145	138	166	147	152	141	140	140	140	140
1st Grade	144	133	127	126	145	131	128	141	140	140	140
2nd Grade	119	144	134	129	129	147	127	128	141	140	140
3rd Grade	133	124	145	144	131	123	144	127	128	141	140
4th Grade	133	146	119	148	152	139	128	144	127	128	141
5th Grade	149	136	143	117	146	146	144	128	144	127	128
6th Grade	139	152	144	150	125	154	146	144	128	144	127
7th Grade	135	143	157	148	146	120	156	146	144	128	144
8th Grade	129	128	146	159	153	142	130	156	146	144	128
9th Grade	145	135	145	160	166	165	145	130	156	146	144
10th Grade	123	141	131	146	158	170	160	145	130	156	146
11th Grade	115	124	142	135	149	152	165	160	145	130	156
12th Grade	136	108	118	135	141	149	147	165	160	145	130
Total Enrollment	Actuals	1724	1759	1789	1863	1888	1890	1861			
	Projected							1854	1829	1809	1804
Increase (Decrease) in Enrollment		(11)	35	30	74	25	2	(29)	(7)	(25)	(5)
P-2 ADA	Actuals	1630.33	1649.85	1707.33	1739.37	1777.53	1776.77				
	Proj 3 Yr Avg 93.84%	94.57%	93.79%	95.43%	93.36%	94.15%	94.01%	1749.89	1739.82	1716.36	1697.60
	County/NPS ADA	15.10	13.02	13.06	15.42	16.67	19.03	20.29	20.29	20.29	20.29
	TOTAL P-2 ADA	1645.43	1662.87	1720.39	1754.79	1794.20	1795.80	1782.46	1768.92	1735.39	1716.63
	LCFF FUNDED ADA	1654.15	1662.87	1720.39	1754.79	1794.15	1796.56	1800.92	1777.34	1768.92	1735.39
Increase (Decrease) in LCFF (RL) ADA		2.87	8.72	57.52	34.40	39.36	2.41	4.36	(23.58)	(8.42)	(33.53)



Historical Fund Balances

- Remained fiscally solvent during the most difficult financial times
- Our ending balances have shown a positive correlation to LCFF funding increases, yielding growth and stability throughout the years.
- Our current and stable position prepares us and allows us time to adjust for potential uncertainty and volatility in funding.



Historical Fund Balance	Unrestricted	Restricted	Combined
2006-07	\$ 1,027,440	\$ 1,649,325	\$ 2,676,765
2007-08	\$ 873,523	\$ 1,737,938	\$ 2,611,461
2008-09	\$ 2,408,835	\$ 1,560,940	\$ 3,969,775
2009-10	\$ 2,043,659	\$ 1,464,085	\$ 3,507,744
2010-11	\$ 2,829,419	\$ 1,035,382	\$ 3,864,801
2011-12	\$ 2,483,526	\$ 1,081,729	\$ 3,565,255
2012-13	\$ 2,022,902	\$ 1,025,373	\$ 3,048,275
2013-14	\$ 2,048,533	\$ 685,776	\$ 2,734,309
2014-15	\$ 1,782,839	\$ 506,937	\$ 2,289,776
2015-16	\$ 3,313,426	\$ 655,860	\$ 3,969,286
2016-17	\$ 3,697,031	\$ 823,570	\$ 4,520,601
2017-18 Estimated Actuals	\$ 3,379,054	\$ 915,842	\$ 4,294,896
2018-19 Adopted Budget	\$ 4,472,164	\$ 884,502	\$ 5,356,665
2019-20 Projections	\$ 4,947,044	\$ 770,514	\$ 5,717,557
2020-21 Projections	\$ 5,158,809	\$ 558,160	\$ 5,716,967
2021-22 Projections	\$ 5,588,924	\$ 277,052	\$ 5,865,973





SALARIES: AN IMPORTANT EXPENSE FOR THE SUCCESS OF OUR STUDENTS

Our staff are our most important assets and, consequently, salaries are the largest expense in the budget. Union negotiations for 2018-19 have just begun and will continue in the coming months. Any potential impact arising from 2018-19 negotiations are **not** included in these projections. As a point of reference, a 1% salary increase is detailed and highlighted in green below for each employee group.

Step & Column Increases Included

Certificated Teachers
Classified Staff
Administrators & Confidential/Management Staff
TOTAL

Cost of Projected 1% Salary Increase (2018-19)

Certificated Teachers
Classified Staff
Administrators & Confidential/Management Staff
TOTAL

2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
DOLLAR VALUES ARE IN THOUSANDS				
\$96	\$98	\$100	\$101	\$102
84	87	89	90	90
39	40	41	42	42
\$220	\$225	\$229	\$233	\$234

2018-19

\$81
26
30
\$138

The impact of Step & Column Increases to all staff, an average of \$230,000/year over each of these 4 years. These Step & Column increases are included in budget projections for all years.



OTHER FUNDS COMPARISON

- The chart below shows the fund balance for all funds for 2017-18 Estimated Actuals and 2018-19 Adopted Budget.
- Due to the rising costs of salaries, benefits, food, and operating costs, Fund 13 is projected to be at a deficit requiring a contribution in each year of approximately \$117,000.

ALL FUNDS: FUND BALANCE COMPARISONS

DOLLAR VALUES ARE IN THOUSANDS

FUND 01 - General Fund
FUND 11 - Adult Education
FUND 13 - Cafeteria
FUND 14 - Deferred Maintenance
FUND 21 - Building Fund (Bond)
FUND 25 - Capital Facilities
FUND 35 - School Facilities
FUND 40 - Special Reserve for Capital Outlay
FUND 51 - Bond Interest & Redemption

2017-2018 Est Actuals	2018-19 Adopt Budget	% Change
\$4,295	\$5,357	24.72%
\$93	\$93	0.27%
\$37	\$49	32.06%
\$207	\$165	-20.34%
\$4,656	\$0	-100.00%
\$398	\$372	-6.54%
\$1	\$1	0.00%
\$271	\$322	19.04%
\$895	\$895	0.00%

2018-2019 Adopted Budget Additions

- **\$141,271 for new Assistant Superintendent***
- **\$225,000 for Step & Column Salary Increases**
- **\$21,000 for Addition of Bus AC**
- **\$100,040 for New Speech Therapist**
- **\$113,211 for Additional Psychologist****
- **\$39,000 Emergency Preparedness**
- **\$58,000 for New Teacher at GHS**
- **\$10,000 for New A-G Course at GHS**
- **Additional \$1,500 for New Parent Communication Software.**

This list is not meant to be an exhaustive

*This Position is offset with two other positions that were not filled

**71,000 of this salary will be offset with MCOE Mental Health Program funding

2018-2019 Adopted Budget Reserve Disclosure (SB858)

2018-19

Adopted Budget

Balances in Excess of Minimum Reserve Requirements

District: Gustine Unified School District

CDS Code: 2473619

Contact: Hugo Luna

Phone Number: 209-854-3784

Reasons for Assigned and Unassigned Ending Fund Balances in Excess of Minimum Recommended Reserves
Education Code Section 42127(a)(2)(B) requires a statement of the reasons that substantiates the need for assigned and unassigned ending fund balances in excess of the minimum reserve standard for economic uncertainties for each fiscal year identified in the budget.

Combined Assigned and Unassigned/unappropriated Fund Balances			
FD#	Fund Name	2018-19	Objects 9780/9789/9790
01	General Fund/County School Service Fund	\$ 3,504,561.00	Form 01
17	Special Reserve Fund for other than Capital Outlay Projects	\$ 0.00	Form 17
Total Assigned and Unassigned Ending Fund Balances		\$ 3,504,561.00	
District Standard Reserve Level Percentage		3%	Form 01CS Line 10B-4
Less District Minimum Reserve for Economic Uncertainties		\$ 654,199.00	Form 01CS Line 10B-7
Remaining Balance to Substantiate Need		\$ 2,850,362.00	

Reasons for Fund Balances in Excess of Minimum Reserve for Economic Uncertainties			
Form	Fund Name	2018-19	Description
01	General Fund	\$ 2,850,362.00	Approximately a month and a half of General Fund expenditures to provide financial flexibility to absorb unanticipated expenditures without significant disruption to the educational program.
Total of Substantiated Needs		\$ 2,850,362.00	

SHOULD BE \$0 \$ 0.00

Education Code Section 42127 (d)(1) requires a county superintendent to either conditionally approve or disapprove a school district budget if the district does not provide for EC 42127 (a)(2)(B) public review and discussion at its public budget hearing.



Based on all of the above, we recommend the Board of Trustees approve Gustine Unified School District's 2018-19 Adopted Budget & 2017-18 Est Actuals.

In closing, we would like to acknowledge that we appreciate the fiscal support provided by the Gustine Unified School District Board of Trustees, Staff and the Community for the development, implementation, and maintenance of an excellent educational program for the students of Gustine Unified School District.

Sincerely,

Hugo Luna, Business Manager

Lizett Aguilar, CBO

GUSTINE UNIFIED SCHOOL DISTRICT**Meeting of the Board of Trustees****MEETING DATE:**

June 19, 2018

AGENDA ITEM TITLE: Board Policy Updates May 2018 (Second Reading)**AGENDA SECTION:** Action**PRESENTED BY:** Bryan Ballenger, Superintendent**RECOMMENDATIONS:**

1. It is recommended that the Board of Trustees waive the reading of the Board Policy Updates May 2018.
2. It is recommended that the Board of Trustees approve the Board Policy Updates May 2018.

SUMMARY:

The attached CSBA Manual Maintenance Service Checklists listing the policies which need to be updated as of May 2018. Once approved by the Board, CSBA will return a paper for inclusion in the hard-copy manual and will post the updates on GAMUT Online, available from the District's website.

FISCAL IMPACT: None**BUDGET CATEGORY:** None

CSBA MANUAL MAINTENANCE SERVICE CHECKLIST – May 2018

District Name: Gustine Unified School District

Contact Name: Sara Gomez

Phone: 209-854-3784

Email: sgomez@gustineusd.org

POLICY	TITLE	OPTIONS/BLANKS	ADOPT DATE
BP 0410	Nondiscrimination in District Programs and Activities	Fill in Blanks Superintendent _____ 1500 Meredith Ave. _____ Gustine, CA 95322 _____ bballenger@gustineusd.org _____	
E 0420.41	Charter School Oversight		
BP 3514	Environmental Safety		
AR 3514	Environmental Safety		
BP 3514.1	Hazardous Substances		
BP 3516	Emergencies and Disaster Preparedness Plan		
AR 3516	Emergencies and Disaster Preparedness Plan		
AR 3541	Transportation Routes and Services		
BP 4158 4258 4358	Employee Security		
AR 4158 4258 4358	Employee Security		
BP 4161.9 4261.9 4361.9	Catastrophic Leave Program		
AR 4161.9 4261.9 4361.9	Catastrophic Leave Program		
BP 5111	Admission		
AR 5111	Admission		

CSBA MANUAL MAINTENANCE SERVICE CHECKLIST – May 2018

District Name: Gustine Unified School District

BP 5111.1	District Residency	OPTION 1: <input checked="" type="checkbox"/> OPTION 2: <input type="checkbox"/>	
AR 5111.1	District Residency		
BP 5125	Student Records		
AR 5125	Student Records		
AR 5125.1	Release of Directory Information		
E 5125.1	Release of Directory Information	Fill in Blanks <u>Gustine Unified School District</u> <u>August 30</u>	
BP 5131.2	Bullying		
BP 5145.13	Response to Immigration Enforcement	NEW POLICY	
AR 5145.13	Response to Immigration Enforcement	NEW POLICY	
BP 5145.3	Nondiscrimination/Harassment		
AR 5145.3	Nondiscrimination/Harassment	Fill in Blanks <u>Superintendent</u> <u>1500 Meredith Ave.</u> <u>Gustine, CA 95322</u> <u>bballenger@gustineusd.org</u>	
BP 5145.9	Hate-Motivated Behavior		
BP 6161.3	Toxic Art Supplies	Delete BP <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

POLICY GUIDE SHEET

May 2018

Page 1 of 3

Note: Descriptions below identify revisions made to CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes have also been made. Districts and county offices of education should review the sample materials and modify their own policies accordingly.

BP 0410 - Nondiscrimination in District Programs and Activities

(BP revised)

Policy updated to reflect **NEW LAW (AB 699)** which (1) adds immigration status to the categories of characteristics that are protected against discrimination, (2) requires parent/guardian notification of their child's right to a free public education regardless of immigration status or religious beliefs, and (3) mandates that districts adopt policy consistent with a model policy developed by the California Attorney General, which includes a statement regarding equitable services. Policy also reflects provisions of the Attorney General's model policy and **NEW LAW (SB 31)** which prohibit districts from compiling or assisting in the compilation of a registry based on immigration status, religion, or other specified characteristics.

E 0420.41 - Charter School Oversight

(E revised)

Exhibit updated to reflect **NEW LAWS** affecting requirements for charter schools, including **AB 1360** which clarifies that the charter school's admission preferences must be approved by the district board, **AB 830** which repeals the high school exit examination requirement, **AB 1360** which requires parental notification that parent/guardian involvement is not a requirement for enrollment at the charter school, **AB 699** which requires charter schools to adopt policy consistent with the model policy on immigration enforcement developed by the California Attorney General, **AB 2097 (2016)** which prohibits the collection of social security numbers, **AB 841** which prohibits advertising or promotion of non-nutritious foods or beverages, **SB 250** which requires parental notification within 10 days of a negative meal account balance and prohibits different treatment of students with unpaid meal fees, and **SB 138** which requires "very high poverty schools" to apply to provide lunch and/or breakfast free of charge to all students under a federal universal service provision.

BP/AR 3514 - Environmental Safety

(BP/AR revised)

Policy and regulation updated to reflect **NEW LAW (AB 746)** which provides that, if a community water system finds lead above specified levels in a school's potable water system, the district must notify parents/guardians, shut down fountains and faucets, and provide a source of drinking water to students. Policy also deletes details regarding district strategies that are duplicated in the AR. Regulation also updates material related to particulate filters in school buses and carbon monoxide detectors to reflect current law.

BP 3514.1 - Hazardous Substances

(BP revised)

Policy updated to reflect legal requirements regarding toxic art and craft supplies, formerly in BP 6161.3 - Toxic Art Supplies.

BP/AR 3516 - Emergencies and Disaster Preparedness Plan

(BP/AR revised)

Policy expands paragraph on the involvement of staff and community groups in plan development, consistent with U.S. Department of Education recommendation. Policy also adds training on staff responsibilities in an emergency or disaster, clarifies staff's legal obligation to serve as disaster service workers, and clarifies that board members are not considered disaster service workers. Regulation expands prevention strategies to include measures to increase the security of school facilities, expands crisis communications methods to include social media and electronic communications, and adds assembly of key information into a "crisis response box" that can be easily accessed in an emergency.

POLICY GUIDE SHEET

May 2018

Page 2 of 3

AR 3541 - Transportation Routes and Services

(AR revised)

Regulation updated to reflect **NEW LAW (AB 1453)** which authorizes districts to provide for the transportation of adult volunteers to and from educational activities. Regulation also reflects requirement to provide transportation consistent with a student's Section 504 plan, and clarifies the district's responsibility with respect to transportation for homeless students and foster youth.

BP/AR 4158/4258/4358 - Employee Security

(BP/AR revised)

Policy updated to add staff training on procedures for responding to an active shooter situation, condense options on pepper spray to recommend that any possession of pepper spray by employees require advance written permission, and reflect renumbering of legal cite pertaining to pepper spray. Regulation updated to clarify the reporting of an attack, assault, or threat and to modify section on pepper spray consistent with revisions to the BP.

