BOARD OF EDUCATION
SPECIAL MEETING
GUSTINE UNIFIED SCHOOL DISTRICT
1500 MEREDITH AVENUE, GUSTINE, CA 95322
WEDNESDAY, JUNE 24, 2015, 5:00 P.M.

"Preparing students for the future...today"

I. CALL TO ORDER – 5:00 p.m.

A. The public may comment on any closed session agenda item.

B. ROLL CALL

C. PLEDGE OF ALLEGIANCE

D. REVISION/ADOPTION/ORDERING OF AGENDA

E. 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 nonagenda item (BP 9323).

F. 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.

II. CONSENT AGENDA

A. Personnel –
1. Pena, Marisol – Resignation, Bilingual Community Liaison, GMS
2. Orozco, Kathy – Resignation, Bilingual Community Liaison, GES
3. Gilbert, Kim – Hire Special Ed Aide, GMS
4. Mitchell, Steve – Hire Music Teacher/Band Director, GHS/GMS
6. Winters, Joshua – Hire Teacher, GES
7. Silva, Kathryn – Hire Read 180 Teacher, GES
8. Azevedo, Denise – Hire District-wide BTSA Coordinator
9. Palafox, Heidi – Resignation, GMS Teacher
10. Pena, Marisol – Hire School Secretary, GMS
11. Orozco, Kathy – Hire Attendance Clerk, GMS
12. Borba, Kingsley – Hire STSP (Short-Term Staff Permit) PE Teacher, GHS
13. Juarez, Marisol – Hire Human Resource Specialist, District Office
14. Costa, Nina – Hire SDC Aide, GMS

III. YEARLY RENEWALS

A. DataPath Contract, 2015/16, $139,788
2016/17, $142,584
2017/18, $145,440

B. Eagle Software, AERIES Maintenance and Support, $6,050

C. Cal PASS MOU for 2015/16

IV. ACTION

A. No Bully School Partnership Contract for 2015/16

B. Warrants

C. Local Control Accountability Plan (LCAP) Approval

D. Budget Adoption, School Year 2015/2016

E. Resolution Authorizing End of Year Budget Transfers, #2014/15-10

F. Resolution Regarding the Education Protection Account, #2014/15-11

G. Consolidated Application

H. GHS Student Handbook, 2015/16

I. GES Curriculum Purchase, READ 180 and System 44

J. GES System 44 Purchase for Third Grade

K. Chromebook Purchase for GES

L. Chromebook Purchase for RES

M. Technology Infrastructure Quote – Used Switching for all sites

N. Technology CMAS Quote—Piggyback New Switching for all sites

O. State of the Art/Impact Classroom Technology Purchase

P. State of the Art/Impact Classroom Furniture Purchase

Q. GES, GHS Single Plan for Student Achievement

R. Cafeteria Equipment Purchase

S. Replacement Vehicles for Maintenance Department

T. Contracted Janitorial Services

V. ADJOURN TO CLOSED SESSION (If needed)

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

B. Conference with Labor Negotiator Dr. Ronald Estes, Superintendent, GRTA/CSEA (Govt. Code 54954.5 (f) pursuant to Govt. Code 54957.6)

C. Conference with Legal Counsel/Consultant – Potential Litigation (Govt. Code 54956.9)

VI. RECONVENE TO OPEN SESSION

VII. REPORT FROM CLOSED SESSION

VIII. ADJOURNMENT

CONSENT AGENDA

YEARLY CONTRACT RENEWALS

PROFESSIONAL SERVICES AGREEMENT

This Professional Services Agreement ("**Agreement**") is entered into as of this July 1, 2015 ("**Effective Date**"), by and among Data Path Inc., ("**Consultant**"), a California corporation, and Gustine Unified School District ("**Customer**").

1. SERVICES.

1.1 Performance of Services. Consultant agrees to use commercially reasonable efforts to perform (or cause to be performed) the services ("**Services**") according to the specifications ("**Specifications**") and schedule set forth in the Statement of Work ("**SOW**") documents, which are attached hereto and incorporated herein by reference. Consultant will perform for the Customer the professional services set forth in the SOW and any future SOWs executed by the parties, which reference this Agreement.

1.2 Personnel. Customer shall provide a suitable and safe work environment for Consultant employees and subcontractors while such employees and subcontractors are on Customer's premises. While on Customer's premises, Consultant's employees and subcontractors shall comply with all reasonable security practices and procedures generally prescribed by Customer. Except as set forth on the SOW, Consultant employees and subcontractors shall not be required to sign any waivers, releases or other documents to gain access to Customer's premises in connection with the performance of the Services, and any such waivers, releases or other documents shall be invalid and shall have no effect. Consultant may replace or change employees and subcontractors as required. For the term of this Agreement and for twelve (12) months thereafter, Customer agrees not to solicit or retain the services of any person who is an employee of Consultant and who performed Services.

1.3 Customer's Obligations. Customer acknowledges that Customer's timely provision of (and Consultant's access to) Customer facilities, equipment, assistance, cooperation, and complete and accurate information and data from Customer's officers, agents and employees ("**Cooperation**") is essential to the performance of the Services and the provision of Support, and that Consultant shall not be liable for any deficiency in performing the Services or providing the Support if such deficiency results from Customer's failure to provide full Cooperation as required hereunder. Cooperation includes, but is not limited to, designating a project manager to interface with Consultant during the course of the Services, allocating and engaging additional resources as may be required to assist Consultant in performing the Services or providing the Support.

2. PAYMENTS.

2.1 Fees and Expenses. As the only consideration due Consultant regarding the subject matter of this Agreement, Customer shall pay to Consultant the fees set forth in each SOW in accordance with the terms and conditions set forth therein.

2.2 Payment Terms. Unless otherwise specified in a SOW, Consultant shall submit to Customer, on a monthly basis, an invoice for all Services performed and expenses incurred during the prior month. All amounts payable by Customer hereunder shall be due and payable within thirty (30) days of the date of such invoice. Customer agrees to pay interest at the rate of one percent (1.0%) per month (or the maximum rate permitted by applicable law, whichever is less) for all amounts not paid within thirty (30) days from the date of the invoice therefor. If Customer disputes an invoice, it may withhold the disputed portion but shall pay the undisputed portion. No interest shall be incurred on any unpaid or adjusted invoice unless it is determined that Consultant is due all or a portion of the disputed amount. Interest shall be charged at a rate of one percent (1.0%) per month (or the maximum rate permitted by applicable law, whichever is less), on all amounts that were disputed and not paid, but were due to Consultant.

3. TERM; TERMINATION.

3.1 Term and Termination.

This Agreement shall commence on the Effective Date and continue in effect until such time as all SOWs shall have terminated. The provisions of Sections 1.2 (last sentence only), 2, 4.1, 4.3, 5.1, 6, 7 and 8 shall survive any expiration or other termination of this Agreement.

3.2 Breach.

In the event that either party shall fail to perform its obligations pursuant to this Agreement and such failure shall continue for a period of thirty (30) days following written notice from the other party, this Agreement may be terminated by the non-breaching party by giving a notice of termination to the other party.

4. PROPRIETARY RIGHTS.

4.1 Ownership of Work Product. As used herein, the term "**Work Product**" means all inventions, works of authorship and other innovations of any kind that constitute Deliverables and any improvements or modifications to Customer's computer software programs and related materials, that Consultant, or personnel

working for or through Consultant, may make, conceive, develop or reduce to practice, alone or jointly with others, in the course of performing the Services, whether or not eligible for patent, copyright, trademark, trade secret or other legal protection; provided, however, that Customer agrees that Work Product shall not include any inventions, works of authorship, innovations of any kind or any improvements or modifications to Consultant's computer programs and related materials that Consultant, or personnel working for or through Consultant, may make, conceive, develop or reduce to practice, along or jointly with others, in the course of performing services for Consultant, whether or not eligible for patent, copyright, trademark, trade secret or other legal protection. Consultant agrees that all Work Product shall be the property of Customer and hereby assigns all rights it may have in the Work Product and in all related patents, patent applications, copyrights, mask work rights, trademarks, trade secrets, rights of priority and other proprietary rights to Customer; provided, however, that Customer agrees that such assigned Work Product shall not include any other inventions, works of authorship or other innovations that are not incorporated in Customer's computer programs, and Consultant shall retain all rights to any such inventions, works of authorship and innovations. At Customer's request and expense, Consultant shall assist and cooperate with Customer in all reasonable respects and shall execute documents, give testimony and take further acts as reasonably requested by Consultant to acquire, transfer, maintain and enforce patent, copyright, trademark, mask work, trade secret and other legal protection for the Work Product.

4.2 Residuals.

No assignment of rights as to Work Product by Consultant pursuant to Section 4.1 above or any confidentiality obligations of Consultant set forth in Section 7 below shall limit the right of Consultant to independently develop computer software and use any residual information related to the Services that is generally known to Consultant's personnel without unauthorized use of any Confidential Information of Customer.

4.3 Reservation of Rights.

Except as otherwise expressly provided herein, nothing in this Agreement shall be deemed to grant, directly or by implication, estoppel or otherwise, any right or license with respect to any technology or other intellectual property rights, and each party retains all right, title and interest in and to their respective technologies and other intellectual property rights.

5. NO WARRANTY.

5.1 No Warranties.

CONSULTANT MAKES NO WARRANTIES, EITHER EXPRESS OR IMPLIED, AS TO ANY OTHER MATTER WHATSOEVER, INCLUDING, WITHOUT LIMITATION, THE CONDITION OF THE SERVICES OR ANY WORK PRODUCT DEVELOPED HEREUNDER, AND CONSULTANT HEREBY EXPRESSLY DISCLAIMS ANY IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR ANY PARTICULAR PURPOSE OR NEED, ACCURACY, NON-INFRINGEMENT OF THIRD PARTY RIGHTS AND TITLE, AND ANY WARRANTIES THAT MAY ARISE FROM COURSE OF DEALING, COURSE OF PERFORMANCE OR USAGE OF TRADE.

6. LIMITATION OF LIABILITY.

6.1 Limitation on Other Damages.

To the extent permitted by applicable law and notwithstanding anything in this Agreement to the contrary or any failure of essential purpose of any limited remedy or limitation of liability, Consultant shall not be liable for any indirect, exemplary, special, consequential or incidental damages of any kind, or for any damages resulting from loss or interruption of business, lost data or lost profits, arising out of or relating to this Agreement or the subject matter hereof, however caused, even if Consultant has been advised of or should have known of the possibility of such damages.

6.2 Contractual Statute of Limitations.

Except for actions for nonpayment or breach of Consultant's proprietary rights in the Work Product, no action, regardless of form, arising out of this Agreement may be brought by either party more than two (2) years after the cause of action has accrued.

6.3 Acknowledgment.

Customer acknowledges that the limitations of liability contained in this Section 6 are a fundamental part of the basis of Consultant's bargain hereunder, and Consultant would not enter into this Agreement absent such limitations.

7. CONFIDENTIALITY.

7.1 ConfidentialInformation.

By virtue of this Agreement, the parties may have access to information that is confidential to one another ("**Confidential Information**"). For purposes of this Agreement, "Confidential Information" of a party means information, ideas, materials or other subject matter of such party, whether disclosed orally, in writing or otherwise, that is provided under circumstances reasonably indicating that it is confidential or proprietary. Confidential Information includes, without limitation, the terms and conditions of this Agreement; all business plans, technical information or data, product ideas, methodologies, calculation algorithms and analytical routines; and all personnel, customer, contracts and financial information or materials disclosed or otherwise provided by such party ("**Disclosing Party**") to the other party ("**Receiving Party**"). Confidential Information does not include that which (a) is already in the Receiving Party's possession at the time of disclosure to the Receiving Party, (b) is or becomes part of public knowledge other than as a result of any action or inaction of the Receiving Party, (c) is obtained by the Receiving Party from an unrelated third party without a duty of confidentiality, or (d) is independently developed by the Receiving Party. Without limiting the generality of, and notwithstanding the exclusions described in, the foregoing, (I) Confidential Information of Consultant includes the Work Product, including any portion thereof (in both object code and source code form), modifications and derivatives thereof, and information or materials derived therefrom, whether or not marked as such, and (ii) Confidential Information of both parties includes the terms and pricing under this Agreement.

7.2 Restrictions on Use.

The Receiving Party shall not use Confidential Information of the Disclosing Party for any purpose other than in furtherance of this Agreement and the activities described herein. The Receiving Party shall not disclose Confidential Information of the Disclosing Party to any third parties except as otherwise permitted hereunder. The Receiving Party may disclose Confidential Information of the Disclosing Party only to those employees or consultants who have a need to know such Confidential Information and who are bound to retain the confidentiality thereof under provisions (including, without limitation, provisions relating to nonuse and nondisclosure) no less restrictive than those required by the Receiving Party for its own Confidential Information. The Receiving Party shall maintain Confidential Information of the Disclosing Party with at least the same degree of care it uses to protect its own proprietary information of a similar nature or sensitivity, but no less than reasonable care under the circumstances. Each party shall advise the other party in writing of any misappropriation or misuse of Confidential Information of the other party of which the notifying party becomes aware.

7.3 Exclusions.

Notwithstanding the foregoing, this Agreement shall not prevent the Receiving Party from disclosing Confidential Information of the Disclosing Party to the extent required by a judicial order or other legal obligation, provided that, in such event, the Receiving Party shall promptly notify the Disclosing Party to allow intervention (and shall cooperate with the Disclosing Party) to contest or minimize the scope of the disclosure (including application for a protective order). Further, each party may disclose the terms and conditions of this Agreement: (a) as required by the applicable securities laws, including, without limitation, requirements to file a copy of this Agreement (redacted to the extent reasonably permitted by applicable law) or to disclose information regarding the provisions hereof or performance hereunder to applicable regulatory authorities; (b) in confidence, to legal counsel; (c) in confidence, to accountants, banks, and financing sources and their advisors; and (d) in connection with the enforcement of this Agreement or any rights hereunder.

7.4 Equitable Relief.

Each party (as Receiving Party) acknowledges that the Disclosing Party considers its Confidential Information to contain trade secrets of the Disclosing Party and that any unauthorized use or disclosure of such information would cause the Disclosing Party irreparable harm for which its remedies at law would be inadequate. Accordingly, each party (as Receiving Party) acknowledges and agrees that the Disclosing Party will be entitled, in addition to any other remedies available to it at law or in equity, to the issuance of injunctive relief, without bond, enjoining any breach or threatened breach of the Receiving Party's obligations hereunder with respect to the Confidential Information of the Disclosing Party, and such further relief as any court of competent jurisdiction may deem just and proper.

7.5 Return of Materials.

Upon termination of this Agreement, each party (as Receiving Party) will immediately return to the Disclosing Party all Confidential Information of the Disclosing Party embodied in tangible (including electronic) form or, at the Disclosing Party's discretion, destroy all such Confidential Information and certify in writing to the Disclosing Party that all such Confidential Information has been destroyed.

8. GENERAL.

8.1 Integration and Severability.

This Agreement is the final, complete and exclusive agreement between the parties relating to the subject matter hereof, and supersedes all prior or contemporaneous proposals, understandings, representations, warranties, promises and other communications, whether oral or written, relating to such subject matter. If any provision of this Agreement is held by a court of competent jurisdiction to be unenforceable for any reason, the remaining provisions hereof shall be unaffected and remain in full force and effect.

8.2 Modification and Waiver.

No amendment or modification to this Agreement shall be valid or binding upon the parties unless in writing and signed by an officer of each party. No failure or delay on the part of either party in the exercise of any right or privilege hereunder shall operate as a waiver thereof or of the exercise of any other right or privilege hereunder, nor shall any single or partial exercise of any such right or privilege preclude other or further exercise thereof or of any other right or privilege.

8.3 Non-Assignable.

No right or obligation of Customer under this Agreement may be assigned, delegated or otherwise transferred, whether by agreement, operation of law or otherwise, without the express prior written consent of Consultant, and any attempt to assign, delegate or otherwise transfer any of Customer's rights or obligations hereunder without such consent shall be void. Subject to the preceding sentence, this Agreement shall bind each party and its permitted successors and assigns.

8.4 Remedies.

All rights and remedies hereunder shall be cumulative, may be exercised singularly or concurrently and, unless otherwise stated herein, shall not be deemed exclusive. If any legal action is brought to enforce any obligations hereunder, the prevailing party shall be entitled to receive its attorneys' fees, court costs and other collection expenses, in addition to any other relief it may receive.

8.5 Notiees.

Any notice or communication permitted or required hereunder shall be in writing and shall be delivered in person or by courier, sent by electronic facsimile (fax), delivered by overnight delivery service, or mailed by certified or registered mail, postage prepaid, return receipt requested, and addressed as set forth after the signatures of this Agreement or to such other address as shall be given in aceordance with this Section 8.5. If notice is given in person, by courier or by fax, it shall be effective upon receipt; if notice is given by overnight delivery service, it shall be effective two (2) business days after deposit with the delivery service; and if notice is given by mail, it shall be effective five (5) business days after deposit in the mail.

8.6 Force Majeure.

Both parties shall be excused from performance under this Agreement for any period to the extent that a party is prevented from performing any obligation, in whole or in part, as a result of causes beyond its reasonable control and without its negligent or willful misconduct, including without limitation, acts of God, natural disasters, war or other hostilities, labor disputes, civil disturbances, governmental acts, orders or regulations, third party nonperformance or failures or fluctuations in electrical power, heat, light, air conditioning or telecommunications equipment.

8.7 Construction.

The captions and section and paragraph headings used in this Agreement are inserted for convenience only and shall not affect the meaning or interpretation of this Agreement.

8.8 Counterparts.

This Agreement may be executed in several counterparts, all of which shall constitute one agreement.

8.9 Choice of Law.

The validity, interpretation, construction and performance of this Agreement shall be governed by the laws of the State of California, without giving effect to the principles of conflict of laws.

8.10 Relationship of Parties.

This Agreement shall not be construed as creating an agency, partnership, joint venture or any other form of association, for tax purposes or otherwise, between the parties, and the parties shall at all times be and remain independent contractors. Except as expressly agreed by the parties in writing, neither party shall have any right or authority, express or implied, to assume or create any obligation of any kind, or to make any representation or warranty, on behalf of the other party or to bind the other party in any respect whatsoever.

(Signature Page Follows)

IN WITNESS WHEREOF, the parties hereto have executed this Professional Services Agreement as of the effective date:

CUSTOMER

GUSTINE UNIFIED SCHOOL DISTRICT

BY: _____

NAME: _____

TITLE: _____

ADDRESS: 1500 Meredith Avenue

Gustine, CA 95322

CONSULTANT

DATA PATH INC.

BY: David Darmstandler

NAME: DAVID DARMSTANDLER

TITLE: CO-FOUNDER

ADDRESS: 318 McHenry Ave.

Modesto, CA 95354

STATEMENT OF WORK # 1

This Statement of Work #1 is entered into by Data Path, Inc. ("**Consultant**"), and Gustine Unified School District ("**Customer**") pursuant to that certain Professional Services Agreement between the parties, dated as of July 1, 2015 ("**Agreement**"). This Statement of Work shall have no effect separate and apart from the Agreement, and all capitalized terms used herein without definition will have the same meanings as specified therefor in the Agreement. Consultant and Customer agree as follows:

Deliverables:

- Advanced Trouble Ticket System
- Data Path Remote Control Agent
- Server Patching and Critical Service Packs for Servers
- 24/7 Server and Network Monitoring, Alerting and Maintenance
- Network and Server Infrastructure Support
- Backup Monitoring and Maintenance
- Documentation and Reporting on IT Infrastructure
- Annual Onsite Senior Engineer Review
- Attendance at District Management and Technology Meetings as Required
- Emergency After-Hours Support for Critical Business Systems
- Data Path will provide an average of 32 hours of onsite support per week
- Remote Support Provided to Supplement Onsite Support as Needed
- Access to Data Path's Entire Technical Staff for High Level Issues
- District Will Receive Top Priority for Critical Outages
- Client Portal Access Provided to Access Ticket Information, Reports, and Account Details
- Leverage of Data Path's Procurement Department and Vendor Relationships to Receive
- Discounts on Hardware Purchases
- Discounted Rate of $135/hr for Projects Requiring Major Changes to Infrastructure (i.e.
- New Wireless System, Phone System, Network Infrastructure Upgrades, etc.)
- Maintain Aeries Server Environment

Exclusions:

- Contractor WILL NOT be responsible for mounting of physical equipment such as projectors, ceiling tiles, wireless access points and cameras. Contractor WILL work with district staff, outside contractor or whoever district deems appropriate to ensure equipment is mounted properly.
- Contractor WILL NOT perform any electrical work or the running of network cabling through walls, ceilings, and conduit or over roofs.