BP/AR 4161.9/4261.9/4361.9 - Catastrophic Leave Program

(BP/AR revised)

Policy and regulation substantially revised and reorganized to clarify requirements for the catastrophic leave program. Policy recommends that donated leave be placed into a pool for eligible employees rather than earmarked for particular employees, and adds notification to employees regarding the program. Regulation provides that donation of leave be made in writing to the superintendent rather than the board, encourages employees to retain sufficient leave for their own potential use, establishes a maximum amount of catastrophic leave that may be used by an individual employee, and provides that employees will be ineligible for catastrophic leave while receiving workers' compensation benefits.

BP/AR 5111 - Admission

(BP/AR revised)

Policy updated to reflect state law prohibiting the collection of social security numbers or the last four digits of the social security numbers of students or their parents/guardians, unless otherwise required by law. Policy also reflects **NEW LAW (AB 699)** which prohibits districts from inquiring into students' citizenship or immigration status and the California Attorney General's model policy which provides that, under the limited circumstances when such information must be collected to comply with eligibility requirements for special state or federal programs, such information should be collected separately from the school enrollment process. Regulation updated to reflect a requirement of the Attorney General's model policy that prohibits districts from requiring documentation that may indicate a student's national origin or immigration status, such as a passport, to the exclusion of other permissible documentation. Regulation also reflects the authority to accept a parent/guardian affidavit as evidence of a child's age when other documentation is not available.

BP/AR 5111.1 - District Residency

(BP/AR revised)

Policy and regulation updated to reflect **NEW LAW (AB 699)** which prohibits districts from collecting information or documents regarding the citizenship or immigration status of students or their family members. Regulation also updated to reflect **NEW LAWS** providing that a student meets district residency requirements if the student's parent/guardian is transferring or pending transfer to a military installation within the state (**SB 455**), or the student's parent/guardian was a resident of California who departed the state against his/her will pursuant to a transfer by a government agency, a court order, or the federal Immigration and Nationality Act (**SB 257**).

POLICY GUIDE SHEET

May 2018

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BP/AR 5125 - Student Records

(BP/AR revised)

Policy updated to reflect the California Attorney General's model policy, developed pursuant to **NEW LAW (AB 699)**, which (1) prohibits districts from collecting information regarding students' citizenship or immigration status, and (2) requires district staff to receive training in the gathering and handling of sensitive student information. Policy also reflects state law limiting the collection of students' social security numbers or the last four digits of the social security numbers, and **NEW LAW (SB 31)** which prohibits districts from assisting in the compilation of a list, registry, or database based on students' national origin, ethnicity, or religion. Regulation updated to reflect **NEW LAW (SB 233)** which expands the types of records related to foster youth that must be made accessible to specified agencies, and a requirement of the Attorney General's model policy that the annual parental notification include a statement that a student's citizenship, place of birth, or national origin will not be released without parental consent or a court order.

AR/E 5125.1 - Release of Directory Information

(AR/E revised)

Regulation and exhibit updated to reflect the California Attorney General's model policy, developed pursuant to **NEW LAW (AB 699)**, which requires that the annual parental notification include a statement that directory information does not include citizenship status, immigration status, place of birth, or national origin.

BP 5131.2 - Bullying

(BP revised)

Policy updated to reflect **NEW LAW (AB 699)** which requires districts to educate students about the negative impact of bullying based on actual or perceived immigration status or religious beliefs and customs. Policy also reflects the California Attorney General's model policy developed pursuant to **AB 699**, which requires staff training with specified components related to bullying prevention and response.

BP/AR 5145.13 - Response to Immigration Enforcement

(BP/AR added)

New policy and regulation reflect **NEW LAW (AB 699)** which mandates districts to adopt, by July 1, 2018, policy consistent with the model policy developed by the California Attorney General, including policy related to the district's response to requests by law enforcement for access to information, students, or school grounds for immigration enforcement purposes and actions to be taken in the event that a student's family member is detained or deported. Policy also reflects **NEW LAW (SB 31)** which prohibits districts from compiling or assisting federal government authorities with compiling a list, registry, or database based on students' national origin, ethnicity, or religion.

BP/AR 5145.3 - Nondiscrimination/Harassment

(BP/AR revised)

Minor revisions made in policy and regulation to reflect **NEW LAW (AB 699)** which prohibits discrimination based on immigration status.

BP 5145.9 - Hate-Motivated Behavior

(BP revised)

Policy updated to define hate-motivated behavior and expand material related to collaboration, staff training, and enforcement of rules regarding student conduct. Policy also provides for the use of uniform complaint procedures when the behavior is determined to be based on unlawful discrimination.

BP 6161.3 - Toxic Art Supplies

(BP deleted)

Policy deleted and key concepts incorporated into BP 3514.1 - Hazardous Substances.

GUSTINE UNIFIED SCHOOL DISTRICT

Meeting of the Board of Trustees

MEETING DATE:

June 19, 2018

AGENDA ITEM TITLE: Update Board Policy AR 3350 Business and Noninstructional Operations (Second Reading)

AGENDA SECTION: Action

PRESENTED BY: Bryan Ballenger, Superintendent

RECOMENDATIONS:

1. It is recommended that the Board of Trustees waive the reading of Update Board Policy AR 3350 Business and Noninstructional Operations.
2. It is recommended that the Board of Trustees approve Updating Board Policy AR 3350 and Noninstructional Operations.

SUMMARY:

The district has been reviewing our travel policy to provide more details and clarification and help make the procedures more consistent across the district. In addition, district management has had discussions and reviewed the draft policy changes with both bargaining units with preliminary consensus on the concepts of the changes proposed in the policy.

The major differences are highlighted below:

- Changing meal reimbursement to a per diem amount with two tiers of rates, without receipts, in advance, and with specified meal time periods.
- Lodging Rates updated to previous rates
- Added wording to provide specifics for group travel and use of travel agency
- Added wording for failed cancellations
- Added specifics and options for mileage reimbursement and carpooling

FISCAL IMPACT: None

BUDGET CATEGORY: None

Gustine USD | AR 3350 Business and Noninstructional Operations

Travel Expenses

Expenses shall be reimbursed within limits approved by the Board. The Superintendent or designee shall establish procedures for the submission and verification of expense claims. He/she may authorize an advance of funds to cover necessary expenses.

An employee shall obtain approval from the Superintendent or designee prior to traveling. The Superintendent or designee may approve travel requests in accordance with the adopted budget and upon determining that the travel is authorized or assigned by the employee's supervisor, is necessary to attend a conference or other staff development opportunity that will enhance employee performance, and/or is otherwise necessary to the performance of the employee's duties. Travel expenses not previously budgeted may be approved on a case-by-case basis by the Superintendent or designee if he/she determines that the travel is essential and that resources may be obtained or redirected for this purpose.

Expenses approved by the Superintendent for reimbursement shall be actual, usual and necessary to the conduct of school business.

1. Meals: Meals will be reimbursed based on the per diem amount specified below. No reimbursements will be made for meals when they are included in the cost of registration.

For approved travel, prior to employee departure and upon completing required travel forms, employees will be provided with a check totaling up to \$50.00-\$60.00 per day (depending on the county, see Tier information below) for meals based on the following rates and times:

<u>Meal</u>	<u>Time*</u>	<u>Per Diem-Tier I**</u>	<u>Per Diem-Tier II***</u>
<u>Breakfast</u>	<u>6:00 am - 10:59 am</u>	<u>\$11.00</u>	<u>\$13.00</u>
<u>Lunch</u>	<u>11:00 am - 3:59 pm</u>	<u>\$14.00</u>	<u>\$17.00</u>
<u>Dinner</u>	<u>4:00 pm - 9:00 pm</u>	<u>\$25.00</u>	<u>\$30.00</u>

* Per IRS Regulations, meals that are reimbursed when there is no overnight stay will be taxable as wages (i.e. payroll) and subject to state and federal taxes.

** Including Tax and Tip, Tier I is for the following counties: all counties not listed in Tier II.

*** Including Tax and Tip, Tier II is for the following counties: Orange, Los Angeles, Monterey, San Francisco, Alameda, Santa Clara, San Mateo, Marin, Napa, San Diego, and Santa Barbara, or with Superintendent approval.

2. Lodging: Lodging will be reimbursed at the per diem rate of \$175 per night and \$225 if in Southern California or coastal areas. Receipts are required.

The maximum rate may be exceeded with prior Superintendent approval for conference hotels or based on extenuating circumstances.

If traveling with a group of greater than 3 employees, a District approved travel agency may be used for lodging reservations for one event, if that travel agency accepts purchase orders as a form of payment.

In the event an employee cannot attend a conference and said employee fails to cancel his/her reservation/ registration or secure an approved alternate, the employee will be responsible for reimbursing the district for any expenses incurred as a result of his/her absence. Under extenuating circumstances, this may be waived with Superintendent approval.

3. Mileage:

A district vehicle or mileage reimbursement will be provided for approved travel in the following order:

1. A district vehicle will be provided for travel when possible.
2. In the event that a district vehicle is not available,
 - a. Carpooling will be coordinated if there is more than one person traveling to the same location to ensure the least amount of trips
 - b. If an employee chooses to make other arrangements (i.e. take own vehicle instead of carpooling) that would incur additional expense to the district, employee will only be reimbursed up to mileage for one way.
 - c. If an employee is required to use his/her own vehicle, employee will be reimbursed for all miles driven for District business.

Mileage reimbursement for use of personal vehicles used for district related travel outside of the district boundaries will be paid at the current IRS rate per mile. Mileage is applied from the work site or from home, whichever is closer to the destination.

4. Common Carrier: The actual cost of common carrier round trip fare will be reimbursed upon submission of receipt.

5. Miscellaneous Travel Expenses: Travel expenses essential to official district business are reimbursable when reasonably incurred and submitted with valid, original, itemized, receipts. Allowable expenses include, but are not limited to, transportation costs, parking fees, bridge or road tolls, cab fare, car rental, registration fees for seminars and conferences, and other necessary incidental expenses.

6. Personal Expenses: Certain travel expenses are considered personal expenses which are not essential to district business. These personal expenses are "Non-Reimbursable Expenses." These type of expenditures include: alcoholic beverages; meal or travel expenses for guests, spouses, or

FINAL DRAFT

friends who are accompanying the employee on district-related business; entertainment; transportation to or from places of entertainment; laundry; personal phone calls; or personal losses or traffic violation fees incurred while on district business.

The Superintendent is directed to establish regulations for implementing this policy and is authorized to perform all powers authorized under Education Code 44032 so long as expended funds do not exceed those previously budgeted for those purposes by the Governing Board.

Travel costs and expenses will be reimbursed based upon a claim form submitted by the employee. Claims shall be submitted on the form provided by the district and submitted within one month after incurring the expenses.

All claims for reimbursement shall be supported by the actual receipts, except meal reimbursements which will be as specified in item 1 above.

(cf. 9240 - Board Development)

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

Regulation GUSTINE UNIFIED SCHOOL DISTRICT

approved: April 7, 2004 Gustine, California

revised: August 8, 2012

revised: August 14, 2013

revised: August 16, 2017

GUSTINE UNIFIED SCHOOL DISTRICT

Meeting of the Board of Trustees

MEETING DATE:

June 19, 2018

AGENDA ITEM TITLE: Board Policy Updates October 2017 (First Reading)

AGENDA SECTION: Action

PRESENTED BY: Bryan Ballenger, Superintendent

RECOMMENDATIONS:

It is recommended that the Board of Education waive the reading of the Board Policy Updates October 2017.

SUMMARY:

The attached CSBA Manual Maintenance Service Checklists listing the policies which need to be updated as of October 2017. Once approved by the Board, CSBA will return a paper for inclusion in the hard-copy manual and will post the updates on GAMUT Online, available from the District's website.

FISCAL IMPACT: None

BUDGET CATEGORY: None

CSBA MANUAL MAINTENANCE SERVICE CHECKLIST – October 2017

District Name: Gustine Unified School District

Contact Name: Sara Gomez Phone: 209-854-3784 Email: sgomez@gustineusd.org

POLICY	TITLE	OPTIONS/BLANKS	ADOPT DATE
BP 0400	Comprehensive Plans		
BP 0460	Local Control and Accountability Plan		
AR 0460	Local Control and Accountability Plan		
BP 0500	Accountability		
BP 0520.2	Title I Program Improvement Schools	Delete BP <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
AR 0520.2	Title I Program Improvement Schools	Delete AR <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
BP 0520.3	Title I Program Improvement Districts	Delete BP <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
BP 1113	District And School Web Sites	OPTION 1: <input checked="" type="checkbox"/> OPTION 2: <input type="checkbox"/>	
AR 1113	District And School Web Sites		
BP 3280	Sale or Lease of District-Owned Real Property		
BP 3513.4	Drug And Alcohol Free Schools	NEW POLICY	
AR 3515.6	Criminal Background Checks For Contractors		
BP 4140/4240/4340	Bargaining Units		
BP 5113.1	Chronic Absence And Truancy		
AR 5113.1	Chronic Absence And Truancy		
AR 5113.11	Attendance Supervision	NEW POLICY	
BP 5113.12	District School Attendance Review Board	NEW POLICY	
AR 5113.12	District School Attendance Review Board	NEW POLICY	

CSBA MANUAL MAINTENANCE SERVICE CHECKLIST – October 2017

District Name: Gustine unified School District

BP 5117	Interdistrict Attendance	OPTION 1: <input checked="" type="checkbox"/> OPTION 2: <input type="checkbox"/>	
AR 5117	Interdistrict Attendance	OPTION 1: <input checked="" type="checkbox"/> OPTION 2: <input type="checkbox"/>	
AR 5125.2	Withholding Grades, Diploma Or Transcripts		
BP 5131.6	Alcohol and Other Drugs		
E 5131.63	Steroids	Delete E <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
BP 6020	Parent Involvement		
AR 6020	Parent Involvement		
AR 6112	School Day		
BP 6153	School-Sponsored Trips		
BP 6170.1	Transitional Kindergarten		
AR 6173.1	Education For Foster Youth	Fill in Blanks Assistant Superintendent of Student Services 1500 Meredith Ave. Gustine, CA 95322 	
BP 6173.2	Education of Children of Military Families		
AR 6173.2	Education of Children of Military Families		

POLICY GUIDE SHEET

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Note: Descriptions below identify revisions made to CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes have also been made. Districts and county offices of education should review the sample materials and modify their own policies accordingly.

BP 0400 - Comprehensive Plans

(BP revised)

Policy updated to include the local control and accountability plan (LCAP) as a comprehensive plan of the district and to emphasize the need for consistency among the documents that set direction for the district.

BP/AR 0460 - Local Control and Accountability Plan

(BP/AR revised)

Policy and regulation updated to delete references to 5 CCR 15497.5 (repealed) which formerly contained the LCAP template. The LCAP template continues to be approved by the State Board of Education and is available on the California Department of Education (CDE) web site. Policy also adds a definition of "numerically significant student subgroups" whose needs must be addressed in the LCAP. Regulation also deletes requirement to use the state's Academic Performance Index (API) as a measure of student achievement, as the API has been replaced by a new state accountability system.

BP 0500 - Accountability

(BP revised)

Policy updated to reflect the new state accountability system (the California School Dashboard), which consists of both state and local indicators to assist districts in identifying strengths and areas in need of improvement in each priority area addressed by the LCAP.