Fees:

- July 1, 2015 – June 30, 2016 - $11,649.00 Invoiced on the first of each month payable within 30 days from invoice date
  ANNUAL AMOUNT: $139,788.00

- July 1, 2016 – June 30, 2017 - $11,882.00 Invoiced on the first of each month payable within 30 days from invoice date
  ANNUAL AMOUNT: $142,584.00

- July 1, 2017 – June 30, 2018 - $12,120.00 Invoiced on the first of each month payable within 30 days from invoice date
  ANNUAL AMOUNT: $145,440.00

Term and Termination:

This Statement of Work shall commence on July 1, 2015 and continue in effect for 3 years thereafter.

(Signature Page Follows)

AGREED as of_____:

CUSTOMER	**CONSULTANT**
GUSTINE UNIFIED SCHOOL DISTRICT	DATA PATH INC.
BY: _____	**BY:** David Darmstandler
NAME: _____	**NAME:** DAVID DARMSTANDLER
TITLE: _____	**TITLE:** CO-FOUNDER
ADDRESS: 1500 Meredith Avenue	**ADDRESS:** 318 McHenry Ave.
Gustine, CA 95322	Modesto, CA 95354

Eagle Software

1065 N. PacifiCenter Dr. Ste. 400
Anaheim, CA 92806

(888) 487-7555 Fax: (714) 632-1567

Invoice

Date	Invoice #
7/1/2015	M&S-4340

To: Gustine Unified School District
Attn: Accounts Payable
1500 Meredith Ave.
Gustine, CA 95322

Please make all checks payable to Eagle Software and include a copy of this invoice with your check. If you have any questions, please call Connie Castillo at (888) 487-7555

Beginning Date	End Date	P.O. No.	Terms
7/1/2014	6/30/2016		Net 30

Quantity	Description	Unit Price	Total Amount
2	AERIES Elementary School Maintenance & Support: Gustine, Romero Elementary Schools	660.00	1,320.00
1	AERIES Middle School Maintenance & Support: Gustine Middle School	1,320.00	1,320.00
1	AERIES High School Maintenance & Support: Gustine High School	1,320.00	1,320.00
1	AERIES Atypical School Maintenance & Support: Pioneer High Continuation	770.00	770.00
1	AERIES District Office Maintenance & Support: Gustine Unified School District	1,320.00	1,320.00

Aeries Yearly Maintenance Fee, including telelpone support, updates & enhancements, District Coordin.

Total	$6,050.00

MEMORANDUM OF UNDERSTANDING
CALIFORNIA PARTNERSHIP FOR ACHIEVING STUDENT SUCCESS

This Memorandum of Understanding, berein referred to as "MOU," is entered into by and between those school districts, community college districts, colleges, and universities (herein collectively "educational institutions") who elect to accept its terms pursuant to Section 11 berein.

PREAMBLE

California Partnership for Achieving Student Success (Cal-PASS) collects, analyzes, and shares student data in order to track performance and improve success from elementary school through university. To that end, Cal-PASS will coordinate the process of consortium member educational institutions sharing academic performance data concerning students who have or who are attending their institutions by facilitating tbe transfer of data from the member educational institutions, ensuring the confidentiality of records and their consistency with FERPA (Family Education Rights and Privacy Act) guidelines, and providing technical assistance to member educational institutions.

The educational institutions who choose to participate in this MOU desire to evaluate and improve their respective educational programs through the analysis of academic performance data concerning students who have or who are now attending a consortium member institution. It is necessary, therefore, for the educational institutions to share student data on a reciprocal basis so that they may evaluate and analyze their respective educational programs.

Cal-PASS is designed to improve transitions and success across educational segments. The educational institution members of Cal-PASS will use Cal-PASS data to develop, implement, and assess interventions to improve instruction. The preferred means for participation is for institutional faculty to engage in the Cal-PASS vertical Professional Learning Councils.

THEREFORE, the educational institutions agree to tbe following terms of this MOU:

1. Data Sharing

The data shall be provided at least annually consistent with the dates established by Cal-PASS administration. Said data shall be provided in the manner and form as specified by Cal-PASS. The educational institutions shall have access to this data as set forth in the executed Data Sbaring Educational Institutions form. The data shall be used only for conducting studies for the purpose of improving instruction. Any data received pursuant to this Memorandum sball be destroyed when it is no longer needed for the studies and no later than seventeen years from the date the data is first received. Cal-PASS may, from time to time at its discretion, provide

student data from its members in an anonymous form to recognized educational research institutions for analysis in research concerning the improvement of instruction.

2. Confidentiality

The educational institutions will maintain the confidentiality of any and all student data exchanged by each as a part of this MOU. The confidentiality requirements under this paragraph shall survive the termination or expiration of this MOU or any subsequent agreement intended to supersede this MOU. To ensure the continued confidentiality and security of tbe student data processed, stored, or transmitted under this MOU, educational institutions shall establisb a system of safeguards that will at minimum include the following:

a. Procedures and systems that ensure all student records are kept in secured facilities and access to such records is limited to personnel who are authorized to have access to said data under this section of the MOU.

b. All designated consortium members and staff and faculty at consortium educational institutions involved in the handling, transmittal, and/or processing of data provided under this MOU will be required to execute a confidentiality agreement requiring said personnel to maintain the confidentiality of all student related personally identifiable information.

c. Procedures and systems that shall require the use of secured passwords to access computer databases used to process, store, or transmit data provided under this MOU.

d. Procedures and systems, such as good practices for assigning passwords, shall be developed and implemented to maintain the integrity of the systems used to secure computer databases used to process, store, or transmit data provided under this MOU.

e. Procedures and systems that ensure that all confidential student data processed, stored, and/or transmitted under the provisions of this MOU shall be maintained in a secure manner that prevents the interception, diversion, or other unauthorized access to said data.

f. The procedures and systems developed and implemented to process, store, or transmit data provided under this MOU shall ensure that any and all disclosures of confidential student data comply with all provisions of the "Family Educational Rights and Privacy Act" and California law relating to tbe privacy rights of students, such as but not limited to, the Information Practices Act and the California Public Records Act insofar as such laws are applicable to the parties to this MOU.

3. Indemnification

Each educational institution participating in this MOU agrees to defend, indemnify, and hold each otber educational institution participating in this MOU, and its officers, employees, and agents barmless from and against any liability, loss, expense (including attorneys' fees), or claims of injury or damages arising out of the performance of the terms of this MOU but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the indemnifying educational institution, and/or its officers, employees or agents.

4. Entire Agreement

Tbis document states the entire agreement between the educational institutions with respect to its subject matter and supersedes any previous and contemporaneous or oral representations, statements, negotiations, or agreements.

5. Execution

Each of the persons signing this MOU on behalf of a party or entity other than a natural person represents that he or she has authority to sign on bebalf and to bind such party.

6. Assignment

None of the signatories to this MOU may assign their rigbts, duties, or obligations under this MOU, either in whole or in part, without the prior written consent of the other signatories to this MOU.

7. Severability

If any provision of this MOU is held to be illegal, invalid, or unenforceable under present or future laws effective during the term of this MOU such provision shall be fully severable. This MOU shall remain in full force and effect unaffected by such severance, provided that the severed provision(s) are not material to the overall purpose and operation of this MOU.

8. Waiver

Waiver by any signatory to tbis MOU of any breach of any provision of this MOU or warranty of representation set forth herein shall not be construed as a waiver of any subsequent breach of the same or any other provision. The failure to exercise any right under this MOU shall not operate as a waiver of such rigbt. All rigbts and remedies provided for in this MOU are cumulative.

9. Modification and Amendments

This MOU may be amended or modified at any time by mutual agreement of the authorized representatives of the signatories to this MOU. The educational institutions further agree to amend this MOU to tbe extent amendments are required by an applicable law or policy issued by an appropriate regulatory authority if tbe amendment does not materially affect the provisions of this MOU. However, if new laws, policies, or regulations applicable to the

educational institutions are implemented which materially affect the intent of the provision of this MOU, the authorized representatives of the signatories to this MOU shall meet within a reasonable period of time, e.g. 20 business days from the date of notice of such change of law, policy, or regulations, to confer regarding bow and/or if those laws, policies, or regulations will be applied or excepted.

10. Term of tbis MOU

This MOU shall be in effect for any institution for tbe period commencing from the effective date establisbed pursuant to Section 11 until June 30, 2015. Any participant (s) listed as a party to this MOU may terminate its participation by delivering written notice of its intent to terminate said participation to Brad C. Phillips, Grossmont-Cuyamaca Community College District. However, termination by any participant(s) listed as a party will have no force or effect on the rights and responsibilities as to the remaining participants.

11. Joinder of Parties

The parties agree that any school district, community college district, WASC accredited public or private four-year college or university located in California or other educational organization whose purpose is to improve student success, may become a party to this MOU by executing a letter addressed to the consortium stating as follows:

> _____ Gustine Unified School District hereby agrees to enter into the Memorandum of Understanding dated 11/04/2008, and be bound by all of its terms and conditions, effective as of the date of this letter. A copy of the Memorandum of Understanding and a completed Data Sharing Educational Institutions form, signed by an authorized officer of the institution, are attached hereto.

Said letter shall be executed by an authorized officer of the institution.

Signed: _____ Date: 11/4/08

Print Name: GEORGE EDDY

Title: DIRECTOR

Phone number: 209.854-3784

Email address: gedly@gustine.k12.ca.us

Please complete the following Cal-PASS contact information for your institution/district. You may submit it along with your signed MOU or email it to mkpatton@calpass.org.

Designation of Contacts for Cal-PASS

Name of Institution/District:_Gustine Unified Schhol District
Consortium/Region Name: __Merced County_____

Program Contact: This person is responsible for coordinating the Cal-PASS process at your institution. This is the person who will receive the User ID and Password, which are required to access data and performance reports on the web site. Security is a very high priority, and to that end we will only issue the User ID and Password to the Program Contact, who in turn may identify other authorized users.

Name: _George Eddy_____
Title: __Director_____
Phone Number: **209-854-3784_____**
Email Address: **geddy@gustine.k12.ca.us**

Information Technology Contact: This person is responsible for generating and submitting the data files.

Name: _Same as above_____
Title: _____
Phone Number: _____
Email Address: _____

DATA SHARING EDUCATIONAL INSTITUTIONS
CALIFORNIA PARTNERSHIP FOR ACHIEVING STUDENT SUCCESS
CAL-PASS

In the section below and on the attached pages, please designate the institutions with which you wish to share data.

Return the following three documents:

1. The letter, signed by an authorized officer of tbe institution, as described in Section 11 of the MEMORANDUM OF UNDERSTANDING (MOU);
2. A copy of the MOU;
3. This DATA SHARING EDUCATIONAL INSTITUTIONS form and this cover, executed by an authorized officer of the institution.

Return documents to:

Brad C. Phillips, Ph.D.
Cal-PASS Executive Director
2236 Encinitas Blvd., Suite H
Encinitas, CA 92024

Please designate the institutions with which you wish to share data.

☐ All partners listed on the attached list

Or

☒ Only those partners designated on the attached list

Attach appropriate county share list(s)

Additional statewide projects: checking these boxes will allow access to your data for inclusion in statewide or regional research projects.

☒	**AVID** Advancement Via Individual Determination
☐	**GEAR UP** Gaining Early Awareness and Readiness for Undergraduate Programs
☐	**MESA** Math Engineering Science Achievement
☐	**The PUENTE Project**
☐	**TRIO Programs** Educational Opportunity Centers Ronald E. McNair Postbaccalaureate Achievement Student Support Services Talent Search Upward Bound
☐	**Other** _____

CAREER TECHNICAL EDUCATION STUDENT DATA

ADDENDUM TO Cal-PASS MEMORANDUM OF UNDERSTANDING

THIS ADDENDUM to the Memorandum of Understanding entered into between the undersigned Institution Gustine Unified School District and the California Partnership for Student Success ("Cal-PASS") is made and entered into this _4th_ day of _Novemher___, 2008, with reference to the following facts:

A. Cal-PASS has been identified in the California State Plan for Career Technical Education to track student transition and progress in career technical education; and

B. The Institution is currently a memher or ahout to become a member of Cal-PASS, and recognizes that tbe puhlic reporting and tracking of career technical education students is outside the scope of the standard Cal-PASS Memorandum of Understanding;

NOW, THEREFORE, the Institution and Cal-PASS agree as follows:

Data Sharing. In order to comply with the California State Plan for Career Technical Education, the Institution herehy gives permission to Cal-PASS to track and report in the aggregate (cell sizes 6 or greater) progress of its career technical education students to appropriate state and federal agencies.

Limitation on Reporting. Cal-PASS shall report in the aggregate (cell sizes 6 or greater) to designated state and federal agencies appropriate data concerning Institution's career technical education students as required in order to comply with the California State Plan for Career Technical Education. Such reporting shall he limited to students in career technical education.

THE INSTITUTION:

__Gustine Unified School District_____

By: _____

Title: DIRECTOR

I certify the information above is correct:

Signed: _____ **Date:** 11/4/08

Print Name and Title: GEORGE EDDY

Phone Number: 209-854-3784 **Email:** geddy@gustine.k12.ca.us

Name of Institution: GUSTINE USD

Attach county share list(s) to this form!

Merced

	☐	All Public Institutions in California	
Universities:	☑	All CSU Campuses in California	
	☑	All UC Campuses in California	
	☐	Other_____	
Community Colleges:	☐	All Community Colleges in California	
	☑	Merced College	118718
	☐	Other_____	
K-12 Districts:	☑	All K-12 Districts in Merced County	
	☐	Atwater Elementary	65631K
	☐	Ballico-Cressey Elementary	65649K
	☐	Delhi Unified	75366K
	☐	Dos Palos Oro Loma Jt. Unified	75317K
	☐	El Nido Elementary	65680K
	☐	Gustine Unified	73619K
	☐	Hilmar Unified	65698K
	☐	Le Grand Union Elementary	65722K
	☐	Le Grand Union High	65730K
	☐	Livingston Union Elementary	65748K
	☐	Los Banos Unified	65755K
	☐	McSwain Union Elementary	65763K
	☐	Merced City Elementary	65771K
	☐	Merced Co. Office of Education	10249K
	☐	Merced River Union Elementary	73726K
	☐	Merced Union High	65789K
	☐	Plainsburg Union Elementary	65813K
	☐	Planada Elementary	65821K
	☐	Snelling-Merced Falls Union Elementary	65839K
	☐	Weaver Union Elementary	65862K
	☐	Winton Elementary	65870K
	☐	Other_____	

Cal-PASSPlus
Partnership for Achieving Student Success
www.calpassplus.org

K-12 Data Available on Cal-PASS Plus

Publicly Available K-12 Data	Password Protected Data—Transition Reports Showing K-12 Transitions to Higher Education

By School
• Demographics
• CST Results by grade and subject with ability to view:
  o Performance comparisons to top performing "Look-a-Like" schools in the State, County and Region
  o Subgroup performance comparisons
  o Multi-year comparisons
  o Proficiency bands
  o Starting Points (value added) charts
  o Performance broken down by test strand
  o Likelihood of College Readiness
• EAP Results including comparisons to top performing "Look-a-Like" schools in the State, County and Region
• CST Math and ELA Performance Snapshots broken down by subgroups, test strands,
• Performance comparisons with "Look-a-Like or Comparable" Schools
• Performance over time broken down by subgroups and compared to expectations.
• AYP Reports
 	
By District
• Demographics
• CST Math and ELA Performance Snapshots broken down by subgroups, test strands,
• Benchmarking Dashboard
• EAP Results broken down by subgroup
• Performance comparisons with "Look-a-Like or Comparable" Schools
• Performance over time broken down by subgroups and compared to expectations.
• AYP Reports, including subgroup information
• College Readiness Pathway Charts for Language Arts and Math
 	
By County and Economic Region
• Aggregate data for "key" metrics along the education to workforce pipeline.
	By High School or District Cohort
	
	Feeder Summary Report:
	Provides disaggregated information on which California colleges K-12 students transition to after they graduate.
	
	The Feeder Summary with ELA/Moth Remediatian Reports-
	Provides a disaggregated breakdown of students who enroll in remedial English or math courses once reaching college
	
	The Feeder Student Success Summory Report-
	Provides a disaggregated breakdown of student attainment of key milestones such as certificate, degree, and transfer attainment
	• Received a Community College Certificate
	• Received a Community College AA/AS
	• Transferred from a Community College to a 4-year University (in CA)
	• Transferred to a University with an AA/AS
	• Received a BA/BS from a University
	
	The Feeder Student Success Summory with ELA or Math Remediation Report-
	Provides a combination of the remediation and success summary reports.

Represents data available as of February 2014

How K–12 Institutions Benefit from Participation in Cal-PASS Plus

Cal-PASSPlus
Partnership for Achieving Student Success

As a K–12 educator or leader, do you know:

- **Where your students go when they leave your institution?**
- **If your students are ready and adequately prepared to succeed in credit-bearing courses or certificate programs?**
- **If your students are successfully completing their postsecondary programs?**
- **How long it takes your students to complete college or university?**

Cal-PASS Plus can help you answer these questions. As California's only free actionable system of data, Cal-PASS Plus connects student performance from pre-K through grade 12 to college or university and the workplace. The system includes:

- **A suite of publicly available longitudinal achievement data** for K–12 students in all California public schools and districts. Easy-to-access and easy-to-understand data reports allow quick comparisons across schools, grade levels, and subjects.
- **Secure, password-protected student-level reports** that detail students' transitions to postsecondary institutions, college readiness metrics, and milestones achieved.
- **Labor market information** covering projected job openings, high-demand fields, and unemployment rates at the county and regional levels.
- **Robust data sets** available to download for internal research and analyses.
- **Specialized tools, visuals, and dashboards** to support conversations around such key topics as career and technical education outcomes, foster youth success, and student access to financial aid.

These Cal-PASS Plus resources can support you and other members in:

- **Increasing college and career readiness** by collaborating across education segments to take action informed by data,
- **Contributing to local and statewide efforts** aimed at developing and implementing a multiple-measures approach to college placement practices,
- **Fostering successful transitions** between high school, higher education, and the workplace,
- **Collaborating across K–12 and higher education institutions** for improved student outcomes, and
- **Improving alignment** between high schools, colleges, and workplaces.

Participate in Cal-PASS Plus by: (1) completing a Memorandum of Understanding (MOU) for data sharing, and (2) submitting data using a simple "drag and drop" process.

Sample Cal-PASS Plus Reports

Feeder Summary

This report offers basic information to a district about which colleges and universities its students attend after graduating from high school. Data can be disaggregated by schools within the district, as well as by the total numbers of males and females within the district who transitioned to each California Community College, California State University, or University of California. The report can be run to determine how many students take time off between high school and higher education.

Feeder Summary with English or Math Remediation

This report extends the Feeder Summary report by including information about students who enrolled in remedial English or math courses once they started college. The information is disaggregated by students' high school of origin, destination college or university, gender, and ethnicity.

Feeder Student Success Summary

This report documents achievement of a number of milestones that students reach within six years of enrolling in higher education, with data disaggregated by students' high school of origin, destination college or university, gender, and ethnicity. The milestones are:

1. Received a community college certificate.
2. Received a community college associate's degree.
3. Transferred from a community college to a four-year university.
4. Transferred to a university with an associate's degree.
5. Received a bachelor's degree.

Feeder Student Success Summary with English or Math Remediation

This report combines the remediation and success summary reports by documenting whether students who begin in postsecondary remedial coursework in English or math meet postsecondary milestones within six years. These data are disaggregated by students' high school of origin, destination college or university, gender, and ethnicity.

About Cal-PASS Plus

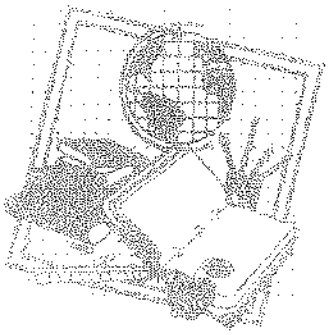
Cal-PASS Plus is a partnership between San Joaquin Delta College, the non-profit Educational Results Partnership, and the San Joaquin County Office of Education, with support and leadership from the California Community Colleges Chancellor's Office.