BP/AR 0520.2 - Title I Program Improvement Schools

(BP/AR deleted)

Policy and regulation deleted as federal program improvement requirements have been suspended for the 2017-18 school year and will, beginning in the 2018-19 school year, be replaced by a new system of comprehensive and targeted improvement established by the Every Student Succeeds Act.

BP 0520.3 - Title I Program Improvement Districts

(BP deleted)

Policy deleted as federal program improvement requirements have been suspended for the 2017-18 school year and will, beginning in the 2018-19 school year, be replaced by a new system of comprehensive and targeted improvement established by the Every Student Succeeds Act.

BP/AR 1113 - District and School Web Sites

(BP/AR revised)

Policy updated to (1) clarify the district's responsibility to make district and school web sites accessible to individuals with disabilities; (2) reflect laws prohibiting web site operators from using web site information to amass a profile about a student, engage in targeted advertising to students, or sell or disclose a student's information, including **NEW LAW (AB 2799, 2016)** which prohibits such activities for web sites used primarily for preschool and prekindergarten purposes; and (3) clarify options related to posting student photographs on district and school web sites together with their names. Regulation updated to (1) add section on "Design Standards," including standards for web site accessibility to individuals with disabilities; (2) reflect **NEW LAW (AB 2257, 2016)** which requires posting a prominent, direct link to the current board meeting agenda or to an integrated agenda management platform, effective January 1, 2019; and (3) clarify requirements related to posting copyrighted material.

POLICY GUIDE SHEET

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BP 3280 - Sale or Lease of District-Owned Real Property

(BP revised)

Policy updated to delete the requirement to first offer surplus property to a charter school with at least 80 students. Material regarding the appointment of the district advisory committee expanded to specify the circumstances under which the district is not required to appoint a committee, including the exception for the sale, lease, or rental of excess property to be used for teacher or other employee housing pursuant to **NEW LAW (AB 1157, 2017)**. Policy expands section on "Use of Proceeds" to reflect additional legal requirements, and deletes the authority (repealed) to use the proceeds from the sale of surplus property for any one-time general fund purpose provided that the district adopted a plan and made certain certifications to the State Allocation Board.

BP 3513.4 - Drug and Alcohol Free Schools

(BP added)

New policy prohibits the possession, use, or sale of drugs or alcohol by any person on district property and addresses enforcement and discipline for violations of this policy. Policy also reflects **NEW LAW (Proposition 64, 2016)** which prohibits any person from possessing, smoking, or ingesting cannabis on school grounds while children are present.

AR 3515.6 - Criminal Background Checks for Contractors

(AR revised)

Regulation updated to reflect **NEW LAW (AB 949, 2017)** which requires criminal background checks for sole proprietors who contract with the district to provide specified services, if they will have contact with children, and provides that it is the responsibility of the district to prepare and submit the fingerprints of the sole proprietor to the Department of Justice. Regulation also reorganized to clarify criminal background check requirements applicable to entities contracting for construction, reconstruction, rehabilitation, or repair of a school facility.

BP 4140/4240/4340 - Bargaining Units

(BP revised)

Policy updated to reflect **NEW LAW (SB 285, 2017)** which prohibits districts from deterring or discouraging employees from becoming or remaining members of an employee organization. Policy also reflects **NEW LAW (AB 119, 2017)** which requires districts to provide employee organizations with specified contact information for new employees in the bargaining unit and to give employee organizations access to new employee orientations (limited in scope to onboarding sessions where newly hired employees are advised of their employment status, rights, benefits, duties, responsibilities, or any other employment-related matters).

BP/AR 5113.1 - Chronic Absence and Truancy

(BP/AR revised)

Policy updated to reflect the inclusion of a chronic absence indicator in the California School Dashboard effective in the fall of 2018, add examples of interventions for attendance problems, and delete section on "School Attendance Review Board" since that material is now covered in BP/AR 5113.12 - District School Attendance Review Board. Regulation updated to delete references to 5 CCR 15497.5 (repealed), which formerly contained the LCAP template that is now available on the CDE web site, and to delete section on the appointment and general duties of attendance supervisors, now covered in AR 5113.11 - Attendance Supervision.

AR 5113.11 - Attendance Supervision

(AR added)

New regulation addresses the appointment of a district attendance supervisor and reflects **NEW LAW (AB 2815, 2016)** which expresses the Legislature's intent that the attendance supervisor fulfill specified duties.

POLICY GUIDE SHEET

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BP/AR 5113.12 - District School Attendance Review Board

(BP/AR added)

New policy and regulation are for use by districts that have established their own local school attendance review board (SARB), and reflect the basic purposes, functions, and operations of the SARB.

BP/AR 5117 - Interdistrict Attendance

(BP/AR revised)

Policy updated to reflect **NEW LAW (AB 99, 2017)** which makes a number of changes to the school district of choice program, including (1) requiring a participating district to register as a school district of choice with the Superintendent of Public Instruction and the county board of education by July 1, 2018; (2) expanding the factors that must not be considered by districts in the selection process; and (3) revising the requirements for annually reporting the disposition of transfer requests. Regulation updated to reflect provisions of AB 99 related to public announcements regarding the program, priorities for admission, and the timeline for notification of a student's provisional acceptance or rejection. Regulation also reflects **NEW LAW (SB 344, 2017)** which gives the county board in a class 1 county, as defined, 60 calendar days to decide an appeal when a district denies a transfer under an interdistrict attendance agreement. Section on "Transfers Out of the District" moved from BP to AR, and revised to reflect **NEW LAW (AB 2659, 2016)** which provides that a district must not prohibit the transfer of a child of a military family to any district that approves the transfer.

AR 5125.2 - Withholding Grades, Diploma or Transcripts

(AR revised)

Regulation updated to clarify the circumstances under which the district may withhold a student's grades, diploma, and/or transcripts until the student's parents/guardians have paid for the damages to or loss of district property willfully caused by the student. Regulation also clarifies the student's due process rights, as well as the requirement to continue to withhold the grades, diploma, and/or transcripts when such a student transfers from one district to another.

BP 5131.6 - Alcohol and Other Drugs

(BP revised)

Policy updated to reflect the goals and purposes of the federal Student Support and Academic Enrichment Grants program, as established by the Every Student Succeeds Act. Policy also deletes material on drug and alcohol master plans and county primary prevention programs, since the related laws repealed on their own terms.

E 5131.63 - Steroids

(E deleted)

Exhibit deleted since the California Interscholastic Federation provides the sample agreement that student athletes and parents/guardians must sign to promise that the student will not use steroids or banned dietary supplements.

BP/AR 6020 - Parent Involvement

(BP/AR revised)

Policy and regulation updated to reflect requirements for parent involvement in schools receiving federal Title I, Part A funding, as amended by the Every Student Succeeds Act, including expanding activities to include engagement of family members. Policy also reflects parent involvement as a state priority that must be addressed in the district's LCAP.

POLICY GUIDE SHEET

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AR 6112 - School Day

(AR revised)

Regulation updated to reflect **NEW LAW (AB 99, 2017)** which permits districts to maintain kindergarten or transitional kindergarten classes for different lengths of time during the school day, either at the same or different school sites. Regulation also reflects provision of AB 99 which allows districts to schedule classes in an early college high school or middle college high school so that students attend classes for at least 900 minutes during any five school day period or 1,800 minutes during any 10 school day period.

BP 6153 - School-Sponsored Trips

(BP revised)

Policy updated to reflect **NEW LAW (AB 341, 2017)** which eliminates the prohibition against the use of district funds to pay for the expenses of students participating in field trips or excursions to another state, to the District of Columbia, or to a foreign country.

BP 6170.1 - Transitional Kindergarten

(BP revised)

Policy updated to reflect **NEW LAW (AB 99, 2017)** which permits districts to maintain transitional kindergarten classes for different lengths of time during the school day, either at the same or different school sites, provided that the length of the school day complies with legal requirements related to the minimum and maximum length of the school day.

AR 6173.1 - Education for Foster Youth

(AR revised)

Regulation updated to reflect the Every Student Succeeds Act, which amends the definition of a foster youth's "best interest" and requires districts and child welfare agencies to come to an agreement as to how transportation will be provided to enable foster youth to attend their school of origin.

BP/AR 6173.2 - Education of Children of Military Families

(BP/AR revised)

Policy updated to reflect the Every Student Succeeds Act, which provides that military-connected students will be assigned a national identification number to facilitate monitoring of their academic progress and requires districts to issue an annual report card that includes state achievement results for such students. Policy also adds optional language on collaborating with the military's school liaison officers and providing staff development related to the educational rights of military-connected students. Regulation updated to add material regarding the transfer of course credits, exemption from local graduation requirements when a student transfers after the completion of the second year of high school, and use of the uniform complaint procedures for allegations of noncompliance by the district, pursuant to **NEW LAW (AB 365, 2017)**. Regulation also reflects **NEW LAW (SB 455, 2017)** which provides that a student will be deemed to meet district residency requirements if his/her parent/guardian is transferred or is pending transfer to a military installation within the state, and **NEW LAW (AB 2659, 2016)** which provides that districts must not prohibit the transfer of a military-connected student out of the district regardless of whether the district has an interdistrict transfer agreement with another district.

GUSTINE UNIFIED SCHOOL DISTRICT**Meeting of the Board of Trustees****MEETING DATE:**

June 19, 2018

AGENDA ITEM TITLE: Gustine Adult School, Datapath Technology Addition & Replacement of Equipment

AGENDA SECTION: Action

PRESENTED BY: Adam Cano

RECOMMENDATIONS:

It is recommended the Board of Trustees approve purchase of Gustine Adult School for Datapath Technology Addition and Replacement equipment.

SUMMARY:

Current teacher desktop outdated and cannot run basic programs; adding new desktop for evening teacher. Laptops and cart will be for use of evening students studying English and for GED programs; furnishing PM classroom with technology items.


FISCAL IMPACT: \$27,295.88

BUDGET CATEGORY: Adult Education, AEBG Grant

VENDOR NAME:	Datapath
ADDRESS:	318 McHenry Avenue
	Modesto, CA 95354
PHONE:	(209)521-0055
FAX:	

SCHOOL SITE Gustine Adult School

JUSTIFICATION: Materials for PM classroom

DISTRICT REQUISITION #: _____ APPROVAL: 

DISTRICT PURCHASE ORDER #: _____

For LCAP Purchases **ONLY** (Required) Goal # _____ Action # _____

Example (1,2, etc.) Example (.01, .02, etc.)

Revised 07/05/2016



New Laptops and Cart

Quote #012627 v1

Prepared For:

Gustine Unified School District

Denise Rivera-Pantoja
1500 Meredith Ave
Gustine, CA 95322

P: (209) 854-3784

E: drivera@gustineusd.org

Prepared by:

Datapath - Modesto

Jesus Castillo
318 McHenry Ave
Modesto, CA 95354

P: (209) 312-9809

E: jcastillo@mydatapath.com

Date Issued:

05.18.2018

Expires:

06.17.2018

Laptops	Price	Qty	Ext. Price
Budget 14"			
Dell Latitude 3480 14" LCD Notebook Intel Core i5 (7th Gen) i5-7300U Dual-core (2 Core) 2.60 GHz - 8 GB DDR4 SDRAM - 256 GB SSD - Windows 10 Pro 64-bit - 1366 x 768 - Intel HD Graphics 620 DDR4 SDRAM - Bluetooth - English Keyboard - WWAN Supported - Front Camera/Webcam - IEEE 802.11ac - Gigabit Ethernet - Network (RJ-45) - HDMI - 1 Year Warranty	\$630.00	31	\$19,530.00
E-Waste - Screen Between 15-35 Inch	\$6.00	31	\$186.00
Subtotal:			\$19,716.00

Charging Carts	Price	Qty	Ext. Price
Electron Laptop Charging Cart for Mini-laptops - 3 Shelf - 180.56 lb Capacity - 4 Casters - 4" Caster Size - Wood, Thermoplastic, Vinyl, Laminate, Steel - 28.8" Width x 25" Depth x 41.5" Height - White, Gray - For 36 Devices	\$1,450.00	1	\$1,450.00
Subtotal:			\$1,450.00

Quote Summary	Amount
Laptops	\$19,716.00
Charging Carts	\$1,450.00
Subtotal:	\$21,166.00
Estimated Tax:	\$1,625.96
Total:	\$22,791.96

GUSTINE UNIFIED SCHOOL DISTRICT 1500 Meredith Ave. Gustine, CA 95322 Phone: (209) 854-3784 Fax: (209) 854-9164		Ship To: Gustine Adult School 685 Wallis Avenue Gustine, CA 95322
Department: Adult Education	Date: 5/31/2018	
Ordered By: Denise Rivera-Pantoja	Vendor Email (for email option only):	
Purchase Order Instructions: <input type="checkbox"/> Fax <input type="checkbox"/> Return to site <input type="checkbox"/> Email <input type="checkbox"/> Other _____		
BUDGET CLASSIFICATION: 11-6391-0-4300.00-4110-1000-312-000-000		

VENDOR NAME: Datapath
ADDRESS: 318 McHenry Avenue
Modesto, CA 95354
PHONE: (209)521-0055 **FAX:** _____

Qty.	Description	UNIT COST	TOTAL COST
2	Desktop Computer, Mid-Range Dell OptiPlex 3050	790.00	1580.00
3	Standard Dell 24" LED LCD Monitor	248.00	744.00
1	E-waste	6.00	18.00
1	Dual Monitor Mount	110.00	110.00
1	6ft HDMI Cables	17.00	17.00
1	Projector-Viewsonic	515.00	515.00
30	Logitech Padded	39.95	1198.50
	Tax		321.42
	Shipping		
	Total		4,503.92

SCHOOL SITE Gustine Adult School

JUSTIFICATION: Materials for PM classroom; replacement of outdated teacher computer

DISTRICT REQUISITION #: _____

APPROVAL:

DISTRICT PURCHASE ORDER #: _____

For LCAP Purchases **ONLY** (Required)

Goal # _____

Action # _____

Example (1,2, etc.)

Example (.01, .02, etc.)