Find out more at www.calpassplus.org

Educational Results Partnership
2300 N Street, Suite 3
Sacramento, California 95618
(916) 498-8980

RECEIVED
NOV 7 - 2008
By

Gustine Unified School District



1500 Meredith Avenue
Gustine, California 95322
Telephone (209) 854-3784
FAX (209) 854-9164

"Preparing students for the future . . . today"

Gail A. McWilliams, Ed.D.
Superintendent

Board of Education
Christina Gardner
Debbie Lopes
Christine Parreira
Pat Rocha
Loretta Rose

October 10, 2008

Brad C. Phillips, Ph.D.
Executive Director, Cal-PASS
2236 Encinitas Blvd., Suite H
Encinitas, CA 92024

Dear Dr. Phillips:

Gustine Unified School District is interested in participating in the California Partnership for Achieving Student Success (Cal-PASS) in data sharing activities among primary, secondary and postsecondary institutions. The District hereby agrees to enter into the Memorandum of Understanding (MOU) dated October 10, 2008, and be bound by all of its terms and conditions, effective as of November 2008. A copy of the Memorandum of Understanding and a completed Data Sharing Educational Institutions form, signed by an authorized officer of the institution, are attached hereto.

Sincerely,

Dr Gail McWilliams

Dr Gail D McWilliams

Superintendent

Enclosures

ACTION ITEMS

GUSTINE UNIFIED SCHOOL DISTRICT

Meeting of the Board of Trustees
MEETING DATE:
June 24, 2015

AGENDA ITEM TITLE: No Bully School Partnership Proposal

AGENDA SECTION: Action

PRESENTED BY: Dr. Ron Estes, Superintendent

SUMMARY:

The Board is asked to approve the contract for the Anti-Bullying Training for the 2015/16 school year. A representative from the No Bully organization will present information regarding the second year partnership for GES/RES and the expansion of the program to GMS and GHS for 2015/16. Currently there is no board-approved anti-bullying program at GHS and GMS. Once the training is completed, ongoing maintenance costs for the No Bully Program are minimal.

FISCAL IMPACT: $33,200

BUDGET CATEGORY: LCFF One-time funding 2015/16

RECOMMENDATION: Approve

NO BULLY School Partnership

Proposal for
Gustine Unified School District

Signed and approved by

..... (Name)

.....(Title)

.....(Date)

NO BULLY

San Francisco, California
www.nobully.org
415-767-0070

1 REQUEST FOR PROPOSAL

No Bully has been invited to submit a proposed scope of work for four of its schools within Gustine Unified School District:

- Gustine Middle School
- Gustine High School
- Gustine Elementary School
- Romero Elementary School

Part One of this proposal is for a No Bully school partnership for Gustine Middle School and Gustine High School. The partnership will consist of an integrated series of leadership coaching sessions and staff/faculty training in how to implement and sustain the No Bully System®.

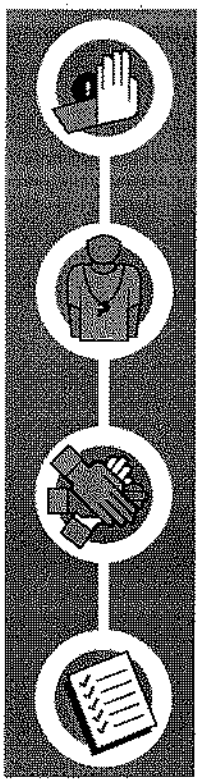
Part Two of this proposal is for a second year partnership for Gustine Elementary School and Romero Elementary School in sustaining the No Bully System® and additionally in implementing a social and emotional learning curriculum of their choice at each of their sites.

PART ONE

Part One of this proposal is for a No Bully school partnership for Gustine Middle School and Gustine High School. The partnership will consist of an integrated series of leadership coaching sessions and staff/faculty training in how to implement and sustain the No Bully System®.

2 THE NO BULLY SYSTEM

No Bully developed the No Bully System as an integrated series of interventions for schools to implement to prevent and stop student bullying and harassment. The system represents the distillation of our years of experience in working with schools.



LEVEL 1
Prevent & Interrupt
All staff on campus prevent and interrupt student harassment and bullying.

LEVEL 2
Check in and refer to a Solution Coach®
When a teacher or staff member discovers ongoing bullying or harassment, they check in with the target and refer the student to a school Solution Coach.

LEVEL 3
Hold a Solution Team® and Follow Up
The Solution Coach – with the target's consent – convenes a Solution Team of students to bring the bullying to an end. If any student is stuck in the role of bully or target, the Solution Coach follows up to facilitate change.

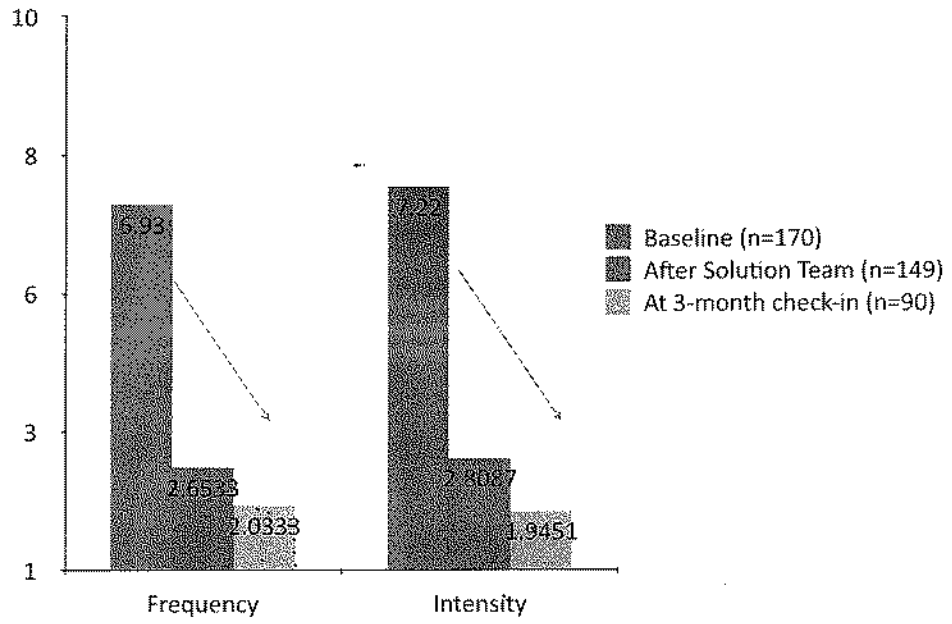
LEVEL 4
Implement an Empathy-Building Action Plan
If a pattern of harassment or prejudice is apparent across the entire class or grade, the Solution Coach® implements a plan to create a culture of acceptance.

In 2012 Solution Team® was awarded First Prize in a global competition organized by Ashoka Changemakers for how it activates empathy to achieve social impact and sustainability. (628 innovations were considered from 74 countries.)

3 EFFECTIVENESS

No Bully has supported 200 schools across the US and internationally in implementing the No Bully System and supporting bully-free campuses where students are accepted for who they are. The largest study to date shows that schools using the No Bully System were able to reduce the intensity and frequency of incidents of bullying in over 90% of cases.

Reduction in Frequency and Intensity of Bullying Over Time using Solution Team (1-10 scale)



This study was based on school success in using Solution Teams to help students who were the target of isolation or repeated bullying. When there is ongoing bullying a teacher or staff member trained by No Bully as a Solution Coach brings together a group of students that includes the bully, bystanders, and prosocial peers, and leads the team through a series of meetings to end the bullying of one of their peers by cultivating empathy and developing peer-driven solutions. Data from 186 Solution Teams from across the USA were analyzed for this report. The school Solution Coaches trained by No Bully were found to be effective in reducing the intensity of bullying for the target in 93.4% of cases, and in reducing the frequency of bullying for the target in 94.9% of cases. Average feelings of safety at school significantly improved for targets after the Solution Team intervention ($p<.0001$), and in 90.8% of the cases, the school Solution Coach reported that the process had been "successful" or "very successful".

4 THE NO BULLY SCHOOL PARTNERSHIP

The No Bully School Partnership consists of an integrated series of leadership coaching and staff trainings in how to sustain a bully-free campus long-term.

1) Coaching for school leadership. The No Bully leadership team (drawn from administrators, teachers, counselors and parents) receives three coaching sessions to support a bully-free culture long-term. Specific coaching outcomes are a new social vision, how to integrate the No Bully System in to an anti-bullying policy and a written plan for teaching social and emotional learning. Initial session is 2 hours. Subsequent sessions are ninety minutes. Additionally No Bully provides school leadership with telephone consultations as needed throughout the coming school year to support implementation of the No Bully System. *All coaching sessions are provided when possible face to face and onsite.*

2) No Bully Foundational Training. For a school to become bully-free, all teachers need to understand what bullying is and how to prevent it whenever it occurs. This three-hour in-service workshop provides a common language around student bullying and harassment, and trains participants in first and second level prevention and intervention skills, enabling a unified approach. All adults who work on campus should attend this training e.g. teachers, teacher assistants, office staff, parent volunteers, bus drivers, school nurses, counselors, janitors, after school staff, sports coaches and administrators.

3) How to Bully-Proof your Kid. The No Bully Parent and Guardian Workshop teaches parents how to bully-proof their child so that they are neither a bully nor a target. Parents form a vital part of any school community. This 90-minute workshop is integral to securing parent support as the school moves to change its approach to bullying, and to ensuring that students have the anti-bullying message reinforced at home.

4) Solution Coach Training. Every school needs a core group of staff with specialized training to resolve incidents of bullying and harassment. This one-day training prepares select staff to be the school's Solution Coaches, ready to run a Solution Team for any student that is referred to them and help students who are entrenched in the role of bully or target to change their ways. No Bully recommends that larger schools train no less that ten core staff at the primary level and fifteen at the secondary level (up to 60 total).

5) Advanced Solution Coach Training. This half-day (three hour) training brings together participants from the original Solution Coach Training to reinforce learning and troubleshoot difficult cases. This follow up training is also a means of encouraging participants to submit their completed Solution Team logs to No Bully.

5 IMPLEMENTATION PLAN

No Bully begins each school partnership with a coaching session for the No Bully leadership team.

Provisional training/coaching schedule We will aim to visit the school and begin coaching and train staff in August 2015. We will return in September/October to deliver the Solution Coach® training and parent workshop. We provide complementary phone support to the school No Bully leadership team through the end of the 2014-15 school year.

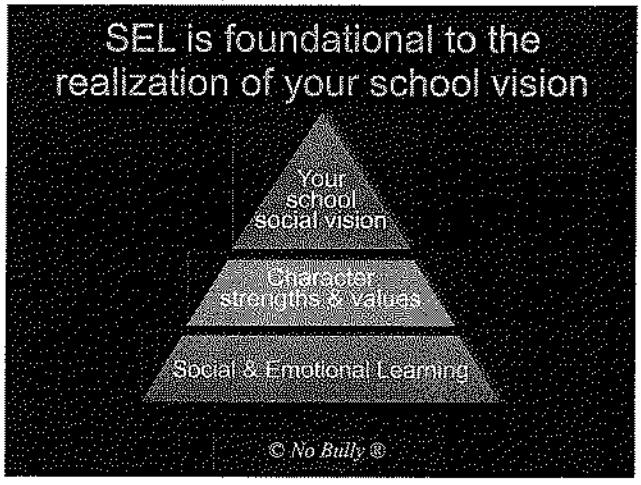
No Bully Partnerships components [insert number]	
Leadership Coaching sessions	2
No Bully Foundational Training	2
No Bully Parent and Guardian workshop	2
Solution Coach Training	1
Advanced Solution Coach Training	1

PART TWO

This second year No Bully partnership consists of an integrated series of leadership coaching and staff training to ensure that your school successfully thinks through and launches a social and emotional learning initiative to all grades at the school. Ultimately this year is about fulfilling your school's mission of supporting the social and emotional development of all your students.

6 WHAT IS SOCIAL AND EMOTIONAL LEARNING?

During this past year, your school partnered with No Bully to build a bully-free culture. The No Bully initiative that you led was informed by research showing that bullying and exclusion are caused as much by the school culture as by the relational style that your individual students bring to school. In partnership with No Bully you created a social vision for the type of community that your school seeks to be. You adopted an anti-bullying policy so that everyone in your school is consistent and effective in responding to bullying. In parallel with this process, No Bully trained faculty, staff and parents in the skills to prevent and interrupt bullying. In short, you laid a crucial foundation for a bully-free school community.



As schools move beyond their initial response to bullying, they often see the need to teach students the character strengths and relational skills that will replace aggressive, impulsive or unempathic behaviors that students employed in the past. In the last two decades, the teaching of these character strengths, and the skills that underpin them, has come to be known as social and emotional learning or "SEL." SEL is the process of acquiring the skills to recognize and manage emotions, develop caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively.

7 THE NO BULLY SECOND YEAR PARTNERSHIP

The No Bully Second Year Partnership consists of an integrated series of leadership coaching and staff trainings in how to implement and sustain social and emotional learning at your campus.

1) **Coaching for school leadership**
The No Bully leadership team (drawn from administrators, teachers, counselors and parents) receives three coaching sessions on how to successfully identify and teach the social and emotional learning curricula that will best help your students develop essential values and life skills.
Specific coaching outcomes are

- Identification of the social and emotional skills which students typically find most challenging at your school.
- Statement of the key social and emotional skills that your school aims for its students to graduate with.
- Identification of the appropriate SEL curricula for your school that teach these key skills.
- Plan for staff development, so that your teachers and staff are fully ready and able to teach social and emotional learning.

No Bully provides an initial assessment through an online survey in which we ask your staff to evaluate the social and emotional challenges faced by your students and the school's existing social and emotional programming.

Additionally, No Bully provides your school leadership with telephone consultations as needed throughout the coming school year to support SEL implementation. *All coaching sessions are provided when possible face to face and onsite.*

2) **Conflict Resolution Training (Three Hours)**
In any school community, there will be occasions when students do not get along. Sometimes conflicts arise between students that they find too big or persistent to resolve by themselves. Participants learn to:

- Discriminate between student conflict and bullying.
- Understand the range of conflict styles that students exhibit from avoidant to aggressive.
- Lead their students through TALK, a ten-minute protocol that any educator can use to resolve a student conflict.

This training plays an important role in following up and reinforcing teacher learning from last year's No Bully Foundational Training in how to respond to student bullying and harassment.

3) **How to be a socially and emotionally smart teacher (three hours)**
Research shows the most effective way for a school to implement SEL is for the SEL lessons to be delivered to students by their classroom teachers. At this three hour training teachers and staff:
    - Receive grounding in the skills comprised in social and emotional learning and why these skills are essential both to student academic and lifetime success.
    - Expand their capacity to respond to the social and emotional needs of their students that inevitably arise in teaching SEL.
    - Overview your school's chosen social and emotional learning curriculum and what will be required of staff for effective teaching.

4) **How to raise a socially and emotionally intelligent kid: No Bully parent and guardian workshop (90 minutes)**

For your SEL initiative to have maximum success, you need to ensure transfer of learning from the school campus to the home. This workshop is designed to raise awareness among parents & guardians of the importance of social and emotional learning for the life success of their students and provides them with skills to support your school initiative in the family.

5) **Solution Coach Training**
Every No Bully school needs to sustain a core group of staff with the skills to run Solution Teams. The elementary schools are invited to have new or additional staff trained how to be solution coaches at the Solution Coach® trainings for the middle and high school.

8 IMPLEMENTATION PLAN

No Bully begins the second year school partnership with a coaching session for the No Bully leadership team.

Provisional training/coaching schedule We will aim to visit the school and begin coaching in spring/summer 2015. We provide complementary phone support to the school No Bully leadership team through the end of the school year.

No Bully Partnerships components	**Date's TBD**
Leadership Coaching sessions	Throughout school year
No Bully Conflict Resolution Training	
How to be a socially and emotionally smart teacher	
No Bully Parent and Guardian workshop	
Solution Coach Training	

9 PARTNERSHIP FEE

The total fee for the four No Bully partnerships is $33,200. This fee includes the costs of online support, travel and materials

- The first half of this fee ($16,600) is due at the date when this proposal is accepted
- One-quarter ($8,300) is due four months after this proposal is accepted
- One-quarter ($8,300) is due one month prior to the final set of leadership coaching/trainings.

10 ABOUT NO BULLY

No Bully is a San Francisco based non-profit organization that partners with schools to implement a non-punitive and highly effective solution to bullying and harassment. Research studies show that teachers and staff trained in the No Bully System succeed in remedying student bullying in over 90% of cases. No Bully is helping schools transform in to learning communities that are truly inclusive. For more information visit nobully.org.

11 NO BULLY STANDARD TERMS OF PARTNERSHIP

Confidentiality
No Bully will not disclose nor use in any manner, other than incidental to No Bully's performance under this partnership, any information that your school designates as confidential.

Copyright
All No Bully written materials are copyright of No Bully: they are for your school only and are not to be copied or given to any persons outside the school except with our express written permission.

No Bully Trademarks
Bully®, No Bully System®, Solution Team® and Solution Coach® are federally registered trademarks of which No Bully has exclusive use.

Prompt payment of fees for No Bully partnership
Fees are payable on or before the dates set out above. No Bully charges 2% per month late fee for sums that are more than a month overdue.

Cancelations
Please inform No Bully at least two month's in advance if you need to cancel or reschedule a scheduled training or coaching session. Plenty of advance warning helps us to reassign the timeslot that you reserved to other schools. Please note that services will be deemed to have been delivered if you cancel within these notice periods.

No Bully Tax ID
The No Bully tax ID number (EIN) is 26-4348341.

GUSTINE UNIFIED SCHOOL DISTRICT

Meeting of the Board of Trustees
MEETING DATE:
June 24, 2015

AGENDA ITEM TITLE: Warrants

AGENDA SECTION: Action

PRESENTED BY: Dr. Ron Estes, Superintendent

SUMMARY:

Monthly warrants are presented for approval.

FISCAL IMPACT: Total of Warrants

BUDGET CATEGORY: **All District Funds**

RECOMMENDED ACTION: Approve

Batch status: A All

From batch: 0024

To batch: 0024

Include Revolving Cash: Y

Include Address: N

Include Object Desc: N

Include Vendor TIN: Y

MERCED COUNTY OFFICE OF EDUCATION
WARRANT REGISTER BATCH COVER

Gustine

01-5070
11-5074
13-5077
14-5072
17-5071
21-5066
25-5075
35-5078
40-5065

DATE: 6/18/15

DISTRICT FUND: 01 - 5070 BATCH# 24

DISTRICT NAME: **14 – GUSTINE UNIFIED SCHOOL DISTRICT**

TOTAL AMOUNT OF REGISTER: $ 51,821.20

CHECK LIST FOR WARRANT 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 / FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2	ABA num / Account num / T9MPS	Liq Amt	Net Amount
104725/00	ATLAS BUILDING MAINTENANCE					
PV-150926	06/18/2015 BUS MAINTENANCE		01-0823-0-5650.00-0000-3600-112-000-000	NN		353.98
	TOTAL PAYMENT AMOUNT		353.98 *			353.98
104318/00	AVAYA INC					
PV-150927	06/18/2015 PHONE SERVICE		01-0000-0-5922.00-0000-7200-112-000-000	NN		58.70
	TOTAL PAYMENT AMOUNT		58.70 *			58.70
104652/00	AZEVEDO LASER ETCHING	342020843				
151234 PO-151214	06/18/2015 RETIREMENT SUPPLIES	1	01-0000-0-4399.00-0000-7200-112-000-000	NY F	32.25	32.25
	TOTAL PAYMENT AMOUNT		32.25 *			32.25
104604/00	BLUELINE RENTAL LLC					
150872 PO-150867	06/18/2015 COOLER RENTAL FOR MAINTENANCE	1	01-8150-0-5620.00-0000-8110-112-000-000	NN P	694.40	694.40
	TOTAL PAYMENT AMOUNT		694.40 *			694.40
104394/00	BUS WEST					
150020 PO-150020	06/18/2015 BUS PARTS	1	01-0823-0-4344.00-0000-3600-112-000-000	NN P	127.85	127.85
	TOTAL PAYMENT AMOUNT		127.85 *			127.85
104666/00	CITY OF NEWMAN					
PV-150924	06/18/2015 FINGERPRINTS		01-0000-0-5842.00-0000-7200-112-000-000	NN		282.00
	TOTAL PAYMENT AMOUNT		282.00 *			282.00
104791/00	CRAIG CHRISTENSON					
PV-150930	06/18/2015 REIMBURSEMENT FOR GLUE		01-8150-0-5565.00-0000-8110-112-000-000	NN		615.00
	TOTAL PAYMENT AMOUNT		615.00 *			615.00
101761/00	CREATIVE ALTERNATIVES INC					
PV-150918	06/18/2015 TUITION		01-6501-0-5880.00-5770-1180-000-000-000	NN		136.52
	TOTAL PAYMENT AMOUNT		136.52 *			136.52

Vendor/Addr Remit name / Req Reference Date Description	Tax ID num	Deposit type	ABA num Account num / FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2 T9MPS	Liq Amt	Net Amount
102335/00 CSU STANISLAUS					
151230 PO-151219 06/18/2015 CONFERENCE REGISTRATION		1	01-0824-0-5200.00-1110-1000-310-000-000 NN F	90.00	90.00
TOTAL PAYMENT AMOUNT			90.00 *		90.00
103792/00 DATA PATH INC					
150066 PO-150066 06/18/2015 MONTHLY FEE FOR SERVICES		1	01-0000-0-5866.00-0000-7700-112-000-000 NN P	11421.00	11,421.00
150994 PO-150988 06/18/2015 COMPUTERS		1	01-0824-0-4400.00-1110-1000-110-000-000 NN F	803.02	806.76
151155 PO-151135 06/18/2015 ADOBE ACROBAT		1	01-0000-0-4313.00-0000-7700-112-000-000 NN F	170.92	171.72
TOTAL PAYMENT AMOUNT			12,399.48 *		12,399.48
104045/00 ELIZALDE, ANDREA N					
PV-150931 06/18/2015 CONFERENCE MILEAGE REIMB			01-1100-0-5200.00-0000-7410-111-000-000 NN		39.56
TOTAL PAYMENT AMOUNT			39.56 *		39.56
102484/00 FOLLETT SOFTWARE CO					
150988 PO-150982 06/18/2015 LICENSE RENEWAL		1	01-3185-0-4300.00-1110-1000-111-000-000 NN F	700.00	700.00
TOTAL PAYMENT AMOUNT			700.00 *		700.00
104552/00 FULL BUSINESS 2 SOLUTIONS					
151236 PO-151216 06/18/2015 CONSULTING SERVICES		1	01-6230-0-5866.00-0000-7510-112-000-000 NN P	14367.74	14,367.74
TOTAL PAYMENT AMOUNT			14,367.74 *		14,367.74
073088/00 GUSTINE SCHOOL DISTRICT	000000000				
RC-150046 06/18/2015 CERTIFICATES AND PLAQUES			01-0824-0-4300.00-1110-1000-310-000-000 N		571.01
TOTAL PAYMENT AMOUNT			571.01 *		571.01
104587/00 1C REFRIGERATION					
151219 PO-151202 06/18/2015 HVAC SERVICE		1	01-8150-0-5640.00-0000-8110-112-000-000 NN P	731.17	731.17
TOTAL PAYMENT AMOUNT			731.17 *		731.17

Vendor/Addr Remit name / Req Reference Date Description	Tax ID num	Deposit type / FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2 T9MPS	ABA num / Account num	Liq Amt	Net Amount
043334/00 INGRAHAM TROPHIES	000000000				
151044 PO-151038 06/18/2015 PAID WITH RC		1 01-0824-0-4300.00-1110-1000-310-000-000 NN C		580.20	0.00
		TOTAL PAYMENT AMOUNT 0.00 *			0.00
104789/00 INTERCARE HOLDINGS INSURANCE					
PV-150928 06/18/2015 INSURANCE OVERPAYMENT REFUND		01-0000-0-1300.00-0000-2700-310-000-000 NN			4,413.16
		TOTAL PAYMENT AMOUNT 4,413.16 *			4,413.16
104694/00 INTERSTATE TRUCK CENTER	201569439				
150413 PO-150409 06/18/2015 BUS MAINTENANCE		1 01-0823-0-5640.00-0000-3600-112-000-000 NY P		200.00	200.00
		TOTAL PAYMENT AMOUNT 200.00 *			200.00
104440/00 KIMBALL MIDWEST					
150825 PO-150821 06/18/2015 BUS PARTS		1 01-0823-0-4344.00-0000-3600-112-000-000 NN P		52.37	52.37
		TOTAL PAYMENT AMOUNT 52.37 *			52.37
100774/00 NASCO					
150983 PO-150977 06/17/2015 SHOW SUPPLIES		1 01-3550-0-5200.00-1110-1000-310-000-000 NN F		34.33	9.64
		TOTAL PAYMENT AMOUNT 9.64 *			9.64
064370/00 OFFICE SUPPLY EXPRESS	770446496				
150870 PO-150865 06/18/2015 OFFICE SUPPLIES		1 01-0000-0-4350.00-0000-7200-112-000-000 NN P		102.10	102.10
		TOTAL PAYMENT AMOUNT 102.10 *			102.10
101310/00 ORIENTAL TRADING COMPANY					
151078 PO-151071 06/18/2015 CLASSROOM SUPPLIES		1 01-1100-0-4300.00-1110-1000-111-000-000 NN F		166.77	116.77
		TOTAL PAYMENT AMOUNT 116.77 *			116.77
101470/00 P G & E					
PV-150917 06/18/2015 ELECTIC		01-0000-0-5520.00-0000-8200-112-000-000 NN			8,824.16
		TOTAL PAYMENT AMOUNT 8,824.16 *			8,824.16

Vendor/Addr Remit name / Req Reference Date Description	Tax ID num Deposit type	ABA num Account num / FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2 T9MPS	Liq Amt	Net Amount
104260/00 PITNEY BOWES				
PV-150921 06/18/2015 METTER SUPPLY CHARGES		01-0000-0-5620.00-0000-7200-112-000-000 NN		254.24
TOTAL PAYMENT AMOUNT		254.24 *		254.24
102136/00 PREMIER				
151112 PO-151099 06/18/2015 STUDENT PLANNERS	1	01-3010-0-4300.00-1110-1000-115-000-000 NN F	1416.85	1,415.72
TOTAL PAYMENT AMOUNT		1,415.72 *		1,415.72
101140/00 ROSE, LORETTA				
PV-150915 06/18/2015 CSBA CONFERENCE REIMB		01-0000-0-5200.00-0000-7110-112-000-000 NN		98.02
TOTAL PAYMENT AMOUNT		98.02 *		98.02
104686/00 SAENZ PEST CONTROL				
PV-150914 06/18/2015 PEST CONTROL		01-8150-0-5565.00-0000-8110-112-000-000 NN		180.00
PV-150916 06/18/2015 PEST CONTROL		01-8150-0-5565.00-0000-8110-112-000-000 NN		170.00
TOTAL PAYMENT AMOUNT		350.00 *		350.00
104245/00 SAN JOAQUIN PEST CONTROL				
PV-150919 06/18/2015 PEST CONTROL		01-8150-0-5565.00-0000-8110-112-000-000 NN		800.00
TOTAL PAYMENT AMOUNT		800.00 *		800.00
104299/00 SCHOLASTIC EDUCATION				
150647 PO-150643 06/18/2015 TEACHER MATERIALS	1	01-6300-0-4300.00-1110-1000-110-000-000 NN F	975.11	970.61
TOTAL PAYMENT AMOUNT		970.61 *		970.61
102093/00 SCHOOL NURSE SUPPLY				
150971 PO-150972 06/18/2015 NURSE SUPPLIES	1	01-1100-0-4300.00-1110-1000-111-000-000 NN F	326.01	325.99
TOTAL PAYMENT AMOUNT		325.99 *		325.99

Vendor/Addr	Remit name / Req	Reference	Date	Description	Tax ID num	Deposit type / FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2	ABA num / Account num / T9MPS		Liq Amt	Net Amount
101568/00	SCHOOL SERVICES OF CALIFORNIA									
		PV-150929	06/18/2015	FISCAL SERVICES		01-0000-0-5899.00-0000-7200-112-000-000	NN			215.00
				TOTAL PAYMENT AMOUNT		215.00 *				215.00
104288/00	TESEI PETROLEUM									
		PV-150922	06/18/2015	AG		01-7010-0-4300.00-1110-1000-310-000-000	NN			230.87
		PV-150922	06/18/2015	MAINT/GROUND		01-0000-0-4341.00-0000-8200-112-000-000	NN			326.00
		PV-150922	06/18/2015	RUSSELL		01-8150-0-4341.00-0000-8110-112-000-000	NN			79.74
		PV-150923	06/18/2015	BUS FUEL		01-0823-0-4341.00-0000-3600-112-000-000	NN			1,602.13
				TOTAL PAYMENT AMOUNT		2,238.74 *				2,238.74
101609/00	TORRES, DONNA									
		151153 PO-151128	06/18/2015	MILEAGE REIMB	1	01-7250-0-5200.00-1110-1000-111-000-000	NN	F	16.56	16.56
				TOTAL PAYMENT AMOUNT		16.56 *				16.56
100890/00	YOUNG'S AIR CONDITIONING	770046256								
		151208 PO-151191	06/18/2015	HVAC PARTS	1	01-8150-0-5640.00-0000-8110-112-000-000	NN	P	218.46	218.46
				TOTAL PAYMENT AMOUNT		218.46 *				218.46
				TOTAL BATCH PAYMENT		51,821.20 ***		0.00		51,821.20
				TOTAL FUND PAYMENT		51,821.20 **				51,821.20

MERCED COUNTY OFFICE OF EDUCATION
WARRANT REGISTER BATCH COVER

Gustine

01-5070
11-5074
13-5077
14-5072
17-5071
21-5066
25-5075
35-5078
40-5065

DATE: 6/18/15

DISTRICT FUND: 13 - 5077 BATCH# 24

DISTRICT NAME: **14 – GUSTINE UNIFIED SCHOOL DISTRICT**

TOTAL AMOUNT OF REGISTER: $ 431.02

CHECK LIST FOR WARRANT 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	Remit name / Req Reference	Date	Description	Tax ID num	Deposit type / FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2 T9MPS	ABA num / Account num	Liq Amt	Net Amount
064370/00	OFFICE SUPPLY EXPRESS			770446496				
151222	PO-151203	06/18/2015	CAFETERIA OFFICE SUPPLIES		1 13-5310-0-4300.00-0000-3700-112-000-000 NN F		339.44	341.02
			TOTAL PAYMENT AMOUNT		341.02 *			341.02
104545/00	SILVEIRA, TINA MARIE							
	PV-150920	06/18/2015	MEAL REAIMBURSEMENT		13-5310-0-5220.00-0000-3700-000-000-000 NN			90.00
			TOTAL PAYMENT AMOUNT		90.00 *			90.00
			TOTAL BATCH PAYMENT		431.02 ***	0.00		431.02
			TOTAL FUND PAYMENT		431.02 **			431.02

MERCED COUNTY OFFICE OF EDUCATION
WARRANT REGISTER BATCH COVER

Gustine

01-5070
11-5074
13-5077
14-5072
17-5071
21-5066
25-5075
35-5078
40-5065

DATE: 6/18/15

DISTRICT FUND: 21-5066 BATCH# 24

DISTRICT NAME: **14 – GUSTINE UNIFIED SCHOOL DISTRICT**

TOTAL AMOUNT OF REGISTER: $ 85,361.13

CHECK LIST FOR WARRANT 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 Remit name / Req Reference Date Description	Tax ID num Deposit type	FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2 T9MPS	ABA num Account num	Liq Amt	Net Amount
104780/00 ISOM ADVISORS					
PV-150925 06/18/2015 ADVISING SERVICES		21-0000-5-6170.00-0000-8500-112-502-500 NN			85,361.13
	TOTAL PAYMENT AMOUNT	85,361.13 *			85,361.13
	TOTAL BATCH PAYMENT	85,361.13 ***		0.00	85,361.13
	TOTAL FUND PAYMENT	85,361.13 **			85,361.13
	TOTAL DISTRICT PAYMENT	137,613.35 ****		0.00	137,613.35
	TOTAL FOR ALL DISTRICTS:	137,613.35 ****		0.00	137,613.35

Number of checks to be printed: 36, not counting voids due to stub overflows.
Number of zero dollar checks: 1, will be printed.

GUSTINE UNIFIED SCHOOL DISTRICT

Meeting of the Board of Trustees
MEETING DATE:
June 24, 2015

AGENDA ITEM TITLE: Local Control Accountability Plan (LCAP) Adoption

AGENDA SECTION: Action

PRESENTED BY: Dr. Ronald Estes, Superintendent

SUMMARY:

Pursuant to Ed Code Sec 52060 et seq., the Governing Board held a public hearing regarding the Local Control Accountability Plan (LCAP). The purpose of this hearing was to solicit the recommendations and comments from members of the public regarding the specific actions and expenditures proposed to be included in the annual update to the LCAP. Board approval is required for adoption of the LCAP.

FISCAL IMPACT: 2015/16 LCFF Funding of $16,029,559

BUDGET CATEGORY: General Fund

RECOMMENDED ACTION: Approve LCAP

Introduction:

LEA: Gustine Unified School District **Contact (Name, Title, Email, Phone Number):** Ronald Estes, Superintendent, restes@gustine.k12.ca.us, (209) 854-3784 **LCAP Year:** 2014-2015

Lacal Cantral and Accauntability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) 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 provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable 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 Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parental involvement: *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code 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 Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 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?

Involvement Process	Impact on LCAP
There was a District-wide Stakeholder meeting held in May 2015 seeking additional input into the 2015 LCAP. Very few parents attended this meeting. An additional meeting was also held in May for other stakeholders including certificated and classified staff. Very few staff members attended this meeting as well. Due to the low turnout of stakeholders at these two meetings, surveys were made available on the District Web Site seeking feedback on the current 5 LCAP Goals. After reviewing the current goal, and proposed action steps for 2015-2016, stakeholders were asked to rate their level of support for each	Data from the 5 District LCAP Goals Survey helped priorities the five district goals. The survey data showed that not all of the goals were supported by stakeholders at the same level. The survey results in an average of 34 responses, with a range from 38 to 31. Stakeholders showed the strongest level of support for Goal 5: "Engage parents, families and the community to support student success in school" with 87% of stakeholders stating that they were "strongly supportive" of this goal and the remaining 13% stated that they were "somewhat supportive." Goal 3: "Prepare students to be college and

LCAP Goal (Strongly supportive, somewhat supportive, not supportive at all). Stakeholders were also provided the opportunity to submit suggestions in regards to each goal via this survey. The DRAFT LCAP was posted on the Gustine Unified School District website in late-May. In early June a stakeholder meeting was held at the District Office to collect input regarding the DRAFT LCAP. East of the district's goals and actions were discussed and input was collected. Stakeholders were asked to write down any additional questions they had regarding the LCAP and submit those to the Superintendent so that he would respond to them in writing and post the responses on the District's website.	career ready" come in second with 86% strongly supportive and 14% somewhat supportive. Goal 4 "Create safe and welcoming learning environments where students are connected to their school," was third highest with 82% strongly supportive and 18% reporting somewhat supportive. Goal 1 "Increase student success in English Language Arts, math, science, social students, and literacy" reported 81% strongly supportive, 16% somewhat supportive, and 2% not supportive at all. Finally, Goal 2: "Recruit, hire, train and retain high-quality staff who are committed, collaborative, caring and exemplary," received the least amount of support with 77% strongly supportive, 14% somewhat supportive, and 4% not supportive at all. An average of 26% of responding stakeholders provided additional feedback/suggestions. Some of the suggestions included: continue to education parents on the use of the Aries grading system, provide more opportunities for community and district events for students, offer more classes in applicable career paths, we need more vocational classes, additional counselor at high school has been extremely effective, continued support of the AVID programs, and we need better playground supervision. The suggestions/feedback provided was used to revise the 2015-2016 plan. In some cases, the feedback provided support for continuing the planned actions/services while other feedback shined light on other possible actions and/or areas of concern.
Annual Update: Though-out the year, stakeholders were updated on the progress of the LCAP and also provided feedback on the current LCAP via School Site Council, ELAC/DLAC, District Administrative meetings, and School Board Meetings.	**Annual Update:** This information was used to refine the 2014-2015 LCAP. For example, Student Events was postponed until the 2015-16 year due to all of the other requirements of teachers such as new Common Core State Standards, implementation of new CCSS aligned curriculum and the implementation of effective instructional strategies to support CCSS.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil 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 the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

> The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."

> For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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 Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite 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 Education Code sections 42238.01 and subgroups as defined in 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 schoolsites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, 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?

GOAL 1:	Goal 1: Increase student success in English Language Arts, math, science, social studies, and literacy.	Related State and/or Local Priorities: 1 _ 2 X 3 _ 4 X 5 _ 6 _ 7 X 8 _ COE only: 9 _ 10 _ Local : Specify 1. All students can learn and succeed. 2. Every student in the district, regardless of gender, special needs, or social, ethnic, language or economic background has a right to a high-quality education that challenges the student to achieve to his/her fullest potential
Identified Need	Need: District-wide 58.9 % of students in Grades 3-11 are scoring below proficient in English Language Arts, while 64.7% Socioeconomically Disadvantages, 72% English Learners and 78.6% Students with Disabilities scored below proficient. District-wide 56.8% of students in Grades 3-11 are scoring below proficient in Mathematics, while 61.4% Socioeconomically Disadvantages, 66.1% English Learners and 83% Students with Disabilities scored below proficient. Metrics: • Performance standardized test • API • Share of EL that become English Proficient • EL reclassification rate • Implementation of CCSS • Other indicators of student performance in required areas of study. May include performance on other exams. Formula Survey	
Goal Applies to:	Schools: LEA Applicable Pupil Subgroups: ALL	

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	1.1 Performance on SMARTER Balanced Assessment will increase by 5%. API will increase to 750. Common Core aligned curricular materials will be evident in the classrooms as verified by walk-throughs. Implementation of instructional strategies will be evidenced through classroom observations. 1.2 Performance on SMARTER Balanced Assessment will increase by 5%. Increase the percent of EL students that become English proficient to 30% (less than 5 years) and 45% (5 years or more). Increase the percent of EL students meeting AMAO 1 to 65%. 1.3 Student performance will increase by 5% as measured by locally development benchmark assessments.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Adopt/purchase curriculum materials aligned to the Common Core State Standards (CCSS) in the areas of English Language Arts, and mathematics and provide trainings to support all teachers in the implementation of the CCSS.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$18,00 Additional Common Core aligned curriculum materials LCFF $49,000 Professional development (2 days per teacher) Title II $15,400 Increase substitute daily rate to help ensure there is sufficient classroom coverage to release teachers to attend professional development LCFF

			$4,500 Creation of a "Curriculum Council" that will be comprised of teachers. This council will review and make recommendations regarding curriculum adoptions. They will also develop and facilitate professional development. LCFF $15,000 Teacher on Special Assignment "Curriculum Council Coordinator" will facilitate and oversee the Curriculum Council LCFF $25,000 Development and training in the area of writing instruction LCFF $60,000 Reinstate Vice Principal (60%) at elementary level LCFF
1.2 Class size reduction	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$291,000 Continued funding of 4 teaching positions LCFF
1.3 Purchase instructional materials to support the implementation of Transitional Kindergarten	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	----------

1.1 Adopt/purchase curriculum materials aligned to the Common Core State Standards (CCSS) in the areas of English Language Arts, and mathematics and provide trainings to support all teachers in the implementation of the CCSS.	LEA	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	$2,000 Continued support for intervention curriculum LCFF $13,600 ($40 per student) As determined by each school site, increase reading and math intervention programs which may included, but not limited to, additional classroom support, the purchase of specific intervention curriculum, or tutoring support. LCFF $1,500 ($20 per student) Additional intervention funds provided to Romero Elementary. LCFF $2,500 Summer Enrichment Program LCFF
1.1 Adopt/purchase curriculum materials aligned to the Common Core State Standards (CCSS) in the areas of English Language Arts, and mathematics and provide trainings to support all teachers in the implementation of the CCSS.	LEA	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$22,050 College & Career Readiness Coordinator (30%) LCFF
1.1 Adopt/purchase curriculum materials aligned to the Common Core State Standards (CCSS) in the areas of English Language Arts, and mathematics and provide trainings to support all teachers in the implementation of the CCSS.	LEA	_ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$19,400 MFCC "Foster Youth Coordinator" (20%) LCFF $18,800 MFCC "Foster Youth Coordinator" Elementary (20%) LCFF
1.1 Adopt/purchase curriculum materials aligned to the Common Core State Standards (CCSS) in the areas of English Language Arts, and mathematics and provide trainings to support all teachers in the implementation of the CCSS.	LEA	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	$7,350 College and Career Readiness Coordinator (10%) LCFF
1.2 Class size reduction	LEA	_ All	$70,000 Special Day Class Teacher LCFF