"Purchase Order Instruction" box must be filled to avoid delay*

Revised 07/05/2016

Gustine Adult School

Quote #012688 v2

Prepared For:

Gustine Unified School District

Denise Rivera-Pantoja
1500 Meredith Ave
Gustine, CA 95322

P: (209) 854-3784

E: drivera@gustineusd.org

Prepared by:

Datapath - Modesto

Jesus Castillo
318 McHenry Ave
Modesto, CA 95354

P: (209) 312-9809

E: jcastillo@mydatapath.com

Date Issued:

05.23.2018

Expires:

06.21.2018

Workstations	Price	Qty	Ext. Price
Mid Range Dell OptiPlex 3050 Desktop Computer Intel Core i5 (7th Gen) i5-7500 3.40 GHz - 8 GB DDR4 SDRAM - 256 GB SSD - Windows 10 Pro 64-bit (English/French/Spanish) - Small Form Factor - DVD-Writer DVD±R/±RW - Intel HD Graphics 630 Graphics - English Keyboard - HDMI and Display Port Video Inputs - 3 Year Warranty	\$790.00	2	\$1,580.00
Standard Dell 24" LED LCD Monitor 16:9 - 6 ms - 1920 x 1080 - Full HD - HDMI - VGA - DisplayPort - USB - Energy Star - 3 Year Advanced Exchange Warranty • Includes VGA and DisplayPort Cables • Adjustable Monitor Stand: - Height, Pivot (rotation), Swivel, Tilt	\$248.00	3	\$744.00
E-Waste - Screen Between 15-35 Inch	\$6.00	3	\$18.00
Monitor Mount	\$110.00	1	\$110.00
3x HDMI Cables	\$17.00	1	\$17.00
Subtotal:			\$2,469.00

Projector	Price	Qty	Ext. Price
Viewsonic 3D Ready DLP Projector - HDTV - 16:10 - Front - 240 W - 3500 Hour Normal Mode - 7000 Hour Economy Mode - 1280 x 800 - WXGA - 22,000:1 - 3500 lm - HDMI - USB - 310 W - 3 Year Warranty	\$515.00	1	\$515.00
Subtotal:			\$515.00

Accessories	Price	Qty	Ext. Price
Logitech Padded H390 USB Headset - Stereo - Black, Silver - USB - Wired - 20 Hz - 20 kHz - Over-the-head - Binaural - Circumaural - 8 ft Cable - Noise Cancelling Microphone	\$39.95	30	\$1,198.50
Subtotal:			\$1,198.50

Quote Summary	Amount
Workstations	\$2,469.00
Projector	\$515.00
Accessories	\$1,198.50
Subtotal:	\$4,182.50
Estimated Tax:	\$321.42
Total:	\$4,503.92

GUSTINE UNIFIED SCHOOL DISTRICT

Meeting of the Board of Trustees

MEETING DATE:

June 19, 2018

AGENDA ITEM TITLE: Professional Development Contract with Solution Tree

AGENDA SECTION: Action

PRESENTED BY: Bryan Ballenger, Superintendent

RECOMMENDATIONS:

It is recommended that the Board of Trustees approve the Professional Development Contract with Solution Tree.

SUMMARY:

Solution tree will be providing a speaker for the district's kick off breakfast on August 13th. Additionally, Solution Tree will be providing professional development on Professional Learning Communities (PLCs) to teachers and administrators. Each school site will receive six days of on site professional development on the implementation of PLCs. Over 70% of the district's teachers and administrators have attended Solution Tree PLC conferences and this is the next step to implementing quality PLCs at each of our school sites.

Solution Tree will also provide professional development on English Learners during the two non-instructional days. Speakers and activities will be provided.

FISCAL IMPACT: Not to exceed \$217,000.00

BUDGET CATEGORY: Title I and Title II Funds. Title I funds need to be spend before October



SOLUTION TREE CUSTOM PLAN: The Solution Tree Assessment Center, Embedded Coaching, and Supporting English Learners

<i>Submitted by:</i>
Derek Papa, Director of Educational Partnerships
Solution Tree
619.817.5767 Mobile 812.961-4696 Fax
derek.papa@solutiontree.com

Solution Tree

For over 20 years, Solution Tree has provided a combination of premium professional development options that include books and videos, onsite and virtual options, unique technology, and events hosted across North America, Canada, and international locations.

Our experience includes school reform success at the school, district, regional, and state levels. We are one of the largest providers of onsite staff development, and we lead the industry in the number and scope of successful professional learning events provided to educators. Solution Tree's professional development services are designed to build leadership capacity and create sustainability.

By blending administrative coaching, teacher-leader training, onsite workshops, and instructional modeling and observation, we embed best practice into the daily course of educating students. Our school improvement services bring the best of both structure and research-based strategy to help you move student learning and achievement forward.

Solution Tree has experience implementing best practices in a wide variety of settings. Our systematic approach includes numerous benefits which include:

- coherence and clarity in the district mission, vision, values, and goals across all buildings;
- a guaranteed and implemented curriculum throughout the district;
- short- and long-term action plans driven by reciprocal accountability;
- a collaborative culture that takes collective responsibility for achieving mutual goals; and

- teachers, building administrators, and district staff maintain a continuous improvement orientation.

We invite you to be part of our vision which is to *transform education to ensure learning for all*.

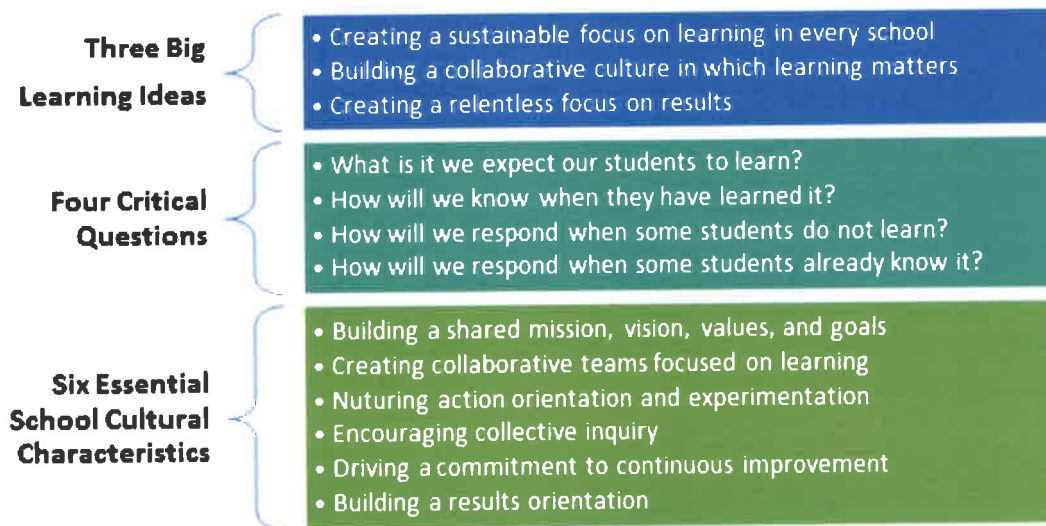
Our Approach

In this undertaking, we will implement the 3 Big Ideas of a Professional Learning Community at Work with fidelity:

- A focus on learning
- A collaborative culture
- A focus on results

Teams who are organized as PLCs work collaboratively to answer “Four Critical Questions”. The four critical questions are:

1. What do we want students to learn? What should each student know and be able to do as a result of each unit, grade level and/or course? (**learning objectives**)
2. How do we know if they have learned? Are we monitoring each student’s learning on a timely basis? (**assessment**)
3. What do we do if they don’t learn? What systematic process is in place to provide additional time and support for students who experience difficulty? (**intervention**)
4. What do we do if they already know it? (**differentiation**)



Our approach to training builds capacity of leadership staff while also providing targeted coaching to educators on the front line - individual teachers.

It is vitally important for educators to view other staff members as experts - as well as colleagues. Reflecting an action orientation and conducting collective inquiry are part of operating as a professional learning community at work.

***action orientation:** A predisposition to learn by doing; moving quickly to turn aspirations into actions and visions into realities. Members of PLCs understand that the most powerful learning always occurs in a context of taking action, and they value engagement and reflective experience as the most effective teachers.*

***collective inquiry:** The process of building shared knowledge by clarifying the questions that a group will explore together. In PLCs, collaborative teams engage in collective inquiry into both best practices regarding teaching and learning as well as the reality of the current practices and conditions in their schools or districts.*

Plan Description

Focus: identifying effective instructional strategies and applying the data to individual learners for sustained high levels of student achievement

This proposal is intended to be part of a continued planning discussion between the Gustine Unified School District representatives and Solution Tree. It's our pleasure to serve you.

Services Overview

1. The Solution Tree Assessment Center (STAC)
2. Solution Tree Embedded Coaching
3. Promises Fulfilled: Supporting English Learners

The Solution Tree Assessment Center (STAC)

The Solution Tree Assessment Center is the most comprehensive and practical solution for building authentic assessment practices, which increase achievement, cultivate hope, and build confidence in all learners.

Carefully designed to optimize learning for teachers, coaches, and administrators, our customizable services will help you implement proven assessment processes from the classroom to the boardroom. Your staff will receive personalized support and guidance from our team of experts, based on your district's unique needs, challenges, and goals.

Professional Development for Teachers, Coaches, and Administrators

Designed for schools or districts that are establishing or refining assessment practices, the Solution Tree Assessment Center's services focus on key outcomes for student learning.

A Call to Action

Educators will explore the need for change in assessment practices and develop a clear vision for internal assessment practices.

Developing Assessment Literacy

Prepare leaders and teachers to understand and implement the practices necessary to create a learning-rich culture through systematic assessment.

Implementing and Affirming with Evidence

Educators use data to identify best practices in classroom assessments and system alignment. They focus on topics contributing to assessment literacy with an emphasis on transferring the skills, knowledge, and tools to lead others through the process.

Embedded Practice, Systems Alignment, and Sustainability

Create a unified and sustainable approach to school improvement and student learning. Ensure school and district leaders can become assessment leaders.

Solution Tree Embedded Coaching

Onsite, customized coaching for principals, teacher/team leaders, instructional coaches, and whole collaborative teacher teams

These days will be customized, onsite training and coaching for building-level educators, and will help the administration and leadership teams understand how to monitor for effectiveness and how to provide the right kind of support.

A Solution Tree certified Associate will provide coaching to the principal and the collaborative teams to ensure a high level of understanding and implementation of the PLC culture: effective collaboration and powerful assessment practices. Each visit will be used to assess progress of pre-determined goals for school-based administrators and collaborative teams - on

both process and achievement. These days could also include: monitoring of team activities and successes; mini-coaching for leaders in regard to a necessary area of growth or a defined deficit area of knowledge; and/or focus group meetings with individuals in support of the process. In this way, growth can be assessed, monitored and include timely changes, if necessary.

This service will pair the skills of a Solution Tree Associate with the specific tasks required in the leadership of schools functioning as PLCs and provides support for the duration of the contract period. Embedded coaching is designed to be a working relationship established on trust of the coach and his/her expertise. Products of collaboration and innovative ideas will be key aspects of the work. Also, individual, site-based challenges and issues will be addressed in as timely a manner as possible as they arise. The Coach will be available to listen to concerns and ideas in order to offer responses that will assist with providing specific instruction and direction, and use these as powerful learning opportunities for the entire team.

What Does an Embedded Coaching Day Look Like?

Preparation Prior to the Visit

The principal and coach will communicate electronically and by phone to establish a plan for the coaching visit. Intended outcomes will be discussed and a schedule established that aligns with the needs at that time. The principal makes plans to cover all duties during the coaching visit in order to be free to work side by side with the coach. The principal is always present so that he or she - through a gradual release of responsibility - learns the process for monitoring and guiding the work of a professional learning community.

Principal and Solution Tree Embedded Coach Meet Early Before School Day Begins:

1. The coach meets with the principal prior to the school day beginning to review both quantitative and qualitative data. This data might include common formative assessments, individual student data for targeted learning areas, feedback from teachers on implementation, updates from state monitoring, and any other pertinent information.
2. The principal will share successes and challenges regarding the school that have occurred prior to the last meeting. The Solution Tree Embedded Coach and principal will problem solve any issues that need to be resolved to move student achievement forward.
3. The principal will review the schedule for the Solution Tree Embedded Coach along with the agreed upon intended outcomes for the day.

Example of a Possible Daily Schedule:

Time	Team Meeting Schedule <i>(Solution Tree Embedded Coach and Principal are leading each session)</i> Elementary	Team Meeting Schedule <i>(Solution Tree Embedded Coach and Principal are leading each session)</i> Secondary
9:00-10:00	First Grade Team	Algebra 1 or 7 th Grade Math Team
10:00-11:00	Second Grade Team	English 2 or 8 th ELA Team
11:00-12:00	Third Grade Team	Biology or 6 th Grade Science Team
12:00-1:00	Lunch	Lunch
1:00-2:00	Principal: Literacy Coach, and Solution Tree Embedded Coach	Principal, Literacy Coach, Interventionist, department leaders, assistant principals, and Solution Tree Embedded Coach
2:00-3:00	Fourth and Fifth Grade Team	US History or 7 th Grade Social Studies
3:00-3:30	Guiding Coalition/Leadership Team	Guiding Coalition/Leadership Team
3:30-4:00	Follow Up with Principal	Follow Up with Principal

Examples of meeting scenarios (vary by team need and school need):

1. Algebra 1 team members are updating learning targets that did not align with state standards. The coach will go over their individual student data to help them recognize the needed changes in the learning targets in order for students to perform better on this standard.
2. The Guiding Coalition is reviewing school wide common formative assessment data to determine if students are progressing. The coach will help them to recognize that there is a misalignment with skill mastery and pacing. An approach for devising team calendars for tightening up the pacing at each grade level or subject area is devised under the guidance of the coach.
3. 7th Grade ELA members are reviewing individual student data on a common formative assessment that over 50% of the students failed. They are devising a plan to re-teach the material and working to determine the best strategy to get results. The coach is guiding them to recognize what needs to be done differently in approaching the

strategy, grouping, and scheduling extra time for all students to get mastery of the skill quickly.

4. The principal is looking at the school schedules to determine a way to build a reading academy (intervention block) into the day for students who are struggling in reading. The coach will assist the principal in determining an implementation plan and timeline.

Follow Up and Next Steps:

1. The coach meets with the principal to discuss the day and clarify next steps based on the documentation that has been completed for each team meeting.
2. The principal and the coach agree on the next steps and the schedule and agenda for the next coaching day.
3. The principal will send the reflections and next steps to each team and discuss what must happen in between coaching sessions.
4. The principal and assistant principals check in to make sure that the next steps are being followed-through, with in anticipation of the next coaching visit.

What happens in between coaching visits is much more important than the actual coaching session because that is where the work is actually completed. Consistent follow through is the most important factor in achieving improved results.

Promises Fulfilled: Supporting English Learners

English learners (ELs) arrive at school with unique proficiency levels and content competencies, cultural and educational backgrounds, and instructional needs. In this training, the expert shares research-based strategies that Pre-K-12 administrators and teacher leaders can implement to effectively identify and support ELs. The session ends with discussion questions participants should share with staff or team members to promote EL success school wide.

Possible Learning Outcomes:

- Learn how to take a whole-school approach to EL success.
- Gain clear guidance on how to communicate and implement expectations for EL teaching.
- Discuss key questions with your staff or team for supporting English learning.
- Study research that supports the approaches to EL implementation covered in this training.
- Review academic definitions and everyday definitions of key terms for EL services.

Over the years, we have relied heavily on Solution Tree offerings and resources to guide us on our journey. Without question, I would say that Solution Tree is one of the most powerful and effective professional development/support services for educators.”

—Principal Scott Bacon,
Blue Valley High School, Kansas

GUSTINE UNIFIED SCHOOL DISTRICT
SOLUTION TREE, INC – PRICE QUOTE: CUSTOM PLAN 5.30.2018

Submitted to:	Submitted by:
Bryan Ballenger, Superintendent	Derek Papa, Director of Educational Partnerships
Gustine Unified School District	Solution Tree
bballenger@gustineusd.org	Derek.papa@solutiontree.com

PROFESSIONAL DEVELOPMENT	ASSOCIATED COST & DETAILS
Solution Tree: Onsite professional development 1 day onsite – Keynote Kickoff	Solution Tree certified Associate: \$6,500-\$7,500* per day
Solution Tree: Onsite, customized professional development for 4 schools 24 Solution Tree Embedded Coaching Days Each of the 4 schools will receive Embedded Coaching (2-day visits) 3 times per year.	Solution Tree certified Associate: \$6,500-\$7,500* per day (4 schools) (2-day visits) (3 times per year) = \$156,000 - \$180,000
Solution Tree: Onsite, customized professional development Promises Fulfilled: Supporting English Learners <ol style="list-style-type: none"> Day 1: October 31, 2018 (Elementary Cohort & Secondary Cohort) Day 2: March 18, 2019 (Elementary Cohort & Secondary Cohort) 	Solution Tree certified Associate: \$6,500-\$7,500* per day (2 days) (2 Associates per day) = \$26,000-\$30,000 *This training is ideal for <i>teams</i> of educators from all of the schools, to attend both dates, and complete action items in-between trainings using the book <i>Promises Fulfilled</i> .
Recommended Resource: <i>Promises Fulfilled: A Leader's Guide for Supporting English Learners</i> Discover research-based strategies preK-12 administrators and teacher leaders can implement to effectively support English learners in their schools or districts.	USD \$29.95 each**
Supplemental Resource: <i>Breaking Through: Effective Instruction & Assessment for Reaching English Learners</i> This book provides educators with a whole-school approach to helping English learners achieve academically while they learn English.	USD \$34.95 each**

*Rates vary by Associate and Author, with \$6,500 per day being the average for a certified Solution Tree Associate. Rate includes the Associate's or Author's travel and expenses.

**Book prices are discounted based on quantity purchased. Bulk discounts are available for quantity purchases of a single title as follows: 10-49 copies....10% / 50-99 copies....20% / 100+ copies....30%.

An additional resource discount applies if the onsite professional development is contracted with resources.



About Solution Tree

Since 1998, educators have trusted Solution Tree with their professional development needs.

Solution Tree delivers comprehensive professional development to schools and districts around the world. Solution Tree has empowered K–12 educators to raise student achievement through a wide range of services and products including educator conferences, customized district solutions for long-term professional development, books, videos, and online courses. Last year, more than 25,000 educators attended Solution Tree events on professional learning communities, RTI, assessment, and other topics.

Districts that have chosen to partner with Solution Tree are invariably attracted to the quality of our services. We are committed to seeking out and collaborating with the best and brightest thought leaders, associates, and authors to ensure an impactful experience for those who invest in our professional development services.

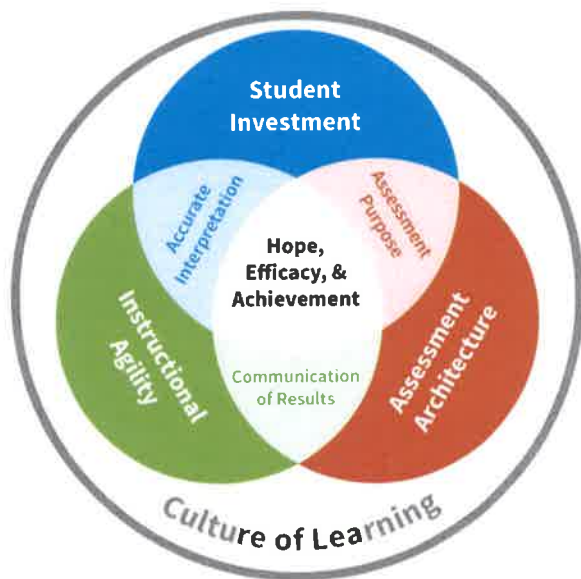
Our Offices

<p>United States 555 North Morton Street Bloomington, IN 47404 Phone: 800.733.6786 Fax: 812.336.7790 </p>	<p><u>Canada</u> Office location: Mission BC, Canada Mailing address: 555 North Morton Street Bloomington, IN 47404 Phone: 800.733.6786 Fax: 812.336.7790 Email: <u>Lori Veres</u></p>	<p><u>Asia Pacific</u> PO Box 174 Southland Centre Cheltenham VIC 3192 2/47 Wangara Rd, Cheltenham VIC 3192 Phone: +61 3 8558 2456 Fax: +61 3 8558 2400 Email: <u>info@solutiontree.com.au</u> </p>
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APPENDIX

The Solution Tree Assessment Center Six Tenets of Success

1. Students are invested in their assessment.
2. Communication creates productive results.
3. Assessment architecture is planned, purposeful, and intentional.
4. Assessment purposes maximize the learning.
5. Evidence informs real-time instruction for instructional agility.
6. Interpretation of assessment results is accurate.



The Center's Targeted PD Services Include:

- Professional learning to support powerful assessment practices (design, use, and collaboration) with differentiated PD for teachers, coaches, and administrators
- Staff evaluation systems to support implementation of quality assessment practices
- Action research projects to support implementation

Want more information on the work of our assessment experts? Check out [All Things Assessment](#), a collaborative resource where educators can discover new assessment practices, as well as ideas for refining their current systems or processes.

GUSTINE UNIFIED SCHOOL DISTRICT**Meeting of the Board of Trustees****MEETING DATE:**

June 19, 2018

AGENDA ITEM TITLE: Lakeshore for Childcare Facility at Gustine Adult School**AGENDA SECTION:** Action**PRESENTED BY:** Adam Cano**RECOMMENDATIONS:**

It is recommended that the Board of Trustees approve the Lakeshore for Childcare Facility at Gustine Adult School.

SUMMARY:

This is a complete classroom set-up, including manipulatives and classroom materials needed to run a childcare center for toddlers. It includes tables, chairs, cubbies and toys. The additional cost is for outdoor toys that a childcare provider can store inside the childcare facility.


Please note that tax and shipping is not reflected in the fiscal impact.

FISCAL IMPACT: \$19,698.47**BUDGET CATEGORY:** Adult Education, AEBG Grant

VENDOR NAME:	Lakeshore
ADDRESS:	2695 E Dominguez Street
	Carson, CA 90895
PHONE: 310-537-8600	FAX: 310-900-2189

SCHOOL SITE Gustine Adult School

JUSTIFICATION: Materials for new child care center for Gustine Adult School, 2018-2019

DISTRICT REQUISITION #: _____ APPROVAL: 

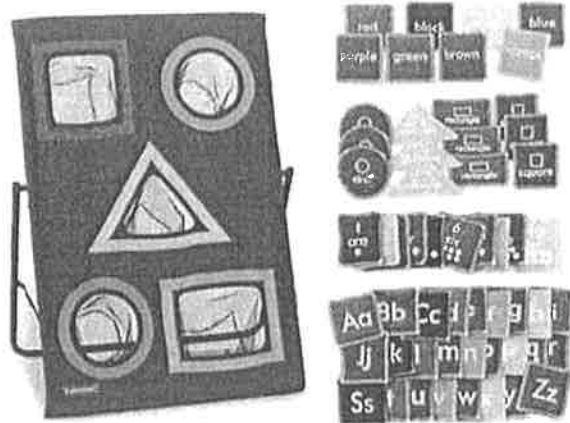
DISTRICT PURCHASE ORDER #: _____

For LCAP Purchases **ONLY** (Required) Goal # _____ Action # _____

Example (1,2, etc.) Example (.01, .02, etc.)

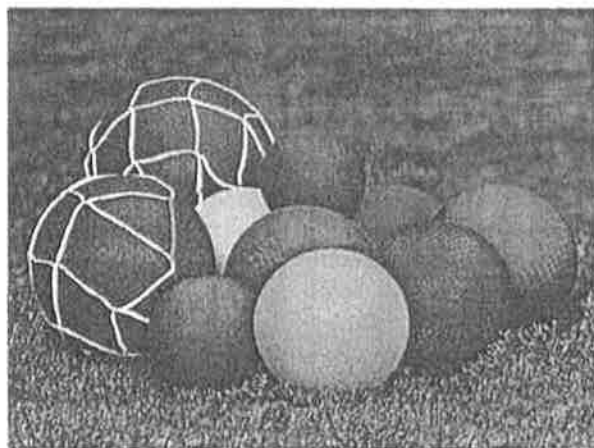
Revised 07/05/2016

Home > Products > Active Play > Balance & Coordination



[View Larger](#)

Screen clipping taken: 5/29/2018 12:24 PM



[View Larger](#)

Screen clipping taken: 5/29/2018 12:24 PM

Home > Products > Customized

Complete Beanbag Learning Center

\$169.00

Qty

[Add to Cart](#)

[Add to Shopping List](#)

Recommended Age

3 yrs. - 6 yrs. / Preschool - 1st gr

Description

Looking for a fresh approach to teaching basic skills? How about a beanbag toss! Our giant board has 5 big target holes in 4 different shapes, and comes with a huge set of beanbags—perfect for reinforcing concepts like letters, numbers, colors and shapes. The complete learning center includes 56 beanbags, a nylon board with pockets behind each target, plus a guide. Board measures 24" w x 36" h. Easy assembly. *Board and individual beanbag sets also available separately below.*

Item # FF560

Share



Lakeshore Playground Balls - Complete Set

\$79.99

Qty

[Add to Cart](#)

[Add to Shopping List](#)

Recommended Age

3 yrs. - 11 yrs. / Preschool - 6th gr

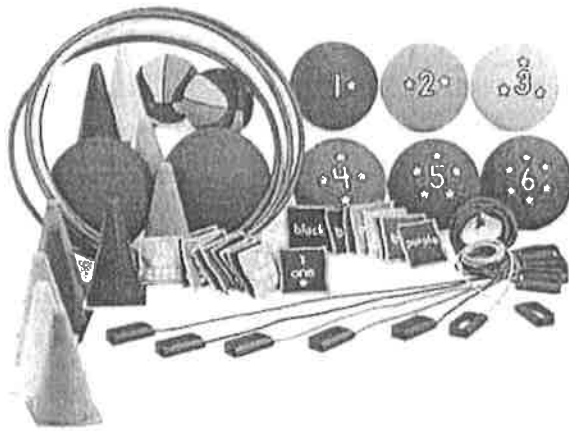
Description

Our popular all-purpose balls are perfect for dodgeball, four square and more...and come in a variety of sizes to suit every child—and every activity! Rugged balls have rubber sidewalls that resist punctures, a stippled finish for easy handling and valves for quick inflating. The 10-ball set includes a 13" ball, a 10" ball, six 8 1/2" balls and two 6" balls—all in a storage net.

Item # GB201

Additional Information

10-Ball Set includes a 13" ball, a 10" ball, six 8 1/2" balls and two 6" balls—all in a storage net.



[View Larger](#)

Lakeshore Active Play Kit

\$199.00

Qty

Add to Cart

18 mos - 10 yrs

Recommended Age

3 yrs - 11 yrs / Preschool - 6th gr

Description

Everything you need for tons of fun-filled active play—in one giant, value-packed kit! Our all-in-one kit features 10 durable playground balls in 3 different styles, 6 weighted beginner's jump ropes with easy-grip handles, 1 long, 14' jump rope for group activities, plus 10 color cones, 6 game hoops and 15 color and number beanbags that are perfect for coordination games, obstacle courses and more! You get a total of 51 pieces. Hoops measure 24".

Item # AAS08

Shipping restrictions apply

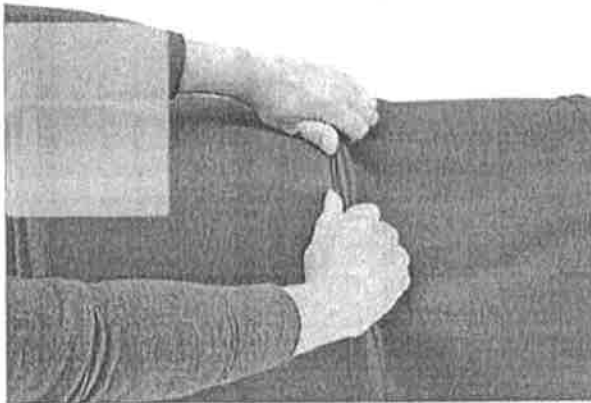
Share



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Heavy-duty construction...for superior durability!



[View Larger](#)