		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Special Education	

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	1.1 Performance on SMARTER Balanced Assessment will increase by 5%. API will increase to 760. Common Core aligned curricular materials will be evident in the classrooms as verified by walk-throughs. Implementation of writing strategies will be evidenced through classroom observations. 1.2 Performance on SMARTER Balanced Assessment will increase by 5%. Increase the percent of EL students that become English proficient to 35% (less than 5 years) and 50% (5 years or more). Increase the percent of EL students meeting AMAO 1 to 70%. 1.3 Student performance will increase by 5% as measured by locally development benchmark assessments.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Adoption/purchase curriculum materials aligned to the Common Core State Standards (CCSS) in the areas of English Language Arts and mathematics and provide trainings to support all teachers in the implementation of the CCSS.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$18,00 Additional standards aligned curriculum materials LCFF $49,000 Professional development (2 days per teacher) LCFF $15,400 Continued funding of substitute daily rate increase to

			help ensure there is sufficient classroom coverage to release teachers to attend professional development LCFF $4,500 Continued funding of a "Curriculum Council" that will be comprised of teachers. This council will review and make recommendations regarding curriculum adoptions. They will also develop and facilitate professional development. LCFF $15,000 Continued funding of a Teacher on Special Assignment "Curriculum Council Coordinator" will facilitate and oversee the Curriculum Council LCFF $70,000 Reinstate Vice Principal (60%) at elementary level LCFF
1.2 Class size reduction	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$302,000 Continued funding of 4 teaching positions LCFF
1.3 Purchase instructional materials to support the implementation of Transitional Kindergarten	LEA	X All OR: _ Low Income pupils _ English Learners	----------

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.1 Adoption/purchase curriculum materials aligned to the Common Core State Standards (CCSS) in the areas of English Language Arts and mathematics and provide trainings to support all teachers in the implementation of the CCSS.	LEA	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	$2,000 Continued support for intervention curriculum LCFF $13,600 ($40 per student) As determined by each school site, increase reading and math intervention programs which may included, but not limited to, additional classroom support, the purchase of specific intervention curriculum, or tutoring support. LCFF $1,500 ($20 per student) Additional intervention funds provided to Romero Elementary. LCFF $2,500 Summer Enrichment Program LCFF
1.1 Adoption/purchase curriculum materials aligned to the Common Core State Standards (CCSS) in the areas of English Language Arts and mathematics and provide trainings to support all teachers in the implementation of the CCSS.	LEA	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$22,875 College & Career Readiness Coordinator (30%) LCFF
1.1 Adoption/purchase curriculum materials aligned to the Common Core State Standards (CCSS) in the areas of English Language Arts and mathematics and provide trainings to support all teachers in the implementation of the CCSS.	LEA	_ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$20,000 MFCC "Foster Youth Coordinator" (20%) LCFF $19,400 MFCC "Foster Youth Coordinator" Elementary (20%) LCFF
1.1 Adoption/purchase curriculum materials aligned to the Common Core State Standards (CCSS) in the areas of English Language Arts and mathematics and provide trainings to support all teachers in the implementation of the CCSS.	LEA	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth X Redesignated fluent English proficient	$7,625 College and Career Readiness Coordinator (10%) LCFF

		_ Other Subgroups: (Specify)	
1.2 Class size reduction	LEA	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Special Education	$75,000 Special Day Class Teacher continued

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	1.1 Performance on SMARTER Balanced Assessment will increase by 5%. API will increase to 790. Common Core aligned curricular materials will be evident in the classrooms as verified by walk-throughs. Implementation of writing strategies will be evidenced through classroom observations. 1.2 Performance on SMARTER Balanced Assessment will increase by 5%. Increase the percent of EL students that become English proficient to 40% (less than 5 years) and 55% (5 years or more). Increase the percent of EL students meeting AMAO 1 to 75%. 1.3 Student performance will increase by 5% as measured by locally development benchmark assessments.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Adoption/purchase curriculum materials aligned to the Common Core State Standards (CCSS) in the areas of English Language Arts and mathematics and provide trainings to support all teacher in the implementation of the CCSS.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth	$18,000 Additional standards aligned curriculum materials LCFF $49,000 Professional development (2 days per teacher) LCFF $15,400 Continued funding of substitute daily rate increase to

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	help ensure there is sufficient classroom coverage to releases teachers to attend professional development LCFF $4,500 Continued funding of a "Curriculum Council" that will be comprised of teachers. This council will review and make recommendations regarding curriculum adoptions. They will also develop and facilitate professional development LCFF $15,000 Continued funding of a Teacher on Special Assignment "Curriculum Council Coordinator" will facilitate and oversee the Curriculum Council. LCFF $80,000 Vice Principal (60%) at elelmentary level LCFF
1.2 Class size reduction	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$313,000 Continued funding of 4 teaching positions LCFF
1.1 Adoption/purchase curriculum materials aligned to the Common Core State Standards (CCSS) in the areas of English Language Arts and mathematics and provide trainings to support all teacher in the implementation of the CCSS.	LEA	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	$2,000 Continued support for intervention curriculum LCFF $13,600 ($0 per student) As determined by each school site, increase reading and math intervention programs which may include, not not limited to, additional classroom support, the purchase of specific intervention curriculum, or tutoring support. LCFF $1,500 ($20 per student) Additional intervention funds provided to Romero Elementary LCFF $2,500 Summer Enrichment Program LCFF
1.1 Adoption/purchase curriculum materials aligned to the Common Core State Standards (CCSS) in the areas of English Language Arts and mathematics and provide trainings to support all teacher in the implementation of the CCSS.	LEA	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$22,875 College and Career Readiness Coordinator (30%) LCFF
1.1 Adoption/purchase curriculum materials aligned to	LEA	_ All	$20,600 MFCC "Foster Youth Coordinator" (20%) LCFF

the Common Core State Standards (CCSS) in the areas of English Language Arts and mathematics and provide trainings to support all teacher in the implementation of the CCSS.		OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$20,000 MCFF "Foster Youth Coordinator" Elementary (20%) LCFF
1.1 Adoption/purchase curriculum materials aligned the Common Core State Standards (CCSS) in the areas of English Language Arts and mathematics and provide trainings to support all teacher in the implementation of the CCSS.	LEA	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	$7,900 College and Career Readiness Coordinator (10%) LCFF
1.2 Class size reduction	LEA	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Special Education	$80,000 Continue Special Day Class Teacher LCFF

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 2:	Goal 2: Recruit, hire, train and retain high-quality staff who are committed, collaborative, caring and exemplary.	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify 2. Every student in the district, regardless of gender, special needs, or social, ethnic, language or economic background has a right to a high-quality education that challenges the student to achieve to his/her fullest potential. 7. Early identification of student learning and behavioral difficulties contribute to student success. 8. Students and staff respond positively to high expectations and recognition for their accomplishments. 9. Continuous school improvement is necessary to meet the needs of students in a changing economy and society. 11. A highly skilled and dedicated staff has a direct and powerful influence on students' lives and learning. 15. Accountability for the district's programs and operations is shared by the entire educational community, with the ultimate accountability resting with the Board as the basic embodiment of representative government.
Identified Need :	Need: Due to the geographic location of the district, it is often difficult to recruit support staff, teachers, and substitutes. Teachers and support staff need additional training and support to fully implement the rigorous demands of Common Core State Standards. 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. Metrics: • Rate of teacher misassignment • Implementation of CCSS	

	• Student access to standards aligned instructional materials
Goal Applies to:	Schools: LEA
	Applicable Pupil Subgroups: ALL

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	2.1 Maintain 100% NCLB compliant Implementation of instructional strategies will be evidenced through classroom observations. 2.2 Common Core aligned curricular materials will be evident in the classrooms as verified by walk-throughs.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Attract and retain high quality staff.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$135,000 Continued funding LCFF (See Goal 1)Continued funding increased substitute daily rate to help ensure there is sufficient classroom coverage to release teachers to attend professional development LCFF
2.2 Provide on-going job embedded professional development and support	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(See Goal 1) Maintenance of "Curriculum Council" that will be comprised of teachers. This council will review and make recommendations regarding curriculum adoptions. They will also develop and facilitate professional

			development. LCFF (See Goal 1) Teacher on Special Assignment "Curriculum Council Coordinator" will facilitate and oversee the Curriculum Council LCFF (See Goal 1) Professional development (2 days per teacher) Title II
2.2 Provide on-going job-embedded professional development and suppor	LEA	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Special Education	$40,000 Reinstate Vice Principal (40%) Special Education Coordiantor LCFF
2.2 Provide on-going job embedded professional development and support	LEA	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	$2,000 ELD Standards/ Instructional Strategies professional development LCFF

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	2.1 Maintain 100% NCLB compliant Implementation of writing strategies will be evidenced through classroom observations. 2.2 Common Core aligned curricular materials will be evident in the classrooms as verified by walk-throughs.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Attract and retain high quality staff.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$135,000 Continued funding LCFF (See Goal 1)Continued funding increased substitute daily rate to help ensure there is sufficient classroom coverage to release teachers to attend professional development LCFF
2.2 Provide on-going job embedded professional development and support	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(See Goal 1) Continued funding of "Curriculum Council" that will be comprised of teachers. This council will review and make recommendations regarding curriculum adoptions. They will also develop and facilitate professional development. LCFF (See Goal 1) Continued funding of Teacher on Special Assignment "Curriculum Council Coordinator" will facilitate and oversee the Curriculum Council

			LCFF (See Goal 1) Professional development (2 days per teacher LCFF
2,2 Provide on-going job-embedded professional development and support	LEA	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Special Education	$45,000 Reinstate Vice Principal (40%) Special Education Coordiantor, continued
2.2 Provide on-going job embedded professional development and support	LEA	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	$2,000 ELD Standards/ Instructional Strategies professional development LCFF

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	2.1 Maintain 100% NCLB compliant Implementation of writing strategies will be evidenced through classroom observations. 2.2 Common Core aligned curricular materials will be evident in the classrooms as verified by walk-throughs.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Attract and retain high quality staff	LEA	X All OR: _ Low Income pupils _ English Learners	$135,000 Continued funding LCFF (See Goals 1) Continue funding increased substitute daily rate to help ensure there is sufficient classroom coverage to release teachers to attend professional development LCFF

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.2 Provide on-going job embedded professional development and support	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(See Goal 1) Continued funding of "curriculum Council" that will be comprised of teachers. This council will review and make recommendations regarding curriculum adoptions. They will also develop and facilitate professional development. LCFF (See Goal 1) Continued funding of Teacher on Special Assignment "Curriculum council Coordinator" will facilitate and oversee the Curriculum Council. LCFF (See Goal 1) Professional development (2 days per teacher) LCFF
2.2 Provide on-going job embedded professional development and support	LEA	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	$2,000 ELD Standards / Instructional Strategies professional development
2,2 Provide on-going job-embedded professional development and support	LEA	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Special Education	$50,000 Reinstate Vice Principal (40%) Special Education Coordiantor, continued LCFF

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 3:	Goal 3: Prepare students to be college and career ready.	Related State and/or Local Priorities: 1 _ 2 X 3 _ 4 X 5 X 6 _ 7 X 8 _ COE only: 9 _ 10 _ Local : Specify 3. The future of our nation and community depends on students possessing the skills to be lifelong learners and effective, contributing members of society

Identified Need :

Need:
Students are not ready for college after graduation, especially English Learners.

Graduation rate is 84.8%, however only 65.6% of English Learners graduate.
40.4% of 12th grade graduates are completing all courses required for UC and/or CSU entrance with only 28.1% of males and 40.4% females.

29% of 11th Graders taking the Early Assessment Program in English are "Ready for college/Ready for college-conditional."

51% of 11th Grades taking the Early Assessment Program in Mathematics are "Ready for college- conditional" with 0% "Ready for college."

Only 45 11th Graders took the Early Assessment Program in Mathematics. 24 of which were Socioeconomically Disadvantaged and only 1 English Learner.

Metrics:

- Share of students that are college and career ready
- Share of students that pass Advanced Placement exams with 3 or higher
- Share of students determined prepared for college by the Early Assessment Program
- Implementation of CCSS
- Share of students determined prepared for college by the Early Assessment Program
- Middle school dropout rates
- High school dropout rates
- High school graduation rates
- Student access and enrollment in all required areas of study

Goal Applies to:	Schools:	LEA
	Applicable Pupil Subgroups:	ALL

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	3.1 Increase the percent of students in ROP and Agricultural programs who pursue degrees and/or careers in related fields as measured by locally developed assessments. 3.2 Incorporation of Project-Based Learning and 21st Century Skills teaching methods will be evidenced through classroom observations. 3.3 45% of all graduating 12th graders will complete all courses required for UC and/or CSU entrance. 70% of students taking Early Assessment Program (EAP) for mathematics will score at the "Ready for College-Conditionally" level or above;45% of students taking Early Assessment Program (EAP) for English Language Arts will score at the "Ready for College-Conditionally" level or above. Increase the percent of students passing Advanced Placement exams with 3 or higher to 35%. Maintain middle school dropout rate of <5%. Decrease high school dropout rate to 5%. Increase high school graduation rate to 90%. 3.4 Increase students' abilities to use technology effective by 5% as determined by local assessment.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Offer students a wide variety of classes that support both college and career pathways.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$95,000 Maintenance of current ROP and Agricultural programs. LCFF
3.2 Provide materials and job-embedded professional development to content area teachers that supports the development of knowledge and skills needed by students for the 21st Century.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(See Goal 1) Standards aligned curriculum materials LCFF (See Goal 1) Professional development (2 days per teacher) Title II

			(See Goal 1)Development and training in the area of writing instruction LCFF
3.3 ensure that all students are meeting the a-g requirements and making the best choices for them regarding career and college pathways	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$44,100 Retain College and Career Readiness Coordinator 60% LCFF
3.4 Incorporate technology into the classroom.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$90,000 One on One Program: Edu-Academy Provides 10 classrooms with iPads/tablets/laptops for student use. LCFF

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	3.1 Increase the percent of students in ROP and Agricultural programs who pursue degrees and/or careers in related fields as measured by locally developed assessments. 3.2 Incorporation of Project-Based Learning and 21st Century Skills teaching methods will be evidenced through classroom observations. 3.3 50% of all graduating 12th graders will complete all courses required for UC and/or CSU entrance. 80% of students taking Early Assessment Program (EAP) for mathematics will score at the "Ready for College-Conditionally" level or above;55% of students taking Early Assessment Program (EAP) for English Language Arts will score at the "Ready for College-Conditionally" level or above. Increase the percent of students passing Advanced Placement exams with 3 or higher to 40%. Maintain middle school dropout rate of <5%. Decrease high school dropout rate to <5%. Increase high school graduation rate to >90%. 3.4 Increase students' abilities to use technology effective by 5% as determined by local assessment.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Offer students a wide variety of classes that support both college and career pathways	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$100,000 Maintenance of current ROP and Agricultural programs LCFF
3.2 Provide materials and job-embedded professional development to content area teachers that supports the development of knowledge and skills needed by students for the 21st Century.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(See Goal 1) Standards aligned curriculum materials LCFF (See Goal 1) Professional development (2 days per teacher) LCFF

3.3 Ensure that all students are meeting the a-g requirements and making the best choices for them regarding career and college pathways.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$45,750 Continued funding of College and Career Readiness Coordinator (60%) LCFF
3.4 Incorporate technology into the classroom.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$90,000 One on One Program: Edu-Academy Provides 10 classrooms with iPads/tablets/laptops for student use. LCFF

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	3.1 Increase the percent of students in ROP and Agricultural programs who pursue degrees and/or careers in related fields as measured by locally developed assessments. 3.2 Incorporation of Project-Based Learning and 21st Century Skills teaching methods will be evidenced through classroom observations. 3.3 60% of all graduating 12th graders will complete all courses required for UC and/or CSU entrance. 85% of students taking Early Assessment Program (EAP) for mathematics will score at the "Ready for College-Conditionally" level or above;60% of students taking Early Assessment Program (EAP) for English Language Arts will score at the "Ready for College-Conditionally" level or above. Increase the percent of students passing Advanced Placement exams with 3 or higher to 50%. Maintain middle school dropout rate of <5%. Decrease high school dropout rate to <5%. Increase high school graduation rate to >90%. 3.4 Increase students' abilities to use technology effective by 5% as determined by local assessment.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Offer students a wide variety of classes that support both college and career pathways.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$105,000 Maintenance of current ROP and Agricultural programs LCFF
3.2 Provide materials and job-embedded professional development to content area teachers that supports the development of knowledge and skills needed by students for the 21st Century.		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(See Goal 1) Standards aligned curriculum materials LCFF (See Goal 1) Professional development (2 days per teacher) LCFF

3.3 Ensure that all students are meeting the a-g requirements and making the best choices for them regarding career and college pathways.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$5,350 continued funding of College and Career Readiness Coordinator (60%) LCFF
3.4 Incorporate technology into the classroom	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$90,000 One-on-One Program: Edu-Academy provides 10 classrooms with iPads/tables/laptops for student use. LCFF

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 4:	Goal 4: Create safe and welcoming learning environments where students are connected to their schools.	Related State and/or Local Priorities: 1 X 2 _ 3 _ 4 _ 5 X 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify 4. A safe, nurturing environment is necessary for learning. 10. The diversity of the student population and staff enriches the learning experiences for all students.
Identified Need :	Needs: A significant amount of students do not feel deeply connected to their school. 33% of 7th Graders and 42% of 9th Graders reported that they did not feel there was a teacher who really cared about them at their school. District-wide truancy rates where "low" when compared to county and state levels, however one school had a truancy rate of almost 40%. Metrics: • Facilities in good repair • Chronic absenteeism rates • Student suspension rates • Student expulsion rates • School attendance rates • Other local measures	
Goal Applies to:	Schools: LEA Applicable Pupil Subgroups: ALL	

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	4.1 Decrease the number of Williams Act findings by 50%. 4.2 Decrease chronic absenteeism by 5%. Decrease the total number of suspensions to less than 90. Maintain expulsion rates of less than 5 per year. 4.3 Increase student participation in "Student Events" by 10%. 4.4 Decrease chronic absenteeism by 5%. Decrease the total number of suspensions to less than 90. Maintain expulsion rates of less than 5 per year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Provide regular maintenance and repair of school facilities to become Williams Act compliant.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$60,000 Provide regular maintenance and repair school facilities. LCFF
4.2 Provide more regularly available counseling and health services to students	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$77,600 Continued funding for MFCC Counselor (HS/ Middle School) 80% LCFF $23,000 Continued funding for increase Health Clerk time LCFF $25,500 Continued funding for increase School Nurse LCFF $75,200 Hire MFCC Counselor (Elementary) 80%

			LCFF
4.3 Provide opportunities for students to connect with their school through various "Student Events" such as Spelling Bee, Math Olympiad, Science Fair, Etc.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$3,000 Continued funding for stipends for teacher(s) to coach/organize various Student Events. LCFF
4.4 Provide School Resource Deputy to ensure the safety of students and staff	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$10,000 (Romero) Continued funding for School Resource Deputy to ensure the safety of students and staff. LCFF

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	4.1 100% Williams Act compliant. 4.2 Decrease chronic absenteeism by 5%. Decrease the total number of suspensions to less than 80. Maintain expulsion rates of less than 5 per year. 4.3 Increase student participation in "Student Events" by 10%. 4.4 Decrease chronic absenteeism by 5%. Decrease the total number of suspensions to less than 80. Maintain expulsion rates of less than 5 per year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Provide regular maintenance and repair of school facilities to become Williams Act compliant.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$60,000 Provide regular maintenance and repair school facilities. LCFF
4.2 Provide more regularly available counseling and health services to students	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$80,000 Continued funding for MFCC Counselor (HS/ Middle School) 80% LCFF $24,000 Continued funding for increase Health Clerk time LCFF $27,500 Continued funding for increase School Nurse LCFF $77,600 Continued funding for MFCC Counselor (Elementary)

			80% LCFF
4.3 Provide opportunities for students to connect with their school through various "Student Events" such as Spelling bee, Math Olympiad, Science Fair etc.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$3,000 Continued funding for stipends for teacher(s) to coach/organize various Student Events LCFF
4.4 Provide School Resource Deputy to ensure the safety of students and staff.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$10,000 (Romero) Continued funding for School Resource Deputy to ensure the safety of students and staff. LCFF