18 mos - 10 yrs / 7 Customer Reviews

Lakeshore Heavy-Duty Play Tunnels

\$69.99 - \$129.99

Size

Select Size

Qty

Add to Cart

Add to Shopping List

Recommended Age

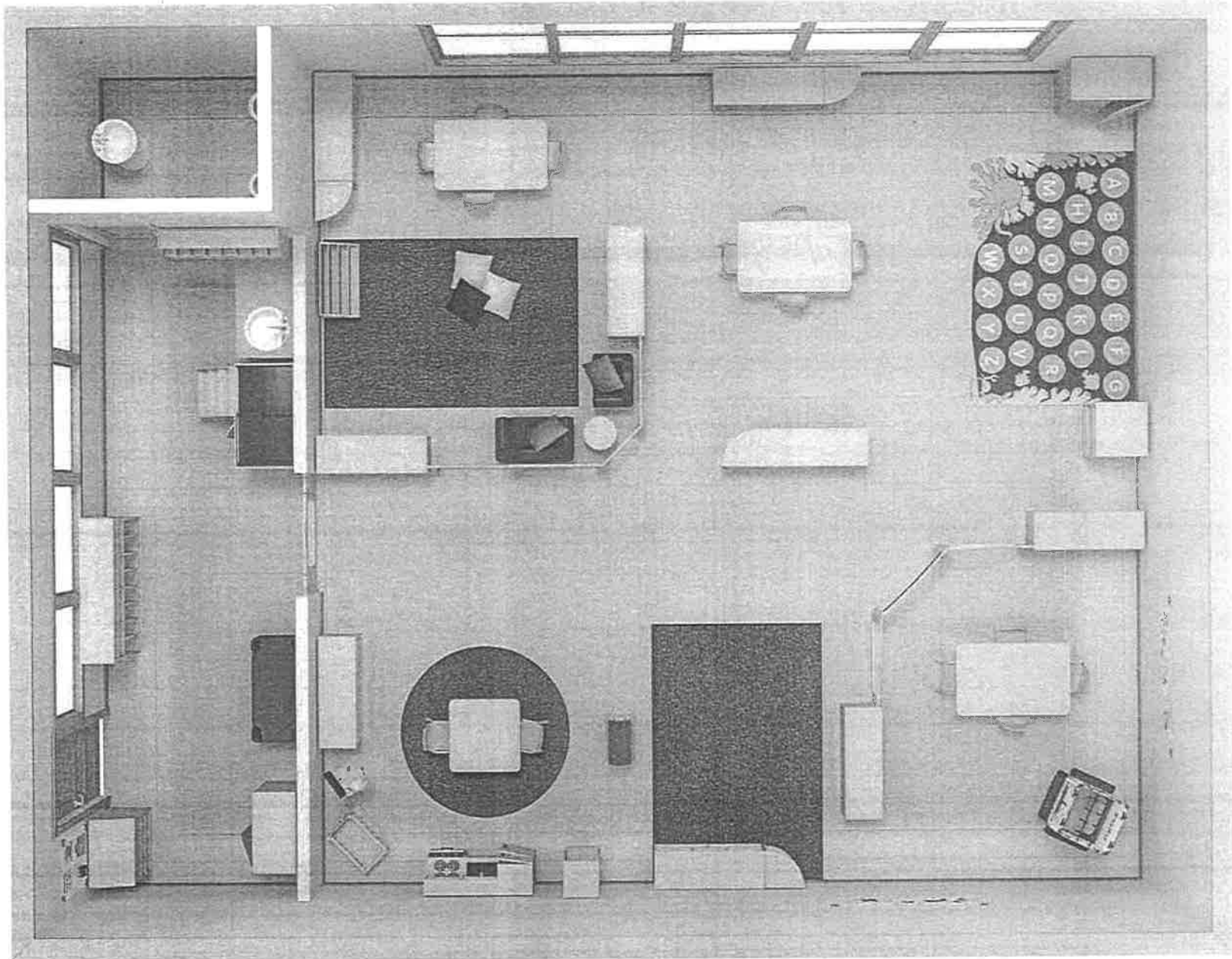
18 mos - 6 yrs / Toddler - 1st gr

Description

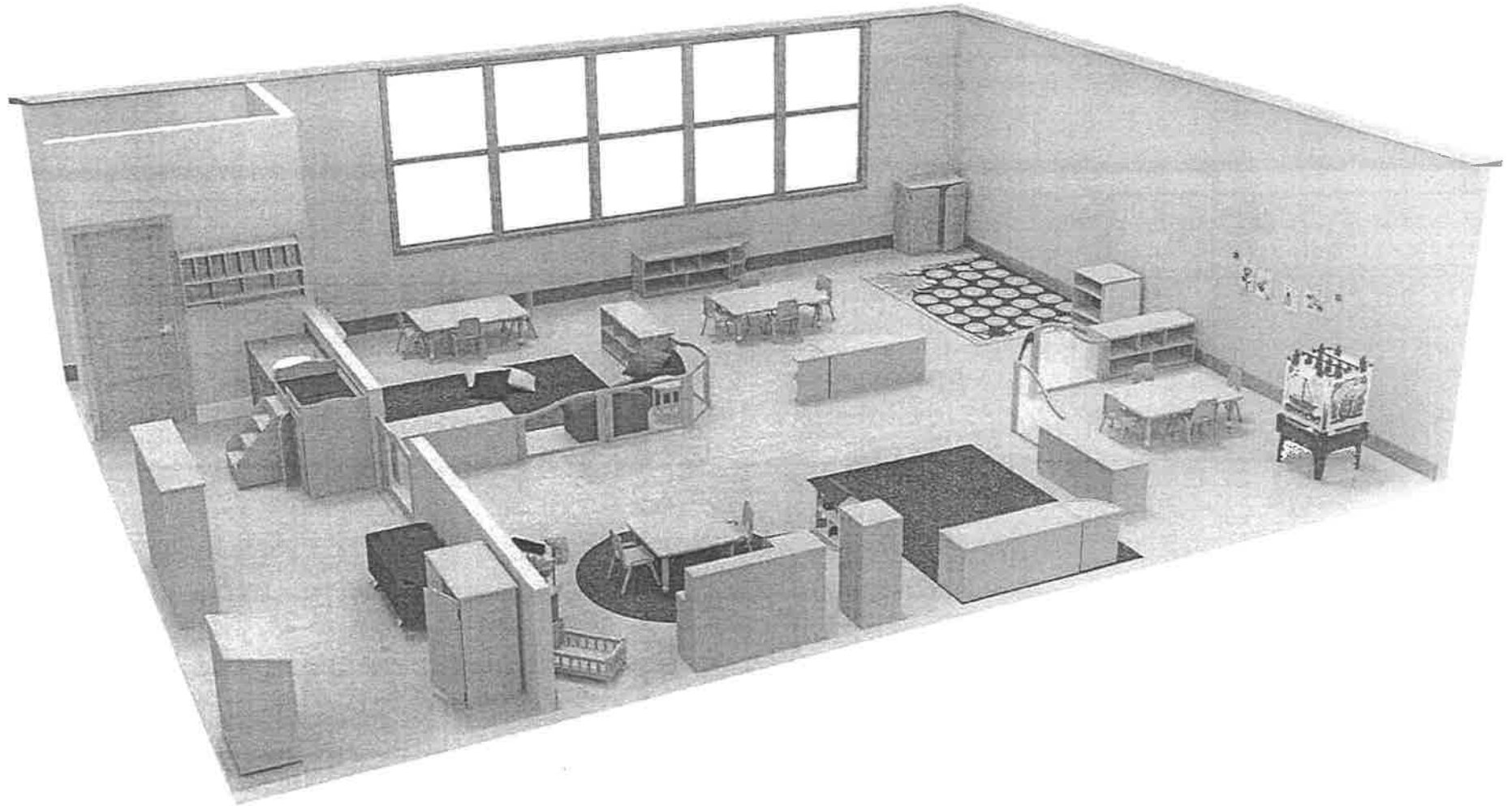
Our tunnels are tough enough for years of play...and guaranteed to last! Each durable, school-quality tunnel has a sturdy steel frame that keeps its shape through years of use, plus a heavy-duty cover made of extra-tough nylon that completely conceals the frame—so kids stay super-safe. Tunnels compress for convenient storage.

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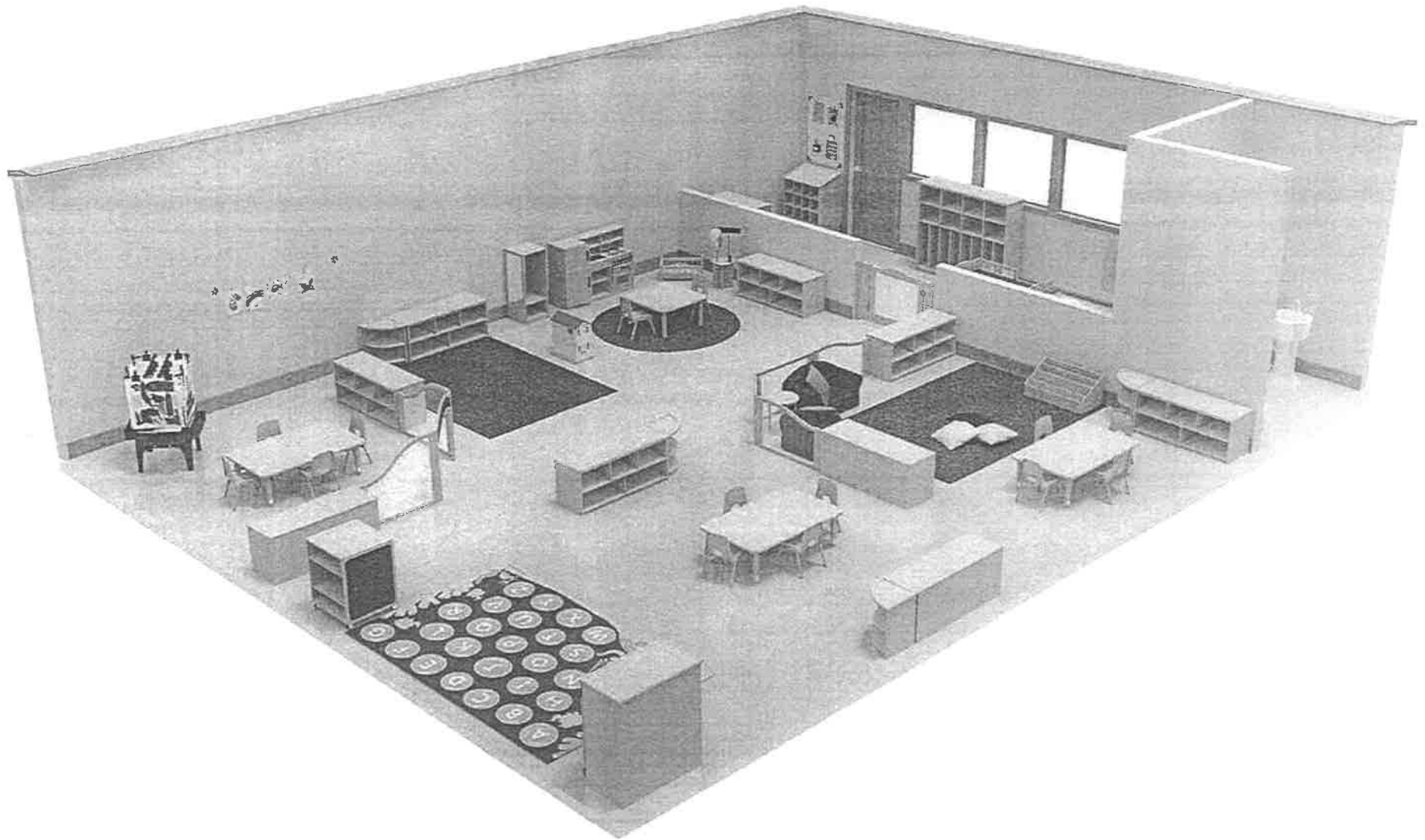
**COMPLETE CLASSROOM® FOR
TODDLERS - AGES 24-36 MONTHS**



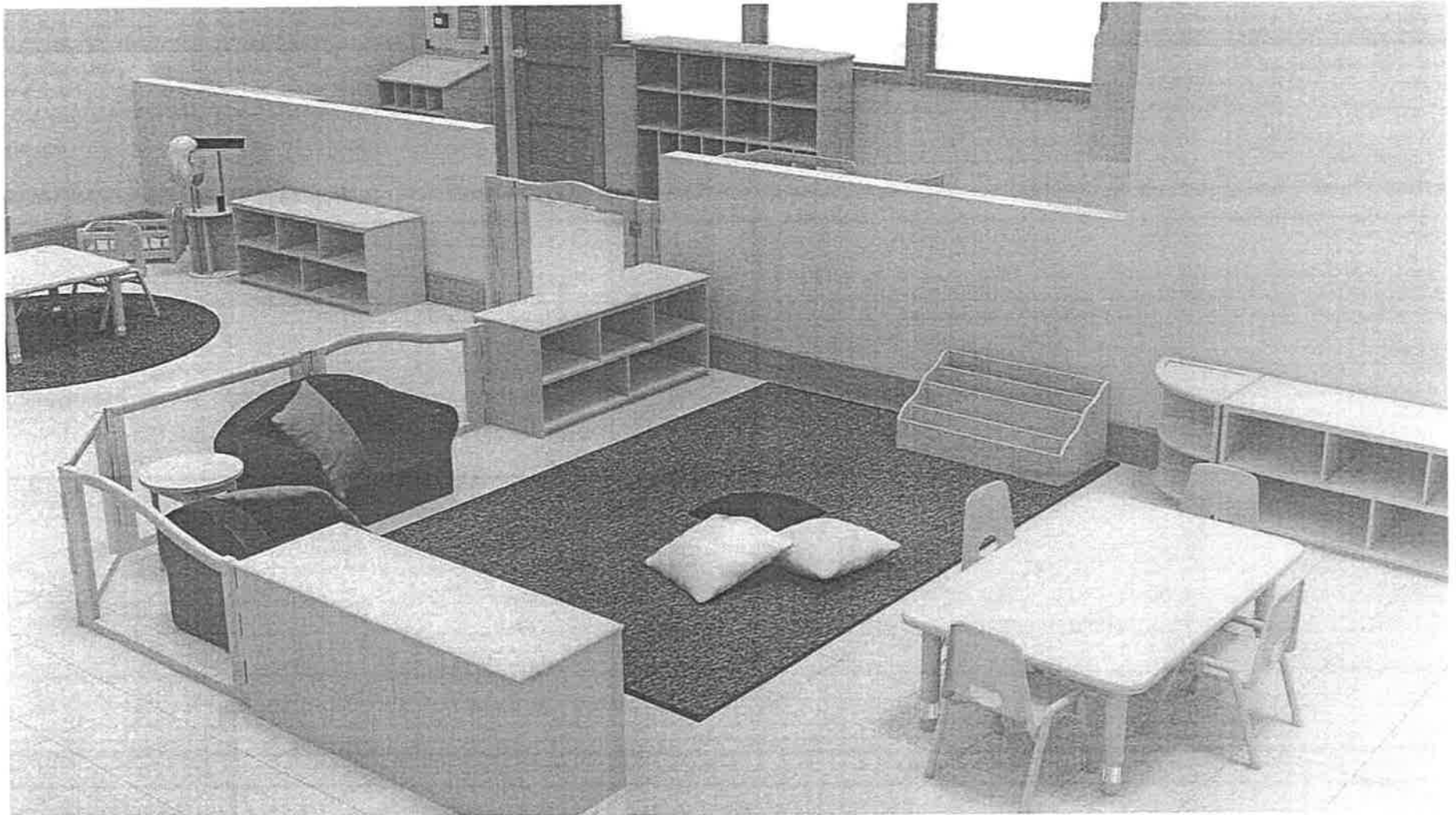
**COMPLETE CLASSROOM® FOR
TODDLERS - AGES 24-36 MONTHS**

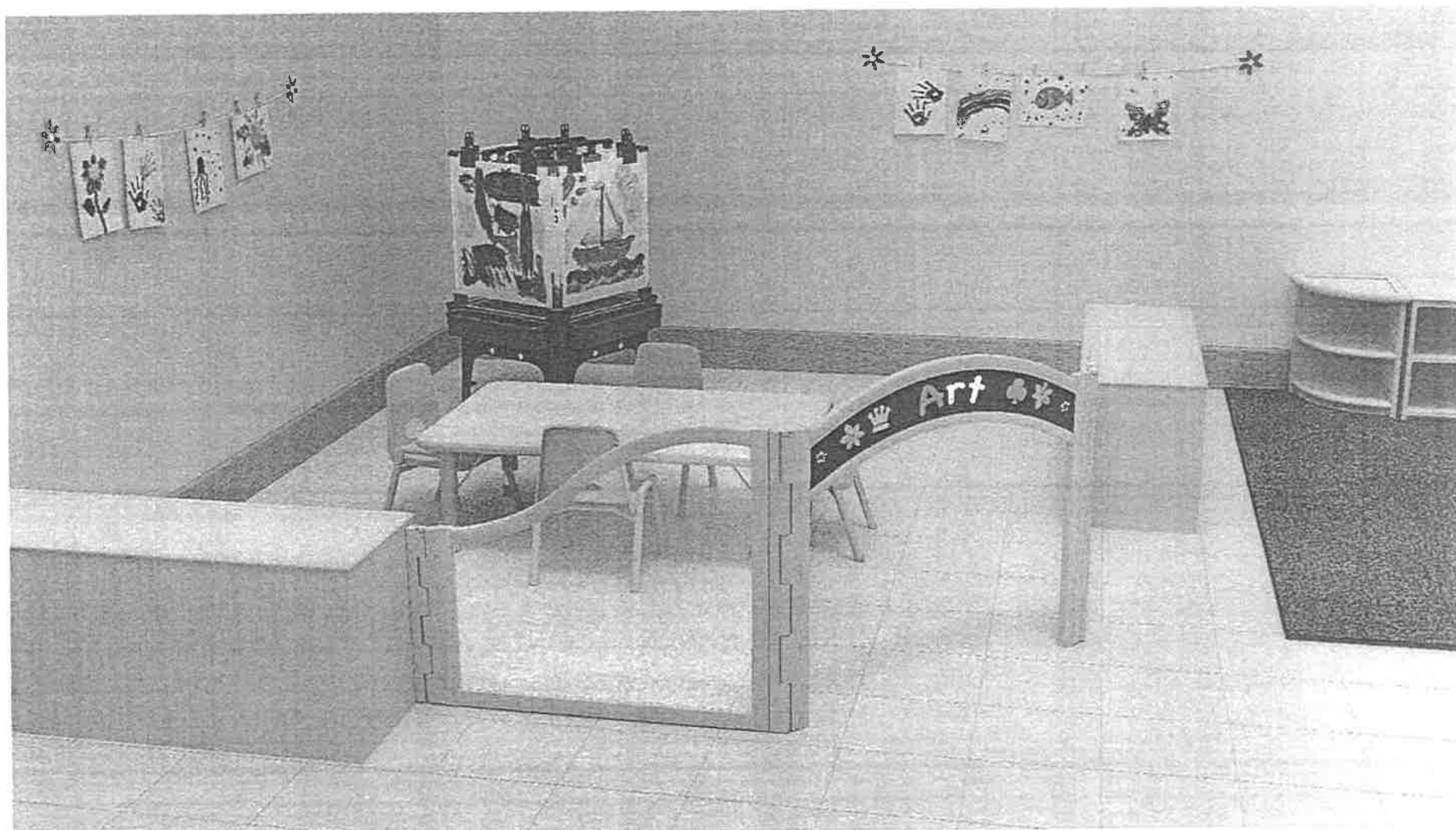


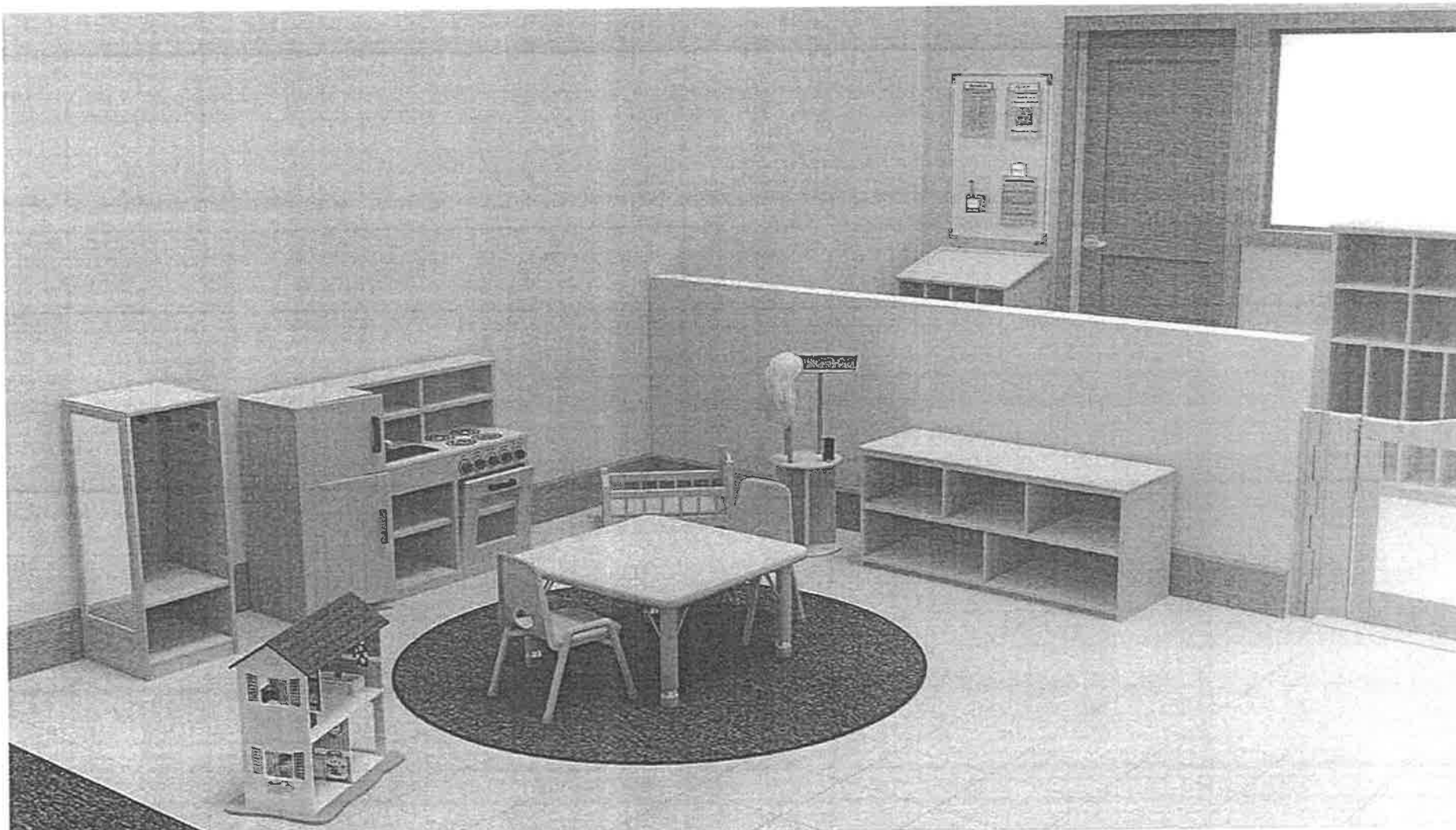
**COMPLETE CLASSROOM® FOR
TODDLERS - AGES 24-36 MONTHS**



**COMPLETE CLASSROOM® FOR
TODDLERS - AGES 24-36 MONTHS**







Lakeshore®

2695 E. Dominguez St.
Carson, CA 90895

Phone: 800-421-5354
Fax: 310-632-8314

Legend:

Lakeshore Exclusive Items
Shown in Design Layout

COMPLETE CLASSROOM® FOR TODDLERS - AGES 24-36 MONTHS

Recommended furnishings and resources for a toddler room. Enrollment of 8.
The materials selected for this planner support ITERS and NAEYC standards.

When purchasing this Complete Classroom, complimentary white-glove services are available, including:

- Free shipping
- Unpacking and assembly
- Supervised classroom setup
- Debris removal

White-glove services are valued at 20% of your order, and can be donated in-kind to your program.
To view products, go to LakeshoreLearning.com.

ITEM #	DESCRIPTION	EC PAGE	PRICE	QTY	TOTAL	NOTES
CUBBIES AND COMMUNICATION						
AA107	First Steps® Sign-In Communication & Cubby Center	89	\$399.00	1	\$399.00	GREENGUARD® Certified
AA260	First Steps® Cubbies & Coats Storage Center	89	\$549.00	1	\$549.00	GREENGUARD® Certified
PH346	24" x 36" Magnetic Write & Wipe Board	236	\$69.99	1	\$69.99	
HH438	Write & Wipe Magnet Bars - Set of 6	web	\$14.99	1	\$14.99	
PP281	Magnetic Storage Boxes - Set of 4	web	\$14.99	1	\$14.99	
CHANGING STATION						
HH447	Store-It-All Wall Unit	77	\$279.00	1	\$279.00	GREENGUARD® Certified
HH448	Step On Up! Toddler Changing Table	77	\$849.00	1	\$849.00	GREENGUARD® Certified
NS17	Extra Roll of Bags	77	\$39.99	1	\$39.99	
QJ578	Disposable Sanitary Gloves	77	\$3.99	1	\$3.99	

ITEM #	DESCRIPTION	EC PAGE	PRICE	QTY	TOTAL	NOTES
NAPTIME						
AA156	First Steps® Locking Supply Cabinet	88	\$479.00	1	\$479.00	GREENGUARD® Certified
AA911	Lakeshore Toddler Cot Carrier	78	\$69.99	1	\$69.99	
AA905	Lakeshore Easy-Stack Toddler Cot - Set of 5	78	\$245.00	1	\$245.00	
AA900	Lakeshore Easy-Stack Toddler Cot - Each	78	\$49.99	3	\$149.97	
AA910Z	Lakeshore Toddler Cot Sheet - Dozen	78	\$135.00	1	\$135.00	
AA910	Lakeshore Toddler Cot Sheet - Each	78	\$11.99	4	\$47.96	
BR302BU	Backpatter's Seat - Blue	78	\$49.99	2	\$99.98	
GE202GRZ	Cotton Thermal Blanket - Dozen - Green	76	\$139.00	1	\$139.00	
GE202GR	Cotton Thermal Blanket - Each - Green	76	\$12.99	4	\$51.96	
MANIPULATIVES						
AA158	First Steps® Play-Top Storage Center	87	\$369.00	1	\$369.00	GREENGUARD® Certified
AA596	First Steps® Corner Storage Center	87	\$199.00	1	\$199.00	GREENGUARD® Certified
DG586	Heavy-Duty 30" x 48" Rectangular Toddler Table	83	\$219.00	1	\$219.00	
DG509	9 1/2" Heavy-Duty Stacking Chair	83	\$45.99	4	\$183.96	
AA209	Rainbow Stacking Stars	100	\$19.99	1	\$19.99	
EE439	Big Knob First Puzzle Set	104	\$49.99	1	\$49.99	
EE788	Let's Go Fishing! Playset	100	\$29.99	1	\$29.99	
PP477	Feel & Match Sensory Fish	95	\$19.99	1	\$19.99	
FF444	Color Rings Sorting Board	101	\$19.99	1	\$19.99	
JJ434	Sort-A-Shape Activity Board	101	\$19.99	1	\$19.99	
AA478	Puzzle Builders	101	\$39.99	1	\$39.99	
LA766	Tower Builders	101	\$44.99	1	\$44.99	
LL302	Dishwasher-Safe Plastic Basket - Medium - Natural	81	\$13.99	2	\$27.98	
FB997	No-Fail Lacing Set	100	\$29.99	1	\$29.99	
BLOCK PLAY						
LC161	Navy Blue Rectangular Comfy Classroom Carpet - 6' x 9'	149	\$229.00	1	\$229.00	
AA158	First Steps® Play-Top Storage Center	87	\$369.00	1	\$369.00	GREENGUARD® Certified
AA596	First Steps® Corner Storage Center	87	\$199.00	1	\$199.00	GREENGUARD® Certified
LA591	Toddler Bristle Builders®	96	\$29.99	1	\$29.99	

ITEM #	DESCRIPTION	EC PAGE	PRICE	QTY	TOTAL	NOTES
CB213	Jumbo Cardboard Blocks - Starter Set	26	\$24.99	1	\$24.99	
DC177	Tub of Cars & Trucks	98	\$49.99	1	\$49.99	
FF514	Toddler Unit Blocks	95	\$149.00	1	\$149.00	
AA599	Soft & Safe Community Helpers	98	\$34.99	1	\$34.99	
LC91	Lakeshore Clear-View Storage Box	153	\$6.99	3	\$20.97	
LL300	Dishwasher-Safe Plastic Basket - Large - Natural	81	\$16.99	1	\$16.99	
BC407	Soft & Safe Mirror Blocks	26	\$49.99	1	\$49.99	
FB307	Soft & Safe Flexi Blocks	web	\$29.99	1	\$29.99	
RA432	Crystal Building Blocks	103	\$49.99	1	\$49.99	
DRAMATIC PLAY						
AA520	All-In-One Toddler Kitchen	99	\$549.00	1	\$549.00	GREENGUARD® Certified
AA321	Toddler Dress-Up Center	50	\$279.00	1	\$279.00	GREENGUARD® Certified
AA158	First Steps® Play-Top Storage Center	87	\$369.00	1	\$369.00	GREENGUARD® Certified
LC118	Navy Blue Round Comfy Classroom Carpet - 6'	149	\$169.00	1	\$169.00	
AA686	Heavy-Duty 30" x 30" Square Toddler Table	83	\$189.00	1	\$189.00	
DG509	9 1/2" Heavy-Duty Stacking Chair	83	\$45.99	2	\$91.98	
HH721	Toddler Dollhouse with Soft Furniture	97	\$129.00	1	\$129.00	
LC129	Toddler Housecleaning Set	99	\$39.99	1	\$39.99	
LC429	Stand for Toddler Housecleaning Set	99	\$34.99	1	\$34.99	
EE558	Lakeshore Hardwood Doll Crib	49	\$89.99	1	\$89.99	
TT788	Doll Bedding Set	49	\$24.99	1	\$24.99	
DD539	Soft & Washable Doll Bassinet	48	\$19.99	1	\$19.99	
DD470X	Lakeshore Washable Baby Dolls	48	\$74.99	1	\$74.99	
HH991	African American Soft & Safe Family	97	\$29.99	1	\$29.99	
HH992	Caucasian Soft & Safe Family	97	\$29.99	1	\$29.99	
HH994	Hispanic Soft & Safe Family	97	\$29.99	1	\$29.99	
HH642	Indestructible Pots & Pans Playset	40	\$29.99	1	\$29.99	
LDA178	Indestructible Play Dishes - Service for 4	41	\$19.99	1	\$19.99	
LM365	Best-Buy Play Food Assortment	43	\$49.99	1	\$49.99	
LL304	Dishwasher-Safe Plastic Basket - Small - Natural	81	\$10.99	1	\$10.99	
AZ985	Push-Button Play Phone	44	\$14.99	2	\$29.98	
TT215	Toddler Dress-Up Trunk	97	\$99.50	1	\$99.50	

ITEM #	DESCRIPTION	EC PAGE	PRICE	QTY	TOTAL	NOTES
ARTS & CRAFTS						
DD615	Play-Top Connective Storage Unit	85	\$379.00	2	\$758.00	
DD622	Connective Furniture Toddler Archway	85	\$149.00	1	\$149.00	
DD642	Connective Furniture Medium Wave Panel	84	\$159.00	2	\$318.00	
DD634	18 1/2" Connector	85	\$22.99	2	\$45.98	
DD637	30" Connector	85	\$27.99	2	\$55.98	
DG586	Heavy-Duty 30" x 48" Rectangular Toddler Table	83	\$219.00	1	\$219.00	
DG509	9 1/2" Heavy-Duty Stacking Chair	83	\$45.99	4	\$183.96	
DD219	Toddler Painting Center for 4	156	\$259.00	1	\$259.00	
AA342	Washable Fingerpaint Assortment	154	\$29.50	1	\$29.50	
AX20	Lakeshore Dough Assortment Set 1	164	\$56.99	1	\$56.99	
LA278	Uppercase Alphabet & Number Dough Stampers	164	\$29.99	1	\$29.99	
LA532	Lowercase Alphabet Dough Stampers	164	\$24.99	1	\$24.99	
BS500	Jumbo Washable Watercolor Set - Each	156	\$4.49	8	\$35.92	
LA712	Giant Washable Color Ink Pads Set 1	163	\$27.99	1	\$27.99	
LA820X	Lakeshore No-Spill Paint Cups - 10-Color Set	157	\$12.99	2	\$25.98	
LC1340X	Nylon-Bristle Paintbrushes - 10-Color Set	157	\$8.99	2	\$17.98	
LC323	Heavy-Duty Toddler Vinyl Paint Smock - Blue	158	\$6.99	4	\$27.96	
LC91	Lakeshore Clear-View Storage Box	153	\$6.99	6	\$41.94	
LL688	Learn to Count! Dough Mats	165	\$12.99	1	\$12.99	
PX2020	Fully Washable Liquid Tempera Assortment	154	\$29.50	1	\$29.50	
TA4409	White Drawing Paper - 9" x 12"	166	\$9.99	2	\$19.98	
TA5316	Fingerpaint Paper	166	\$7.99	1	\$7.99	
TA9	Newsprint Easel Paper	154	\$16.50	1	\$16.50	
VX735	Best-Buy Jumbo Crayons - 8-Color Box	160	\$59.99	1	\$59.99	
LC654	Super-Safe Tabletop Paper Center	167	\$49.99	1	\$49.99	
TA50RD	Construction Paper - 9" x 12" - Red	166	\$1.19	1	\$1.19	
TA50RG	Construction Paper - 9" x 12" - Orange	166	\$1.19	1	\$1.19	
TA50GB	Construction Paper - 9" x 12" - Bright Green	166	\$1.19	1	\$1.19	
TA50VT	Construction Paper - 9" x 12" - Violet	166	\$1.19	1	\$1.19	
TA50BU	Construction Paper - 9" x 12" - Blue	166	\$1.19	1	\$1.19	
TA50YE	Construction Paper - 9" x 12" - Yellow	166	\$1.19	1	\$1.19	