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes	4.1 100% Williams Act compliant. 4.2 Decrease chronic absenteeism by 5%. Decrease the total number of suspensions to less than 70. Maintain expulsion rates of less than 5 per year. 4.3 Increase student participation in "Student Events" by 10%. 4.4 Decrease chronic absenteeism by 5%. Decrease the total number of suspensions to less than 70. Maintain expulsion rates of less than 5 per year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Provide regular maintenance and repair of school facilities to become Williams Act compliant.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$60,000 Provide regular maintenance and repair school facilities LCFF
4.2 Provide more regularly available counseling and health services to students.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$82,400 Continued funding for MFCC Counselor (HS/Middle School) 80% LCFF $25,000 Continued funding for increase Health Clerk time LCFF $29,500 Continued funding for increase School Nurse LCFF $80,000 Continued funding for MFCC Counselor (Elementary) 80% LCFF
4.3 Provide opportunities for students to connect with	LEA	X All	$3,000 Continued funding for stipends for teacher(s) to

their school through various "Student Events" such as Spelling Bee, Math Olympiad, Science Fair, etc.		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	coach/organize various Student Events LCFF
4.4 Provide School Resource Deputy to ensure the safety of students and staff	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$10,000 (Romero) Continued funding for School Resource Deputy to ensure the safety of students and staff LCFF

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 5:	Goal 5: Engage parents, families and the community to support student success in school.	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify 5. Parents/guardians have a right and an obligation to participate in their child's schooling. 6. The ability of children to learn is affected by social, health, and economic conditions and other factors outside the classroom. 13. The community provides an essential resource to the educational program. 14. Effective communication with all stakeholders helps build support for the schools.
Identified Need :	Need: A very low percentage of parents attend/participate in school activities. Metrics: • Efforts to seek parent input • Promotion of parental participation	
Goal Applies to:	Schools: LEA Applicable Pupil Subgroups: All	

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	5.1 Increase the percent of parents attending school events by 5% as measured by informal counts/sign-in. 5.2 Increase the percent of parents attending school events by 5% as measured by informal counts/sign-in.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 Provide various ways for parents to monitor and support their student's academic progress and achievement.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No'Cost Provide parents training on AERIES so they can monitor their student's academic progress. LCFF (See Goal 4) Offer a variety of Student Events such as Spelling Bee, Math Olympiad, Science Fair, etc., where students are able to showcase their knowledge. LCFF
5.2 Provide resources/services to parents	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$500 Healthy Smiles (3x per year) LCFF $400 Parenting Classes LCFF
5.1 Provide various ways for parents to monitor and support their student's academic progress and achievement	LEA	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent	$5,000 Latino Family Literacy (Elementary) LCFF

		English proficient _ Other Subgroups: (Specify)	
5.1 Provide various ways for parents to monitor and support their student's academic progress and achievement	LEA	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	$500 Provide child care at school meetings to ensure all parents are able to attend regardless of child care responsibilities. LCFF $7,500 Provide a "Parent Liaison" to support in the translation of meetings and other school communications. LCFF

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	5.1 Increase the percent of parents attending school events by 5% as measured by informal counts/sign-in. 5.2 Increase the percent of parents attending school events by 5% as measured by informal counts/sign-in.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 Provide various ways for parents to monitor and support their student's academic progress and achievement	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No Cost Provide parents training on AERIES so they can monitor their student's academic progress. LCFF (See Goal 4) Offer a variety of Student Events such as Spelling Bee, Math Olympiad, Science Fair, etc., where students are able to showcase their knowledge. LCFF
5.2 Provide resources/services to parents	LEA	X All	$500 Healthy Smiles (3x per year) LCFF

		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$400 Public/Community Services Fair LCFF $400 Parenting Classes LCFF $5,000 Behavioral Management Parenting Class LCFF
5.1 Provide various ways for parents to monitor and support their student's academic progress and achievement	LEA	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$5,000 Latino Family Literacy (Elementary) LCFF
$5,000 Latino Family Literacy (Elementary)	LEA	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	$500 Provide child care at school meetings to ensure all parents are able to attend regardless of child care responsibilities. LCFF $7,500 Provide a "Parent Liaison" to support in the translation of meetings and other school communications. LCFF

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes	5.1 Increase the percent of parents attending school events by 5% as measured by informal counts/sign-in. 5.2 Increase the percent of parents attending school events by 5% as measured by informal counts/sign-in.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 Provide various ways for parents to monitor and support their student's academic progress and achievement	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth	No Cost Provide parents training on AERIES so they can monitor their student's academic progress LCFF

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(See Goal 4) Offer a variety of Student Events such as Spelling Bee, Math Olympiad, Science Fair, etc., where students are able to showcase their knowledge. LCFF
5.2 Provide resources/services to parents	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$500 Healthy Smiles (3x per year) LCFF $400 Parenting Classes LCFF
5.1 Provide various ways for parents to monitor and support their student's academic progress and achievement	LEA	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$5,000 Latino Family Literacy (Elementary) LCFF
5.1 Provide various ways for parents to monitor and support their student's academic progress and achievement	LEA	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	$500 Provide child care at school meetings to ensure all parents are able to attend regardless of child care responsibilities. LCFF $7,500 Provide a "Parent Liaison" to support in the translation of meetings and other school communications. LCFF

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 6:	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need:	
Goal Applies to: Schools:	
Applicable Pupil Subgroups:	

LCAP Year 1: 2015-2016			
Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

LCAP Year 2: 2016-2017			
Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

LCAP Year 3: 2017-2018			
Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 7:	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :	
Goal Applies to: Schools:	
Applicable Pupil Subgroups:	

LCAP Year 1: 2015-2016			
Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

LCAP Year 2: 2016-2017			
Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

LCAP Year 3: 2017-2018			
Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 8:		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :		
Goal Applies to:	Schools:	
	Applicable Pupil Subgroups:	

LCAP Year 1: 2015-2016			
Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

LCAP Year 2: 2016-2017			
Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

LCAP Year 3: 2017-2018			
Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 9:		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :		
Goal Applies to:	Schools:	
	Applicable Pupil Subgroups:	

LCAP Year 1: 2015-2016			
Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

LCAP Year 2: 2016-2017			
Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

LCAP Year 3: 2017-2018			
Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 10:		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :		
Goal Applies to:	Schools:	
	Applicable Pupil Subgroups:	

LCAP Year 1: 2015-2016			
Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

LCAP Year 2: 2016-2017			
Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

LCAP Year 3: 2017-2018			
Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

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 Education Code 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 schoolsites 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?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	Goal 1: Increase student success in English Language Arts, math, science, social studies, and literacy.	Related State and/or Local Priorities: 1 _ 2 X 3 _ 4 _ 5 _ 6 _ 7 _ 8 X COE only: 9 _ 10 _ Local : Specify 1. All students can learn and succeed. 2. Every student in the district, regardless of gender, special needs, or social, ethnic, language or economic background has a right to a high-quality education that challenges the student to achieve to his/her fullest potential
Goal Applies to:	Schools: LEA Applicable Pupil Subgroups: ALL	
Expected Annual Measurable Outcomes:	1.1 Establish baseline performance on SMARTER Balanced Assessment. API will increase from 727 to 738. Common Core aligned curricular materials will be reviewed, piloted, and purchases. All teachers will be trained on effective instructional strategies which support the implementation of the Common Core State Standards as evidenced by attendance. 1.2 Establish baseline performance on SMARTER Balanced Assessment. Increase the percent of EL students that become English proficient from 22.1% (less than 5 years) and 34.8% (5 years or more) to 25% and 40% respectively. Increase the percent of EL students meeting AMAO 1 from 50.3% to 60%.	Actual Annual Measurable Outcomes: 1.1 Baseline for SBAC will be released after the LCAP approval deadline. Common Core aligned curricular materials were reviewed, piloted, and purchased. Teachers participated in professional development focused on effective instructional strategies which support the implementation of Common Core Standards. 1.2 The percent of EL students that become English proficient decreased from 22.1% (less than 5 years) and 34.8% (5 years or more) to 12.2% and 28.8% respectively. The percent of EL students meeting AMAO 1 decreased from 50.3% to 45.6%. 1.3 Local benchmark baseline data for Transitional Kindergarten(TK) will not be available until after this cohort of TK students enter Kindergarten in the Fall 2015.

	1.3 Establish baseline of student performance using locally development benchmark assessments.		

LCAP Year: 2014-2015

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
1.1 Adopt/purchase curriculum materials aligned to the Common Core State Standards (CCSS) in the areas of English Language Arts and mathematics and provide trainings to support all teachers in the implementation of the CCSS.	$49,000 Professional development (2 days per teacher) focused on the implementation of CCSS LCFF $15,400 Increase substitute daily rate to help ensure there is sufficient classroom coverage to release teachers to attend professional development LCFF $4,500 Creation of a "Curriculum Council" that will be comprised of teachers. This council will review and make recommendations regarding curriculum adoptions. They will also develop and facilitate professional development. LCFF $15,000 Teacher on Special Assignment "Curriculum Council Coordinator" will facilitate and oversee the Curriculum Council LCFF	Teachers attended professional development, district wide provided by outside consultants and the Curriculum Council Coordinator. There were fewer unfilled substitute position on these days due to the increase in substitute pay. Curriculum Council met regularly as a district committee to review and plan the the implementation for Common Core.	
Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.2 Class size reduction	$280,000 4 new teaching positions	Four new teaching positions were added which allowed for smaller class	

	LCFF	sizes.	
Scope of Service | LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service | LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.3 Purchase instructional materials to support the implementation of Transitional Kindergarten	$12,000 TK instructional materials LCFF	Instructional materials were purchased and implemented in Transitional Kindergarten classes.	
Scope of Service | LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service | LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.1 Adopt/purchase curriculum materials aligned to the Common Core State Standards (CCSS) in the areas of English Language Arts and mathematics and provide training to support all teachers int he implementation of the CCSS.	$8,000 Purchase English Language Arts and mathematics intervention curriculum LCFF $13,600 ($40 per student) As determined by each school site, increase reading and math intervention programs which may included, but not limited to, additional classroom support, the purchase of specific intervention curriculum, or tutoring support. LCFF $1,500 ($20 per student) Additional	Each site developed a plan through their School Site Council. During the 2014-2015 school year, all sites purchased CCSS English Language Arts and/or mathematics intervention materials.	

	intervention funds provided to Romero Elementary. LCFF		
Scope of Service | LEA _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service | LEA _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.1 Adopt/purchase curriculum materials aligned to the Common Core State Standards (CCSS) in the areas of English Language Arts and mathematics and provide training to support all teachers int he implementation of the CCSS.	$21,225 College & Career Readiness Coordinator (30%) LCFF	The College and Career Readiness Coordinator monitor the progress of English Learners to ensure that they were maintaining their level of academic growth during the implementation of the new rigorous Common Core State Standards and curriculum. The College and Career Readiness Coordinator also provided training and support to teachers in regards to supporting English Learners in the classroom during the transition to CCSS.	
Scope of Service | LEA _ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service | LEA _ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

Scope of Service: LEA _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.1 Adopt/purchase curriculum materials aligned to the Common Core State Standards (CCSS) in the areas of English Language Arts and mathematics and provide training to support all teachers int he implementation of the CCSS.	$7,075 College and Career Readiness Coordinator (10%) LCFF	The College and Career Readiness Coordinator monitor the progress of Redesignated Fluent English Proficient (RFEP) students to ensure that they were maintaining their level of academic success during the implementation of the new rigorous Common Core State Standards and curriculum. The College and Career Readiness Coordinator also provided training and support to teachers in regards to supporting RFEP students in the classroom during the transition to CCSS.	
Scope of Service: LEA _ All OR: _ Low Income pupils _ English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA _ All OR: _ Low Income pupils _ English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions,	Much of the baseline data needed to do a full evaluation will not be available until after the LCAP has been adopted.		

services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	However, based upon the the data currently available, a major concern that arose was the decrease in the amount of students meeting the AMAO targets this past year. The 2015-2016 LCAP will continue to focus on all students with an emphasis on English Learners and Redesignated Fluent English Proficient students. Support will continue in the area of professional development for all teacher in the area of effective instructional strategies to support the implementation of Common Core State Standards (CCSS) and the new CCSS aligned curriculum. The 2015-2016 LCAP will also continue to support the College and Career Coordinator. This was a new position and, as with any new position, there is a learning curve and a refinement process of the position responsibilities. In addition to the continued professional development and purchase of CCSS aligned curriculum for English Language Arts and mathematics, professional development will be provided in the area of writing instruction to better support EL and RFEP students in 2015-2016. Beginning in June 2016, a Summer Enrichment Program will also be instituted with a focus on English Language Arts to provide intensive intervention instruction to the most at-risk students including EL and RFEP students.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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Original GOAL 2 from prior year LCAP:	Goal 2: Recruit, hire, train and retain high-quality staff who are committed, collaborative, caring and exemplary.	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify 2. Every student in the district, regardless of gender, special needs, or social, ethnic, language or economic background has a right to a high-quality education that challenges the student to achieve to his/her fullest potential. 7. Early identification of student learning and behavioral difficulties contribute to student success. 8. Students and staff respond positively to high expectations and recognition for their accomplishments. 9. Continuous school improvement is necessary to meet the needs of students in a changing economy and 11. A highly skilled and dedicated staff has a direct and powerful influence on students' lives and learning. 15. Accountability for the district's programs and operations is shared by the entire educational community , with the ultimate accountability resting with the Board as the basic embodiment of representative government.
Goal Applies to:	Schools: LEA Applicable Pupil Subgroups: ALL	
Expected Annual Measurable Outcomes:	2.1 Maintain 100% NCLB compliant All teachers will be trained on effective instructional strategies which support the implementation of the Common Core State Standards as evidenced by attendance.	Actual Annual Measurable Outcomes: Teachers attended professional development focused on effective instructional strategies which support the implementation of the Common Core State Standards and the new ELD Standards

2.2 Common Core aligned curricular materials will be reviewed, piloted, and purchases.	Common Core aligned materials were reviewed and purchases by each school site.

LCAP Year: 2014-2015

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
2.1 Attract and retain high quality staff.	$135,000 Increase base salary and provide on-going professional development and support LCFF (See Goal 1)Increase substitute daily rate to help ensure there is sufficient classroom coverage to release teachers to attend professional development LCFF	Base salary was increased, along with an increase in the daily substitute rate of pay on professional development days.	
Scope of Service LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.2 Provide on-going job embedded professional development and support.	(See Goal 1) Creation of a "Curriculum Council" that will be comprised of teachers. This council will review and make recommendations regarding curriculum adoptions. They will also develop and facilitate professional development. LCFF (See Goal 1) Teacher on Special Assignment "Curriculum Council Coordinator" will facilitate and oversee the Curriculum Council	A district-wide Curriculum Council was established and was facilitated by the Curriculum Council Coordinator. The team met regularly to review possible curriculum adoptions and develop a plan for implementing the CCSS and new curriculum. Teachers at all school sites were provided with multiple opportunities for on-going professional development related to the implementation of CCSS and effective instructional strategies to	

	LCFF (See Goal 1) Professional development (2 days per teacher) focused on the implementation of CCSS LCFF	support the new curriculum, as well as professional development in the area of ELD.	
Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.2 Provide on-going job embedded professional development support.	$2,000 ELD Standards/ Instructional Strategies professional development LCFF	Teachers received additional training and support regarding the implementation of the new ELD standards.	
Scope of Service: LEA _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Even with the increase in salary, some positions were difficult/ unable to fill. For example, one position was posted twice. It was declined by the top candidate both times. This position will need to be reevaluated next year to ensure that the rate of pay is aligned with the job description, as well as other comparable jobs. It is understood that due to Gustine's geographical location, some positions may always be more challenging to fill than others. The increase in substitute's daily rate on professional development days did seem to reduce the number of unfilled substitute positions on those days which allowed more teachers to attend the professional development on a regular basis. Overall attendance has improved in the district.		

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Original GOAL 3 from prior year LCAP:	Goal 3: Prepare students to be college and career ready.	Related State and/or Local Priorities: 1 _ 2 X 3 _ 4 X 5 X 6 _ 7 X 8 COE only: 9 _ 10 _ Local : Specify 3. The future of our nation and community depends on students possessing the skills to be lifelong learners and effective, contributing members of society
Goal Applies to:	Schools: _ LEA	
	Applicable Pupil Subgroups: ALL	

Expected Annual Measurable Outcomes:	3.1 Establish baseline data to determine the percent of students in ROP and Agricultural programs who then pursue degrees and/or careers in related fields. 3.2 Teachers will receive training in Project-Based Learning and the development of 21st Century Skills as evidenced by attendance. 3.3 40% of all graduating 12th graders will complete all courses required for UC and/or CSU entrance. 60% of students taking Early Assessment Program (EAP) for mathematics will score at the "Ready for College-Conditionally" level or above;35% of students taking Early Assessment Program (EAP) for English Language Arts will score at the "Ready for College-Conditionally" level or above. Increase the percent of students passing Advanced Placement exams with 3 or higher from 21% to 30%. Maintain middle school dropout rate of <5%. Decrease high school dropout rate to 10%. Increase high school graduation rate to 85%.	Actual Annual Measurable Outcomes:	3.1 Baseline data was established. Data from 2013-2014 indicate that 13 students who participated in an agricultural program are pursuing additional education or training in a related field, while 12 students are currently employed in a related agricultural occupation. 3.2 Teachers attended training on Project-Based Learning and the development of 21st Century Skills. 3.3 Current data regarding the percentage of 12th graders completing all courses required for UC and/or CSU entrance is not available. The more current data is from 2013-14. In 2011-2012 only 20.5% of 12th graders had completed the UC/CSU entrance requirements. in 2013-2014 33.7% of 12th graders had completed the UC/CSU requirements. With the addition of a 60% College and Career Readiness Coordinator it is anticipated that the percent of students completing the UC and/or CSU course requirements will show an increase once more current data is available. The same is true for EAP data. The most current data available is from 2013, prior to the 2014-2015 LCAP implementation. However, with the addition of a 60% College and Career Readiness Coordinator it is anticipated that the percent of students taking the EAP and the percent of students scoring at

	or above the level of "Ready for College-Conditionally" will increase. The most current data for Advanced Placement exams is from 2012-2013; prior to the 2014-2015 LCAP implementation. In 2012-13, 64% of students taking AP exams passes with scores of 3 or above (23 out of 36 exam takers). This is a increase of 43% over 2011-12 AP data. Data also indicated a 2% increase in the number of 11th/12th grade students taking AP exams in 2012-2013. It is anticipated, once again, that with the addition of the College and Career Coordinator, more students will be enrolling in AP classes and these percentages will continue to increase. Drop-out rate data indicates that drop-out rate decreased from almost 18% (2011-12) to less than 9% (2012-13) district-wide. It is anticipated that with the maintenance of ROP/Agricultural Programs and the addition of the College and Career Readiness Coordinator, fewer students will drop-out. Between 2011-12 and 2012-13 graduation rates also increased. In 2011-12, 82% of students graduated, while in 2012-13 91% of students graduated. This is an overall increase of 9%. Hispanic students showed an increase in graduation rates as well, increasing from 78% in 2011-12, to almost 90% in 2012-13; almost a 12% increase. Socioeconomically Disadvantaged students also show a 6% increase in graduation rates between 2011-12 and 2012-13.

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
3.1 Offer students a wide variety of classes that support both college and career pathways.	$89,955 Maintenance of current ROP and Agricultural programs. LCFF	ROP and Agricultural programs were maintained at current funding levels.	
Scope of Service: LEA X All OR:		Scope of Service: LEA X All OR:	

_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.2 Provide materials and job-embedded professional development to content area teachers that supports the development of knowledge and skills needed by students for the 21st Century.	$15,000 Professional development and materials that support the implementation of Project-Based Learning and the development of 21st Century Skills. LCFF (See Goal 1) Professional development (2 days per teacher) focused on the implementation of CCSS LCFF	Teachers received training on Project-Based Learning and 21st Century Skills. Teachers also participated in 2 days of professional development focused on effective instructional strategies to support the implementation of Common Core State Standards and the new CCSS aligned curriculum.	
Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.3 Ensure that all students are meeting the a-g requirements and making the best choices for them regarding career and college pathways.	$42,450 College and Career Readiness Coordinator 60% LCFF	College and Career Readiness Coordinator position was created. The College and Career Readiness Coordinator helped monitor student progress toward completing a-g requirements, as well as EAP and AP data analysis.	
Scope of Service: LEA X All OR:		Scope of Service: LEA X All OR:	

_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No major changes will be made due to the fact that most of the data currently available is not reflective of the changes implemented through the 2014-2015 LCAP. Additional professional development will be provided to teaching in the area of effective instructional strategies to support the implementation of CCSS. A One-on-One technology program will be added in 2015-16 LCAP to better prepare students for college and career pathways. The ROP and Agricultural programs will be maintained. As more data becomes available, it is possible that the ROP and Agricultural programs will be expanded, and new career pathway classes will be added.		