ITEM #	DESCRIPTION	EC PAGE	PRICE	QTY	TOTAL	NOTES
TA50SB	Construction Paper - 9" x 12" - Sky Blue	166	\$1.19	1	\$1.19	
LIBRARY						
DD615	Play-Top Connective Storage Unit	85	\$379.00	2	\$758.00	
DD624	Connective Furniture Straight Panel - 20" x 22 1/2"	84	\$119.00	1	\$119.00	
DD626	Connective Furniture Straight Panel - 33" x 22 1/2"	84	\$149.00	1	\$149.00	
DD629	Connective Furniture Small Wave Panel	84	\$149.00	2	\$298.00	
DD634	18 1/2" Connector	85	\$22.99	2	\$45.98	
DD635	22 1/2" Connector	85	\$24.99	3	\$74.97	
LC161	Navy Blue Rectangular Comfy Classroom Carpet - 6' x 9'	149	\$229.00	1	\$229.00	
EE369	Hardwood Side Table	139	\$49.99	1	\$49.99	GREENGUARD® Certified
FF645	Just Like Home Toddler Comfy Couch	78	\$199.00	1	\$199.00	
FF647	Just Like Home Toddler Comfy Chair	78	\$159.00	1	\$159.00	
AA692	No-Climb Bookstand	87	\$139.00	1	\$139.00	
LC199	Calming Colors® Pillows - Set of 5	141	\$129.00	1	\$129.00	
RA216	Classic Board Book Story Collection	74	\$66.50	1	\$66.50	
RA319	Best Behavior® Board Book Collection	74	\$47.50	1	\$47.50	
RE485	Ocean Animals Board Book Library	104	\$34.50	1	\$34.50	
RA368	Soft & Squeezy Ocean Animals	54	\$29.99	1	\$29.99	
RA324	Multicultural Board Book Collection	74	\$59.50	1	\$59.50	
RA709	Dealing with Feelings Board Book Collection	74	\$57.50	1	\$57.50	
FF704	Feelings & Emotions Washable Dolls - Complete Set	98	\$95.00	1	\$95.00	
RE484	Colors & Shapes Board Book Library	104	\$31.50	1	\$31.50	
RE486	Things That Go Board Book Library	104	\$35.50	1	\$35.50	
CR212	Kid-Tough Airplane	web	\$14.99	1	\$14.99	
CR211	Kid-Tough Train	web	\$29.99	1	\$29.99	
RR584	Big Mouth Animal Puppet - Duck	57	\$9.99	1	\$9.99	
RR582	Big Mouth Animal Puppet - Pig	57	\$9.99	1	\$9.99	
RR585	Big Mouth Animal Puppet - Dog	57	\$9.99	1	\$9.99	
EV367	Magnetic Construction Vehicles	web	\$15.99	1	\$15.99	
TS429	Touch & Feel Discovery Books	104	\$41.50	1	\$41.50	
CF639	Click & Pose Farm Animals	web	\$19.99	1	\$19.99	

ITEM #	DESCRIPTION	EC PAGE	PRICE	QTY	TOTAL	NOTES
CIRCLE TIME/MUSIC						
AA851	Under the Sea Alphabet Activity Carpet - 6' x 9'	145	\$299.00	1	\$299.00	
AA156	First Steps® Locking Supply Cabinet	88	\$479.00	1	\$479.00	GREENGUARD® Certified
JJ234	Classic Birch 4-Way Teach & Store Center	114	\$349.00	1	\$349.00	GREENGUARD® Certified
EE493	Lakeshore Classroom CD & Single Cassette Player	61	\$199.00	1	\$199.00	
CD101	Sing, Learn & Play CD Collection	60	\$39.99	1	\$39.99	
EB723D	Children of the World CD	60	\$15.99	1	\$15.99	
KM132	Multicultural Rhythm Stick Fun CD	14	\$15.99	1	\$15.99	
JC13	Rhythm Stick Activity Kit	14	\$34.99	1	\$34.99	
LC241	Heavy-Duty Drums - Set of 4	59	\$49.99	1	\$49.99	
DD127	Lakeshore Wrist Ribbons - Set of 12	14	\$24.99	2	\$49.98	
CA609	Sing-Along Read-Along Classics with CDs	74	\$29.50	1	\$29.50	
TF273	True Tone Xylophone	web	\$21.99	1	\$21.99	
LC91	Lakeshore Clear-View Storage Box	153	\$6.99	2	\$13.98	
RA478	Heavy-Duty Rhythm Set	59	\$49.99	1	\$49.99	
BK660	Big Red Barn Big Book	75	\$24.99	1	\$24.99	
RR581	Big Mouth Animal Puppet - Cow	57	\$9.99	1	\$9.99	
BK371	Brown Bear, Brown Bear, What Do You See? Big Book	75	\$27.95	1	\$27.95	
RR586	Big Mouth Animal Puppet - Bear	57	\$9.99	1	\$9.99	
BK321	Goodnight Moon Big Book	75	\$24.99	1	\$24.99	
AA166	Polar Bear, Polar Bear, What Do You Hear? Storytelling Kit	105	\$29.99	1	\$29.99	
AA167	Little Blue Truck Storytelling Kit	105	\$29.99	1	\$29.99	
AA168	Duck & Goose: Goose Needs a Hug Storytelling Kit	105	\$29.99	1	\$29.99	
AA169	The Rainbow Fish: Counting Storytelling Kit	105	\$29.99	1	\$29.99	
BK356	Polar Bear, Polar Bear, What Do You Hear? Board Book	105	\$7.95	1	\$7.95	
BK357	Little Blue Truck Board Book	105	\$7.99	1	\$7.99	
BK358	Duck & Goose: Goose Needs a Hug Board Book	105	\$6.99	1	\$6.99	
BK359	The Rainbow Fish: Counting Board Book	105	\$7.95	1	\$7.95	
LL302	Dishwasher-Safe Plastic Basket - Medium - Natural	81	\$13.99	1	\$13.99	
RR583	Big Mouth Animal Puppet - Frog	57	\$9.99	1	\$9.99	

ITEM #	DESCRIPTION	EC PAGE	PRICE	QTY	TOTAL	NOTES
BK460	Polar Bear, Polar Bear, What Do You Hear? Big Book	75	\$26.99	1	\$26.99	
AA808	Touch & Learn Picture Card Library	web	\$39.99	1	\$39.99	
SCIENCE						
AA158	First Steps® Play-Top Storage Center	87	\$369.00	1	\$369.00	GREENGUARD® Certified
AA596	First Steps® Corner Storage Center	87	\$199.00	1	\$199.00	GREENGUARD® Certified
DD657	Super-Safe Color Viewers	102	\$19.99	2	\$39.98	
DD659	Super-Safe Mirrors	102	\$19.99	2	\$39.98	
LL304	Dishwasher-Safe Plastic Basket - Small - Natural	81	\$10.99	2	\$21.98	
AA866	Lakeshore Toddler Science Center	102	\$69.99	1	\$69.99	
RA362	Soft & Squeezy Wild Animals	54	\$29.99	1	\$29.99	
RA367	Soft & Squeezy Farm Animals	54	\$29.99	1	\$29.99	
DD614	Super-Safe Specimen Viewers	102	\$29.99	1	\$29.99	
RA369	Soft & Squeezy Dinosaurs	54	\$29.99	1	\$29.99	
RR416	Color-Changing Touch Board	37	\$39.99	1	\$39.99	
TS429	Touch & Feel Discovery Books	104	\$41.50	1	\$41.50	
LEARNING CORNER						
AA158	First Steps® Play-Top Storage Center	87	\$369.00	1	\$369.00	GREENGUARD® Certified
AA596	First Steps® Corner Storage Center	87	\$199.00	1	\$199.00	GREENGUARD® Certified
DG509	9 1/2" Heavy-Duty Stacking Chair	83	\$45.99	4	\$183.96	
DG586	Heavy-Duty 30" x 48" Rectangular Toddler Table	83	\$219.00	1	\$219.00	
FF188	Big Knob Learning Puzzle Set	104	\$49.99	1	\$49.99	
GG366	Building Language Discovery Boxes	web	\$59.99	1	\$59.99	
AA388	Color Discovery Boxes	103	\$59.99	1	\$59.99	
PP158	Infant/Toddler Photo Library	102	\$39.99	1	\$39.99	
LL278	Ladybug Number Match	192	\$19.99	1	\$19.99	
BK709	First Words Board Books	104	\$26.50	1	\$26.50	
AA775	Button Size-Sorting Box	100	\$19.99	1	\$19.99	
FF186	Early Math Activity Center	188	\$39.99	1	\$39.99	
LL774	My First Sorting Bears	web	\$29.99	1	\$29.99	
LL112BU	Heavy-Duty Paper Tray - Blue	153	\$6.99	1	\$6.99	
LL112GR	Heavy-Duty Paper Tray - Green	153	\$6.99	1	\$6.99	

ITEM #	DESCRIPTION	EC PAGE	PRICE	QTY	TOTAL	NOTES
ENTRY TO CLASSROOM						
DD641	Connective Furniture Extra-Wide Safety Gate	84	\$369.00	1	\$369.00	
DD637	30" Connector	85	\$27.99	2	\$55.98	
DD632	Connective Furniture 30" Wall Adaptor	85	\$29.99	2	\$59.98	
Subtotal					\$18,775.97	

**Please include appropriate sales tax for your area or provide us with your sales tax exempt number.

GUSTINE UNIFIED SCHOOL DISTRICT**Meeting of the Board of Trustees****MEETING DATE:**

June 19, 2018

AGENDA ITEM TITLE: Child Check Systems Purchases and Installation**AGENDA SECTION:** Action**PRESENTED BY:** Bryan Ballenger, Superintendent**RECOMMENDATIONS:**

It is recommended that the Board of Trustees approve the Child Check Systems Purchases and Installation.

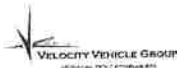
SUMMARY:

Title 13 1294 was passed stating that all buses must be equipped with a Child Check system by the start of the 2018-19 school year. I waited for CHP to write the verbiage on how the system had to be wired in the bus to be sure the system we installed would meet requirements. This is the cost for 10 buses to be installed with the system at our bus yard. Our New bus and 2 others will be installed in Woodland while there for other reasons they are not included in this quote.

FISCAL IMPACT: \$8,273.86**BUDGET CATEGORY:** Transportation fund



FONTANA
10150 CHERRY BLVD.
FONTANA, CA 92335
909-770-5620



ESTIMATE OF REPAIRS

Company Gustine Unified School District
Address 1500 Meredith Avenue
Gustine, CA 956322
Appraiser _____

Date June 11th, 2018 Page 1 of 1
Contact Cheryl Pometta
Phone (209) 985-6309
Fax _____
Pager or Cell _____ Tag No. _____
Serial No. MULTI Unit No. _____
Engine _____ R.O. # TBD

Make MULTI Year MULTI Model MULTI
Mileage _____ License No. _____

	Repair	Replace	Quant.	Description of Labor or Material	Price Each	Total	Sublet	Labor Rt.	Labor Hrs
1			10	* BASIC INSTALLATION OF CHILD SAFETY SYSTEMS	\$575.00	\$5,750.00			
2			127	TRAVEL TIME (2 TECHNICIANS)	\$2.00	\$254.00			
3			3	MISC. TRAVEL	\$200.00	\$600.00			
4									
5			10	CHILD CHECK MATE EP1 PLUS SAFETY BASE SYSTEM	\$134.26	\$1,342.60			
6			10	MISC. HARDWARE	\$20.00	\$200.00			
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
18									
19				QUOTE EXPIRES 8/11/18					
20									
21				*MULTIPLEX WIRED BUSES WILL BE ADDITIONAL LABOR					
22									
23				INSTALLS TO BE PERFORMED AT YOUR LOCATION.					
24				EST. 4 BUSINESS DAYS TO COMPLETE.					
25									
26				INSTALL PRICE REQUIRES PURCHASING SYSTEM					
27				FROM BUSWEST.					
28									
29				90 DAY LABOR WARRANTYTHRU BUSWEST/5 YEAR PART					
30				WARRANTY THRU THE CHILD CHECK MATE COMPANY					

NOTE: A 50% DEPOSIT MAY BE REQUIRED. A MAXIMUM OF \$1,000.00 FOR CREDIT CARD PAYMENT

Note: Core will not be charged if cores are not broke and are in rebuildable condition.
Old parts removed from trucks will be junked unless otherwise instructed in writing. The above is an estimate based on our inspection and does not cover additional parts or labor which may be required after the work has been opened up. Occasionally after work has started, worn or damaged parts are discovered which are not evident on first inspection. Because of this the above prices are not guaranteed.

Sign here to give authorization to perform estimated repairs.

X _____

Please provide PO# if applicable: _____

INSTALL LABOR	\$6,604.00
Parts	\$1,542.60
Core Charge	
Shop Supplies	
Sublet	\$0.00
8.25 % Sales Tax	\$127.26
ESTIMATE TOTAL	\$8,273.86
ADVANCE CHARGES	
GRAND TOTAL	\$8,273.86

GUSTINE UNIFIED SCHOOL DISTRICT**Meeting of the Board of Trustees****MEETING DATE:**

June 19, 2018

AGENDA ITEM TITLE: 2018-19 Consolidated Application for Funding**AGENDA SECTION:** Action**PRESENTED BY:** Bryan Ballenger, Superintendent**RECOMMENDATIONS:**

It is recommended the Board of Trustees approve the 2018-19 Consolidated Application for Funding.

SUMMARY:

Board approval is requested for the attached 2018-2019 Application for Funding. In order for Gustine Unified School District to receive these funds, the attached selections must be reviewed and approved by the governing board. This is the annual Consolidated Application for Categorical Programs, including Title I, II, III IV and V. These federal programs are a few of the ones that were not included in the LCFF funding and still remain as separate programs.

FISCAL IMPACT: Approximately \$1,118,190 (Estimated 2018/19 funding amounts)**BUDGET CATEGORY:** Title I, II, III, IV, and V



CONSOLIDATED APPLICATION AND REPORTING SYSTEM (CARS)

Gustine Unified (24 73619 0000000)

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2018-19 Application for Funding

Required fields are denoted with an asterisk (*).

Local Governing Board Approval

The LEA is required to review and receive approval of their Application for Funding selections with their local governing board.

 Date of approval by local governing board: (ex. MM/DD/YYYY)

District English Learner Advisory Committee (DELAC) Review

Per Title 5 of the California Code of Regulations Section 11308, if your district has more than 50 English learners the district must establish a District English Learner Advisory Committee (DELAC) and involve them in the application for funding for programs that serve English learners.

 DELAC representative's full name:

 DELAC review date:

Meeting minutes web address:

Please enter the Web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee.

DELAC comment:

If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

* Title I, Part A (Basic Grant):

 ESSA Sec. 1111 et seq.
SACS 3010

☐ No ☒ Yes

* Title II, Part A (Supporting Effective Instruction):

 ESEA Sec. 2104
SACS 4035

☐ No ☒ Yes

Title III English Learner:

 ESEA Sec. 3102
SACS 4203

☐ No ☒ Yes

* Title III Immigrant:

 ESEA Sec. 3102
SACS 4201

☐ No ☒ Yes

6/13/2018

2018-19 Application for Funding Data Entry (CARS) (CA Dept of Education)

Title V, Part B Subpart 2 Rural and Low-Income Grant:
ESSA Sec. 5221 SACS 4126

☐ No ☒ Yes

*** Title IV, Part A (Student Support):**
ESSA Sec. 1112(b)
CS 4127

☐ No ☒ Yes

Last Saved: Lizett Aguilar (GustineConAp), 6/13/2018 3:59 PM, Draft

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Education Data Office | ConApp@cde.ca.gov | 916-319-0297

General CARS Questions: Consolidated Application Support Desk | conappsupport@cde.ca.gov | 916-319-0297

California Department of Education
1430 N Street
Sacramento, CA 95814

[Web Policy](#)