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Original GOAL 4 from prior year LCAP:	Goal 4: Create safe and welcoming learning environments where students are connected to their schools.	Related State and/or Local Priorities: 1 X 2 _ 3 _ 4 _ 5 X 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify 4. A safe, nurturing environment is necessary for learning. 10. The diversity of the student population and staff enriches the learning experiences for all students.
Goal Applies to:	Schools: LEA	
	Applicable Pupil Subgroups: ALL	

Expected Annual Measurable Outcomes:	4.1 Establish baseline data as measured/reported through Williams Act. 4.2 Establish baseline data regarding chronic absenteeism. Decrease the total number of suspensions to less than 100. Maintain expulsion rates of less than 5 per year. 4.3 Establish "Student Events" such as Spelling Bee, Math Olympiad, Science Fair, etc. 4.4 Establish baseline data regarding chronic absenteeism. Decrease the total number of suspensions to less than 100. Maintain expulsion rates of less than 5 per year.	Actual Annual Measurable Outcomes:	4.1 This was not addressed this year. It will be established in 2015-16. 4.2 In comparison to student attendance data from 2013-2014, student absenteeism has increased from 4.95% in 2013-14 to 5.66% in 2014-15. However, the number of suspensions and expulsions have decreased. 4.3 Not much was done toward this action and no evidence was collected. 4.4

LCAP Year: 2014-2015

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
4.1 Provide regular maintenance and repair of school facilities to become Williams Act compliant.		This action was not planned to be implemented until 2015-2016.	

Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4.2 Provide more regularly available counseling and health services to students.	$22,000 Increase Health Clerk time LCFF $24,000 Increase School Nurse time to one additional day per week LCFF	Positions were posted and the interview process was completed twice. The position was offered to the top candidate both times and each time it was declined.	
Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4.3 Provide opportunities for students to connect with their school through various "Student Events" such as Spelling Bee, Math Olympiad, Science Fair, etc.	$3,000 Stipends for teacher(s) to coach/organize various Student Events. LCFF	Students events did not occur throughout the district in a formalized fashion. This action is being moved to the 2015-2016 year.	
Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners		Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners	

_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4.4 Provide School Resource Deputy to ensure the safety of students and staff.	$10,000 (Romero) LCFF	Additional School Resource Deputy was provided to Romero Elementary.	
Scope of Service: Romero Elementary X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Romero Elementary X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal 4 proved to be the most challenging of all of the goals. Most of the data available at this time remained the same, not showing any major increases or decreases. The challenge of finding someone willing to accept the position of Health Clerk requires additional reflection and refinement. Possibly a closer look at the alignment of job responsibilities with salary. Filling specialized or part-time positions in Gustine is difficult partially due to the geographical location of Gustine Unified. Creating Student Events district-wide also proved to be a challenge partially due to the fact that teachers were not willing to take on the role of coach/organizer this year. Teachers were being asked to take on many new challenges this year including more rigorous Common Core State Standards; review, pilot, and implement new curriculum; and attend various professional development training focused on effective instructional strategies to support the implementation of Common Core State Standards such as Project-Based Learning and 21st Century skills in addition to the new ELD standards. It is believed that in 2015-16, teachers will be more familiar with Common Core State Standards and the curriculum and be more willing to take on coaching/organizing more Student Events. The District is going to attempt to hire an 80% MFCC Counselor to be split between the high school and middle school and a second 80% MFCC Counselor to be shared between the elementary schools. This may prove to be challenging as well as the Health Clerk position proved to be challenging this year.

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Original GOAL 5 from prior year LCAP:	Goal 5:Engage parents, families and the community to support student success in school.	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify 5. Parents/guardians have a right and an obligation to participate in their child's schooling. 6. The ability of children to learn is affected by social, health, and economic conditions and other factors outside the classroom. 13. The community provides an essential resource to the educational program. 14. Effective communication with all stakeholders helps build support for the schools.
Goal Applies to:	Schools: LEA	
	Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	5.1 Establish baseline data regarding the percent of parents attending school events as measured by informal counts/sign-in. 5.2 Establish baseline data regarding the percent of parents attending school events as measured by informal counts/sign-in.	Actual Annual Measurable Outcomes:	Minimal data was collected, so no real baseline was established.

LCAP Year: 2014-2015

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
5.1 Provide various ways for parents to monitor and support their student's academic progress and achievement.	No Cost Provide parents training on AERIES so they can monitor their student's academic progress. LCFF (See Goal 4) Offer a variety of Student Events such as Spelling Bee, Math Olympiad, Science Fair,	Parents were given a brief overview of AERIES at Back-to-School at each individual school site. The implementation of Student Events has been moved to 2015-2016.	

	etc., where students are able to showcase their knowledge. LCFF		
Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
5.2 Provide resources/services to parents	$500 Healthy Smiles (3x per year) LCFF $400 Public/Community Services Fair LCFF $400 Parenting Classes LCFF $5,000 Behavioral Management Parenting Class LCFF	Individual school sites offered various resources to parents throughout the year as outlined in their individual Site Plans approved through their School Site Councils.	
Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
5.1 Provide various ways for parents to monitor and support their student's academic progress and achievement	$5,000 Latino Family Literacy (Elementary) LCFF	Individual elementary school sites incorporated Family Literacy into their Site Plans which were approved by their School Site Councils.	

Scope of Service: LEA _ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LCFF _ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
5.1 Provide various ways for parents to monitor and support their student's academic progress and achievement	$500 Provide child care at school meetings to ensure all parents are able to attend regardless of child care responsibilities. LCFF $7,500 Provide a "Parent Liaison" to support in the translation of meetings and other school communications.	Child care and a "Parent Liaison" who translated as needed, was provided at meetings and other school functions. The Parent Liaison also translated district and school communications to be sent home.	
Scope of Service: LEA _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The actions outlined in the LCAP 2014-15 will continue in 2015-2016. In 2015-2016, a more formalized and frequent parents training in the use of AERIES will be scheduled to help parents better understand the system and be able to monitor/support their students' academic progress.		

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Original GOAL 6 from prior year LCAP:		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: Applicable Pupil Subgroups:	
Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:
LCAP Year: 2014-2015		
Planned Actions/Services		Actual Actions/Services
	Budgeted Expenditures	Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		

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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 7 from prior year LCAP:		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: Applicable Pupil Subgroups:	
Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:
LCAP Year: 2014-2015		
Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services / Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		

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Original GOAL 8 from prior year LCAP:		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools:	
	Applicable Pupil Subgroups:	
Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:
LCAP Year: 2014-2015		
Planned Actions/Services		Actual Actions/Services
	Budgeted Expenditures	Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		

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Original GOAL 9 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools:		
	Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:	
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 10 from prior year LCAP:		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: Applicable Pupil Subgroups:	
Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:
LCAP Year: 2014-2015		
Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services / Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, 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 pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	$

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

	%

Gustine Unified's MPP for 2015-2016 is 14%. The district will provide additional curricular materials, support staff, and services to support low-income, English Learners and foster youth students across the district. Intervention curriculum in the areas of math and English Language Arts will be purchased and implemented with an emphasis on English Learners. Additional funding will be provided to each school site based on the number of qualifying students at that school. Each school site will determine how to best use these funds to meet the needs of their students by providing addition support through instructional aides, tutoring, and/or by purchasing additional intervention programs/curriculum. Teachers will continue to receive professional development specifically addressing the new ELD Standards and key instructional strategies to support English Learners. The College and Career Readiness Coordinator position will continue to be funded. Thirty percent of the College and Career Readiness Coordinator's time will be dedicated to working with English Learners. An additional 10 percent of the College and Career Readiness Coordinator's time will be dedicated to supporting redesignated fluent English proficient students. Two, 80% MFCC positions will be added in 2015-2016; one at the secondary level and one at the elementary level. The district will continue to provide a "Parent Liaison" who will provide translation at meetings and translate other school communications. In June 2016, a Summer Enrichment Program will be implemented to support low income, English Learner, foster youth, and re-designated fluent English proficient students. The MPP 14% will be met by the district through providing additional intervention and curricular materials, added support staff, and additional support for parents.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Funding Sources						

Total Expenditures by Object Type						
Object Type	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types						

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	All Funding Sources						

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, 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 California Code of Regulations, title 5, 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).

01-13-15 [California Department of Education]

GUSTINE UNIFIED SCHOOL DISTRICT

Meeting of the Board of Trustees
MEETING DATE:
June 24, 2015

AGENDA ITEM TITLE: Budget Adoption for School Year 2015/16

AGENDA SECTION: Action

PRESENTED BY: Dr. Ronald Estes, Superintendent

SUMMARY:

The Board held a public hearing on June 17, 2015 and received community input on the proposed budget for School Year 2015/16. The final budget will be presented to the Board for adoption.

FISCAL IMPACT: District Budget

BUDGET CATEGORY: All Funds

RECOMMENDATION: Approve

GUSTINE
UNIFIED SCHOOL DISTRICT

Preparing students for the future...Today!

2014-2015 Estimated Actuals, 2015-16 Adopted Budget & 2016-2018 Multi-Year Projections

Governing Board of Trustees

2014-2015

Pat Rocha, President
Linetta Borrelli, Clerk
Crickett Brinkman, Trustee
Ernie Longoria, Trustee
Loretta Rose, Trustee

Dr. Ronald J. Estes
Superintendent

The following report represents Gustine Unified School District's Adopted Budget for 2015-2016. This report includes the District's financial and operational revenues, expenditures and all necessary disclosures commencing July 1, 2015.

The Executive Summary consolidates the most important financial information for the Board of Trustees. The Executive Summary consists of: a Narrative, Budget, Ending Balances & Reserves, Budget Assumptions/Highlights, and Enrollment Projections. In addition, detailed budget information and additional supplemental reporting are also available for further reference.

Below you will find the first part of the Executive Summary, it is the General Fund Combined (Unrestricted & Restricted) Budget with totals by category for the 2014-15 Estimated Actuals, 2015-16 Adopted Budget, and projections for the two subsequent years, 2016-17 and 2017-18. Over the 4 years we see steady growth and stability in revenues and expenses. This results in the elimination of deficit spending for all 3 years and results in strong growth to the ending fund balance.

Gustine Unified School District
Multi-Year Projections - 2014-2018
2015-2016 Adopted Budget

FINAL

EXECUTIVE SUMMARY

General Fund-Combined	2014-2015 ESTIMATED ACTUALS	2015-2016 ADOPTED BUDGET	2016-2017 PROJECTED	2017-2018 PROJECTED
REVENUE				
LCFF Revenue	$ 13,847,090	$ 16,029,559	$ 16,717,470	$ 17,275,818
Federal Revenue	1,409,024	1,041,137	1,041,137	1,041,137
Other State Revenue	929,182	1,997,824	947,778	971,283
Other Local Revenue	397,288	134,648	134,648	134,648
Total Revenue	**$ 16,582,584**	**$ 19,203,168**	**$ 18,841,033**	**$ 19,422,886**
EXPENSES				
Certificated Salaries	$ 7,201,422	$ 7,497,858	$ 7,629,600	$ 7,761,351
Classified Salaries	2,010,502	2,127,498	2,150,657	2,173,816
Employee Benefits	3,081,523	3,151,351	3,344,667	3,597,985
Books & Supplies	1,765,532	1,731,879	1,675,176	1,387,055
Services & Other Operating Expenditures	2,252,839	2,305,482	2,363,119	2,272,197
Capital Outlay	321,488	489,663	283,222	290,302
Other Outgo	794,348	798,496	795,214	801,981
Direct Support/Indirect Costs	(39,116)	(39,116)	(40,094)	(41,096)
Total Expenses	**$ 17,388,538**	**$ 18,063,111**	**$ 18,201,561**	**$ 18,243,591**
Excess/(Deficiency) before Other Financing Sources	$ (805,954)	$ 1,140,057	$ 639,472	$ 1,179,295
OTHER FINANCING SOURCES & USES				
Transfers Out	(192,697)	(192,697)	(192,697)	(192,697)
	$ -	$ -	$ -	$ -
NET INCREASE/(DECREASE) IN FUND BALANCE	**$ (998,651)**	**$ 947,360**	**$ 446,775**	**$ 986,598**
BEGINNING FUND BALANCE	$ 2,734,309	$ 1,735,658	$ 2,683,018	$ 3,129,793
ENDING FUND BALANCE	**$ 1,735,658**	**$ 2,683,018**	**$ 3,129,793**	**$ 4,116,391**

The next part of the Executive Summary shows fund balances for 2014-15 Est. Actuals, 2015-16 Adopted Budget and two subsequent years. This first green section represents the totals for the Unrestricted funds that are in the General Fund. The numbers show the increase/decrease to the fund balance after revenues, expenses, and transfers/contributions have been totaled. The projections indicate there would be deficit spending in 2014-15 but it is eliminated in 2015-16 and all following years with strong growth to the ending fund balance. The deficit spending in 2014-15 is temporary as the additional LCFF revenue grows and closes the funding gap that districts have been battling for the past several years.

Gustine Unified School District
Multi-Year Projections - 2014-2018
2015-2016 Adopted Budget

FINAL

EXECUTIVE SUMMARY

GENERAL FUND	2014-2015 ESTIMATED ACTUALS	2015-2016 ADOPTED BUDGET	2016-2017 PROJECTED	2017-2018 PROJECTED
UNRESTRICTED				
NET INCREASE/(DECREASE) IN FUND BALANCE	($821,463)	$1,159,728	$542,993	$1,185,640
BEGINNING FUND BALANCE	2,048,533	1,227,070	2,386,798	2,929,791
ENDING FUND BALANCE	$1,227,070	$2,386,798	$2,929,791	$4,115,431
GENERAL FUND DESIGNATIONS				
Reserve for Economic Uncertainties - Dollars	$808,502	$1,550,100	$2,578,065	$3,763,705
Reserve for Economic Uncertainties - Percent	4.60%	8.49%	14.02%	20.41%
Assigned for Site & Other Designations	418,568	351,726	351,726	351,726
LCFF One-Time Funding		484,972		

The sections below shows the same information described above, but for the Restricted funds. The deficit spending projected in the budget for all of the years below is usual for restricted funds. Restricted fund balances are for carry-over funds that usually need to be spent the following year. This is reflected in the gradual reduction to the ending fund balance.

RESTRICTED				
NET INCREASE/(DECREASE) IN FUND BALANCE	($177,188)	($212,367)	($96,218)	($199,043)
BEGINNING FUND BALANCE	685,776	508,588	296,221	200,003
ENDING FUND BALANCE	$508,588	$296,221	$200,003	$960
GENERAL FUND DESIGNATIONS				
Legally Restricted	$508,588	$296,221	$200,003	$960

This next section below shows the combined totals for Unrestricted and Restricted funds, representing the total General Fund. As noted previously, there is deficit spending projected for the first year below, but the deficit is eliminated in all the following 3 years as the LCFF funding increases.

The other significant thing to note are reserve levels. For the 2014-15 Estimated Actuals our reserves increase to 4.60% (previously 4.02% at 2nd Interim). The reserves show steady growth in all the subsequent years, at 8.49% for the 2015-16 Adopted Budget, and 14.02% and 20.41% thereafter. It is strongly recommended to have a reserve that exceeds the 3% state required minimum reserve, which for our district averages $545,000 over the 4 years . This 3% reserve amount is only just over half of our average monthly payroll, currently at approximately $915,000 and growing. As we move forward with growth in funding, we should also seek to strengthen our reserves to ensure the fiscal stability of our district. This stability will prepare the district to respond to volatile financial times, such as California school districts have experienced in the past.

Gustine Unified School District
Multi-Year Projections - 2014-2018
2015-2016 Adopted Budget

FINAL

EXECUTIVE SUMMARY

GENERAL FUND	2014-2015 ESTIMATED ACTUALS	2015-2016 ADOPTED BUDGET	2016-2017 PROJECTED	2017-2018 PROJECTED
UNRESTRICTED & RESTRICTED COMBINED				
NET INCREASE/(DECREASE) IN FUND BALANCE	**($998,651)**	**$947,360**	**$446,775**	**$986,598**
BEGINNING FUND BALANCE	2,734,309	1,735,658	2,683,018	3,129,793
ENDING FUND BALANCE	**$1,735,658**	**$2,683,018**	**$3,129,793**	**$4,116,391**
GENERAL FUND DESIGNATIONS				
Reserve for Economic Uncertainties - Dollars	**$808,502**	**$1,550,100**	**$2,578,065**	**$3,763,705**
Reserve for Economic Uncertainties - Percent	**4.60%**	**8.49%**	**14.02%**	**20.41%**
Assigned for Site & Other Designations	418,568	351,726	351,726	351,726
LCFF One-Time Funding		484,972		
Legally Restricted	508,588	296,221	200,003	960
UNDESIGNATED FUND BALANCE	**$ -**	**$ -**	**$ -**	**$ -**
Minimum Reserve Requirement @ 3%	**$527,437**	**$547,674**	**$551,828**	**$553,089**

2015-16 Adopted Budget Reserve Disclosure

District: Gustine Unified School District
CDS #: 24-73619

Adopted Budget
2015-16 Budget Attachment
Balances in Excess of Minimum Reserve Requirements

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

Form	Fund	2015-16 Budget	Objects 9780/9789/9790
01	General Fund/County School Service Fund	$2,386,796.72	Form 01
17	Special Reserve Fund for Other Than Capital Outlay Projects	$150,180.44	Form 17
	Total Assigned and Unassigned Ending Fund Balances	$2,536,977.16	
	District Standard Reserve Level	5%	Form 01CS Line 10B-4
	Less District Minimum Reserve for Economic Uncertainties	$912,790.39	Form 01CS Line 10B-7
	Remaining Balance to Substantiate Need	$1,624,186.77	

Reasons for Fund Balances in Excess of Minimum Reserve for Economic Uncertainties

Form	Fund	2015-16 Budget	Description of Need
01	General Fund/County School Service Fund	$351,726.00	Assigned for Site Designations
01	General Fund/County School Service Fund	$484,972.00	Assigned for LCFF 1x funding
01	General Fund/County School Service Fund	$637,308.33	Assigned for District Uncertainties to protect against state revenue volatility
17	Special Reserve Fund for Other Than Capital Outlay Projects	$150,180.44	
	Total of Substantiated Needs	$1,624,186.77	

Remaining Unsubstantiated Balance	**$0.00**	**Balance should be Zero**

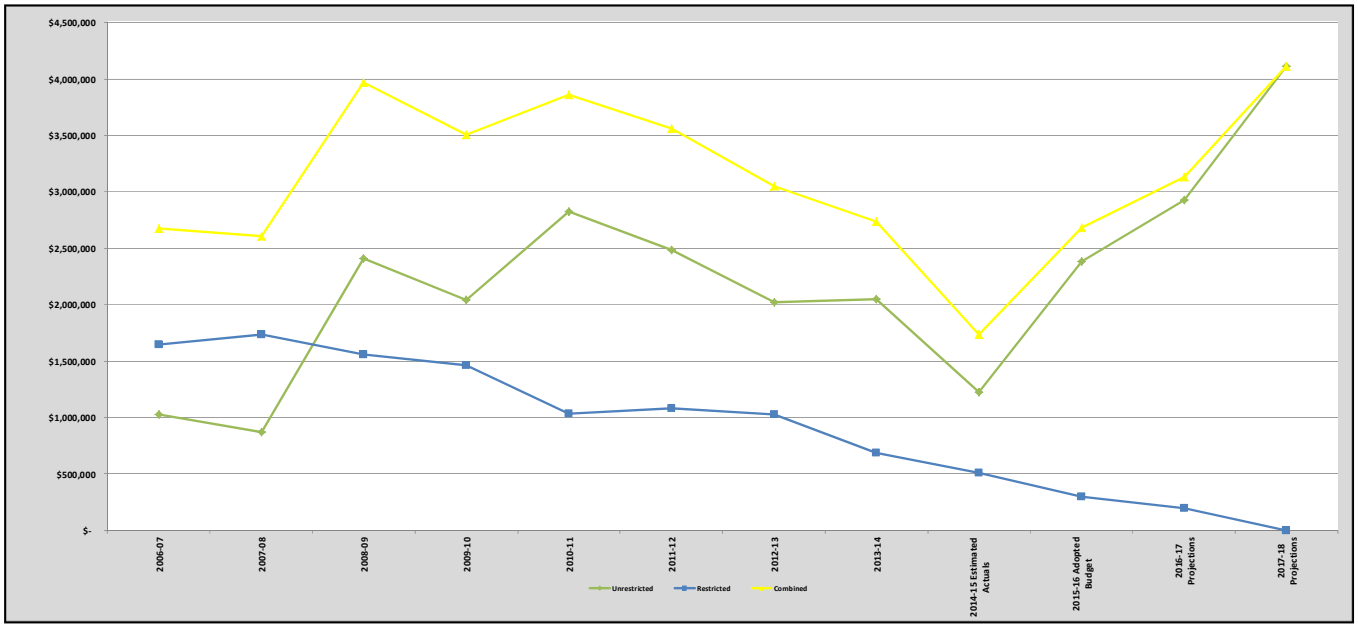
Education Code Section 42127 (d)(1) requires a county superintendent to either conditionally approve or disapprove a school district budget if the district does not provide for EC 42127 (a)(2)(B) public review and discussion at its public budget hearing.

The amounts that follow are the projected ending balances for Fund 17. The district plans to continue building this fund for potential facility needs. This can help comply with Williams requirements, as it is one of the state priorities of the LCAP.

FUND 17 SPECIAL RESERVES DEDSIGNATIONS	2014-2015 ESTIMATED ACTUALS	2015-2016 ADOPTED BUDGET	2016-2017 PROJECTED	2017-2018 PROJECTED
Assigned for Facilities	$100,095	$150,180	$200,265	$250,350
Projected District Reserve-General Fund & Fund 17	5.17%	9.31%	15.10%	21.77%

The chart and graph below illustrate our historical fund balances and demonstrate our ability to remain fiscally solvent as we worked together during the most difficult financial times, with the use of federal stimulus and one-time relief funding. Again, now that we are seeing increases to LCFF funding, we should also continue to strengthen our financial position because the past has demonstrated great 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 Estimated Actuals	$ 1,227,070	$ 508,588	$ **1,735,658**
2015-16 Adopted Budget	$ 2,386,798	$ 296,221	$ **2,683,019**
2016-17 Projections	$ 2,929,791	$ 200,003	$ **3,129,794**
2017-18 Projections	$ 4,115,431	$ 960	$ **4,116,391**



The Budget Assumptions and Highlights below are what drive the numbers in the budget projections. It is very important to be aware of this because if we change the assumptions, then the budget projections change.

ASSUMPTION For 2015-2016 Adopted Budget:

One of the most significant changes to 2015-16 vs. 2014-15 is the increase of $2,182,469 to the Local Control Funding Formula (LCFF) revenue. This increase is mostly due to increased GAP funding by the State, illustrated in red below. This is according to the Governor's May Revise State Budget proposal to accelerate the 8 year plan of fully funding LCFF. Other changes include revisions to revenue and expense projections and projected salary increases. Budget additions are detailed on the next page. It is important to also note that $1,064,972 of 1x LCFF funding is included in 2015-16. This funding is intended to provide 2 years of funding for locally determined needs, as detailed on page 9. Overall, these changes increased the Combined General Fund Balance by $947,360.

For future years, additional adjustments are included in the projections, such as STRS/PERS rate increases. Budgeted expenses are also aligned with the actions and services that are detailed in the Local Control Accountability Plan (LCAP). The LCAP was updated for the 2015-16 year with the opportunity for staff, parent, and community involvement. The budgetary impact of these updates are included in the 2015-2016 Adopted Budget and subsequent years.

BUDGET ASSUMPTIONS / HIGHLIGHTS	2014-2015 ESTIMATED ACTUALS	2015-2016 ADOPTED BUDGET	2016-2017 PROJECTED	2017-2018 PROJECTED
Enrollment/ADA Projections				
District CBEDS Enrollment (Actual/*Projected*)	1,863	*1,868*	*1,873*	*1,867*
LCFF ADA	1754.79	*1772.87*	*1777.58*	*1771.93*
LCFF, COLA & CPI Projections				
LCFF Funding	**$13,847,090**	**$16,029,559**	**$16,717,470**	**$17,275,818**
LCFF: COLA	0.850%	1.02%	1.600%	2.48%
LCFF: GAP Funding Rate	**29.970%**	**53.080%**	**37.400%**	**36.740%**
LCFF: Supplemental & Concentration Funding Rate (EL's & F&R students	77.68%	75.67%	71.74%	71.69%
State Categorical COLA	0.850%	1.020%	1.600%	2.480%
California Consumer Price Index Per SSC Projections	1.80%	2.10%	2.50%	2.50%
STRS Employer Rates	8.880%	10.730%	12.580%	14.430%
PERS Employer Rates	11.771%	11.847%	13.050%	16.600%
LCAP Actions				
STRS/PERS rate increases		$ 150,000	$ 170,000	$ 230,000
Other Adjustments				
Special Education Program Cost Increase & District Contribution Increase		$ 10,208	$ (5,907)	$ 4,224
MCOE transfer for District referred ADA		$ 4,148	27,616	$ 1,135

2015-16 Budget Additions

- $65,000 1 additional teacher at Romero
- $130,000 2 additional teachers at GHS
- $9,000 1 addt'l Special Ed Aide at GMS
- $109,115 1 VP at GES (includes Special Ed Director duties for District Wide)
- $54,023 0.5 FTE to fully fund Teacher on Special Assignment – District Wide
- $114,000 1 FTE Psychologist/Counselor
- $45,000 Part-time Speech Aide
- $44,830 .5 FTE for HR Specialist at DO & re-class .5 FTE HR Clerk (= 1 FTE)
- $44,600 1 FTE Secretary (ASB & Maint)
- $8,000 Additional CSEA restorations
- $10,000 increase to GHS Athletics Budget
- $8,000 to GATE program

TOTAL: $641,568

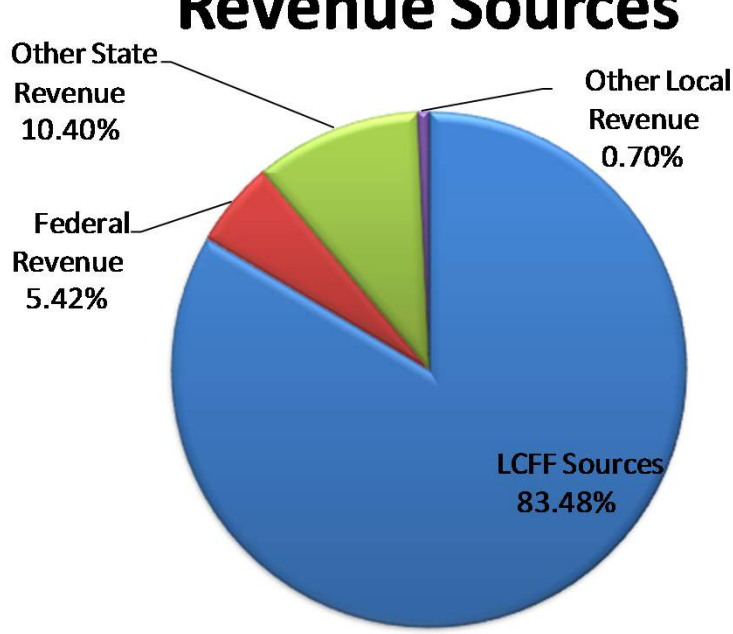
2015-16 LCFF 1x Funds

- $1,064,972 Projected Revenue to spend over 2 years

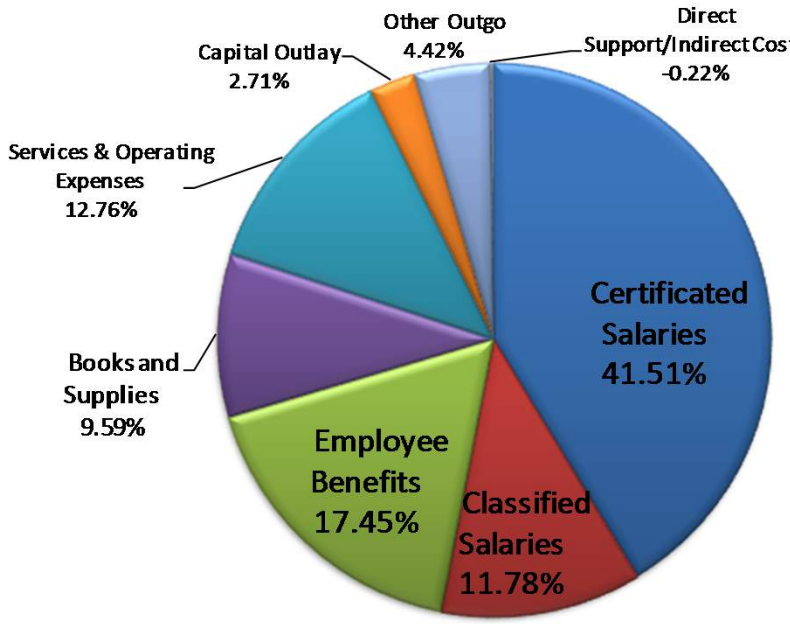
- Budgeted in 2015-16:
  - $100,000 Common Core
  - $50,000 BTSA Teacher Induction
  - $100,000 State of Art Classroom Technology
  - $100,000 Math Adoption
  - $200,000 Technology Infrastructure
  - $30,000 No Bully – GMS & GHS
- $580,000 Total Budgeted 15-16

- $484,972 Remaining for 16-17

2015-2016 Adopted Budget Revenue & Expenses



The Local Control Funding Formula makes up 83.5%, or $16M, of the Revenue in 2015-2016



Salaries & Benefits make up 71%, or $12.8M, of the Expenses in 2015-2016

As we move forward into planning for the new year, we are aware that our most important asset is our staff, and in turn they are the largest part of the budget. An ongoing increase of 4% recently approved for all staff salaries is included in 2014-15 and all subsequent years. As a point of reference, a 1% salary increase is detailed and highlighted in green below for each employee group. Also included for all years are the costs of Step & Column Increases to all staff, an average of $173,000/year over each of the next 3 years.

	2014-2015	2015-2016	2016-2017	2017-2018
Step & Column Increases Included				
Certificated Teachers	**$109,086**	**$138,082**	**$138,607**	**$138,617**
Classified Staff	**39,639**	**24,109**	**24,109**	**24,109**
Administrators & Confidential/Management Staff	**15,258**	**15,502**	**15,502**	**15,502**
TOTAL	**$163,983**	**$177,692**	**$178,217**	**$178,228**

Cost of Projected 1% Salary Increase (2015-16)	2015-2016
Certificated Teachers	$67,431
Classified Staff	20,584
Administrators & Confidential/Management Staff	19,001
TOTAL	$107,016

The following schedule represents a comparison for all Governmental Funds from the 2014-15 Estimated Actuals Fund Balances to the 2015-16 Adopted Budget Balances.

Several of the Fund balances show large changes in percentage, however, the dollar amount changes are not very large.

However, a large change that did take place was the addition of Fund 21 to account for Bond funds.

ALL FUNDS: FUND BALANCE COMPARISONS

	2014-15 Estimated Actuals	2015-16 Adopted Budget	% Change
FUND 01 - General Fund	$1,735,658	$2,683,018	54.58%
FUND 11 - Adult Education	$47,303	$26,393	-44.20%
FUND 13 - Cafeteria	$94,062	$11,885	-87.36%
FUND 14 - Deferred Maintenance	$200,650	$151,671	-24.41%
FUND 17 - Special Reserves	$100,095	$150,180	50.04%
FUND 21 - Building Fund (Bond)	$3,968,291	$2,468,291	-37.80%
FUND 25 - Capital Facilities	$435,299	$442,299	1.61%
FUND 35 - School Facilities	$282	$3,382	1098.78%
FUND 40 - Special Reserve for Capital Outlay	$36,104	$36,504	1.11%
FUND 56 - Debt Service Fund	$0	$0	0.00%

The following graph shows 7 years of actual enrollment and projections. The actual enrollment numbers, for the first 4 years, reflect our enrollment at the time of CBEDS reporting to the state, which is measured in October. The successive 3 years are projections of our enrollment based on a graduating movement by grade and a conservative Kindergarten enrollment. Average daily attendance (ADA) is also included in the bottom section. For 2014-15 ADA is showing a decrease of 2% vs. 2013-14. This is a large decrease for the district and is currently being reviewed to find areas that can be addressed and improved. The district will continue the Attendance Awareness Campaign to monitor and promote student attendance.

Enrollment Actuals & Projections for Gustine (as of 5/19/15)

Grades		2011-2012 Oct 2011 CBEDS Actuals	2012-2013 Oct 2012 CBEDS Actuals	2013-2014 Oct 2013 CBEDS Actuals	2014-2015 Oct 2014 CBEDS Actuals	*Projected 2015-2016 CBEDS*	*Projected 2016-2017 CBEDS*	*Projected 2017-2018 CBEDS*
Kindergarten		124	145	138	166	*140*	*140*	*140*
1st Grade		144	133	128	126	*166*	*140*	*140*
2nd Grade		119	144	133	129	*126*	*166*	*140*
3rd Grade		133	124	144	144	*129*	*126*	*166*
4th Grade		133	146	119	148	*144*	*129*	*126*
5th Grade		149	136	144	117	*148*	*144*	*129*
6th Grade		139	152	144	150	*117*	*148*	*144*
7th Grade		135	143	157	148	*150*	*117*	*148*
8th Grade		129	128	146	159	*148*	*150*	*117*
9th Grade		145	135	146	160	*159*	*148*	*150*
10th Grade		123	141	131	146	*160*	*159*	*148*
11th Grade		115	124	142	135	*146*	*160*	*159*
12th Grade		136	108	118	135	*135*	*146*	*160*
Total Enrollment	*Actuals*	1724	1759	1790	1863			
	Projected					*1868*	*1873*	*1867*
Increase (Decrease) in Enrollment		(11)	35	31	73	*5*	*5*	*(1)*
P-2 ADA	*Actuals*	1630.33	1649.85	1707.33	1739.37			
	Projected 94.18%	94.57%	93.79%	95.38%	93.36%	*1759.29*	*1764.00*	*1758.35*
	County/NPS ADA	15.10	13.02	13.06	*15.42*	*15.42*	*15.42*	*15.42*
	LCFF ADA (formerly Rev Limit)	1654.15	1662.87	1720.39	*1754.79*	*1772.87*	*1777.58*	*1771.93*
Increase (Decrease) in LCFF (RL) ADA		2.87	8.72	57.52	*34.40*	*18.08*	*22.79*	*(0.94)*

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,

Lizett Aguilar, CBO

Dr. Ronald J. Estes, Superintendent

GUSTINE UNIFIED SCHOOL DISTRICT

Meeting of the Board of Trustees
MEETING DATE:
June 24, 2015

AGENDA ITEM TITLE: Resolution 2014/15-10 Authorizing End of Year Budget Transfers

AGENDA SECTION: Action/Resolution

PRESENTED BY: Dr. Ronald Estes, Superintendent

SUMMARY:

Education Code Section 42601 provides that at the close of any school year, the County Superintendent may, with the consent of the Governing Board, make such transfers as are necessary to permit the payment of obligations of the district incurred during the school year. The Board is asked to pass the resolution authorizing such end of year budget transfers.

FISCAL IMPACT:

BUDGET CATEGORY:

RECOMMENDED ACTION: Pass Resolution

BEFORE THE GOVERNING BOARD
OF THE
GUSTINE UNIFIED SCHOOL DISTRICT
MERCED COUNTY, CALIFORNIA

IN THE MATTER OF
AUTHORIZING END OF YEAR
BUDGET TRANSFERS **RESOLUTION #2014/15-10**

WHEREAS, Education Code Section 42601 provides that at the close of any school year, the County Superintendent of Schools may, with the consent of the Governing Board of a school district previously given, make such transfers as are necessary to permit the payment of obligations of the district incurred during such school year, and

WHEREAS, it is the desire of the majority of this Board that the County Superintendent of Schools be authorized to make such transfers as are necessary to balance any expenditure classification of the budget of the district for the 2014/15 school year.

NOW, THEREFORE, BE IT RESOLVED, that the County Superintendent be, and is hereby, authorized to make such budget transfers as may be necessary to permit the payment of obligations of the Gustine Unified School District ineurred during the 2014/15 school year.

The foregoing Resolution was adopted at a regular meeting of the Governing Board of the Gustine Unified School District held on June 24, 2015, by the following votes:

AYES: _____

NOES: _____

ABSTAIN: _____

ABSENT: _____

Signed: _____
Linetta Borrelli, Clerk

GUSTINE UNIFIED SCHOOL DISTRICT

Meeting of the Board of Trustees
MEETING DATE:
June 24, 2015

AGENDA ITEM TITLE: Education Protection Account, Resolution #2014/15-11

AGENDA SECTION: Action/Resolution

PRESENTED BY: Dr. Ron Estes, Superintendent

SUMMARY:

Pursuant to Article XIII, Section 36 of the California Constitution, school districts, county offices of education and community college districts are required to determine how the moneys received from the Education Protection Account (EPA) are spent in the school or schools within its jurisdiction. Resolution No. 2014/15-11 fulfills the spending determinations requirement and a budget report with revenues and expenditures is also provided.

FISCAL IMPACT: $2,194,867 2015/16
$2,100,260 2014/15

BUDGET CATEGORY: **Education Protection Account**

RECOMMENDED ACTION: Approve

BEFORE THE GOVERNING BOARD
OF THE
GUSTINE UNIFIED SCHOOL DISTRICT
MERCED COUNTY, CALIFORNIA

RESOLUTION REGARDING THE
EDUCATION PROTECTION ACCOUNT RESOLUTION NO. 2014/15-11

WHEREAS, the voters approved Proposition 30 on November 6, 2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(c) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the Governing Board of the Gustine Unified School District;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the Governing Board of the Gustine Unified School District bas determined to spend the monies received from the Education Protection Act as attached.

DATED: June 24, 2015

_____
Board Member, Pat Rocha, President

_____
Board Member, Linetta Borrelli, Clerk

_____
Board Member, Ernie Longoria

_____
Board Member, Crickett Brinkman

_____
Board Member, Loretta Rose

Budgeted Revenue and Expenditures through: June 30, 2016
For Fund 01, Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	
LCFF/Revenue Limit Sources	8010-8099	2,194,867.00
Federal Revenue	8100-8299	
Other State Revenue	8300-8599	
Other Local Revenue	8600-8799	
All Other Financing Sources and Contributions	8900-8999	
Deferred Revenue	9650	
TOTAL AVAILABLE		2,194,867.00
EXPENDITURES AND OTHER FINANCING USES	**Function**	
(Functions 1000-7999)	**Codes**	
Instruction	1000-1999	2,194,867.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	
AU of a Multidistrict SELPA	2200	
Instructional Library, Media, and Technology	2420	
Other Instructional Resources	2490-2495	
School Administration	2700	
Pupil Services		
Guidance and Counseling Services	3110	
Psychological Services	3120	
Attendance and Social Work Services	3130	
Health Services	3140	
Speech Pathology and Audiology Services	3150	
Pupil Testing Services	3160	
Pupil Transportation	3600	
Food Services	3700	
Other Pupil Services	3900	
Ancillary Services	4000-4999	
Community Services	5000-5999	
Enterprise	6000-6999	
General Administration	7000-7999	
Plant Services	8000-8999	
Other Outgo	9000-9999	
TOTAL EXPENDITURES AND OTHER FINANCING USES		2,194,867.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

Expenditures through: June 30, 2015
For Fund 01, Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	
LCFF/Revenue Limit Sources	8010-8099	2,100,260.00
Federal Revenue	8100-8299	
Other State Revenue	8300-8599	
Other Local Revenue	8600-8799	
All Other Financing Sources and Contributions	8900-8999	
Deferred Revenue	9650	
TOTAL AVAILABLE		2,100,260.00
EXPENDITURES AND OTHER FINANCING USES	**Function**	
(Functions 1000-7999)	**Codes**	
Instruction	1000-1999	2,100,260.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	
AU of a Multidistrict SELPA	2200	
Instructional Library, Media, and Technology	2420	
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School Administration	2700	
Pupil Services		
Guidance and Counseling Services	3110	
Psychological Services	3120	
Attendance and Social Work Services	3130	
Health Services	3140	
Speech Pathology and Audiology Services	3150	
Pupil Testing Services	3160	
Pupil Transportation	3600	
Food Services	3700	
Other Pupil Services	3900	
Ancillary Services	4000-4999	
Community Services	5000-5999	
Enterprise	6000-6999	
General Administration	7000-7999	
Plant Services	8000-8999	
Other Outgo	9000-9999	
TOTAL EXPENDITURES AND OTHER FINANCING USES		2,100,260.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

GUSTINE UNIFIED SCHOOL DISTRICT

Meeting of the Board of Trustees
MEETING DATE:
June 24, 2015

AGENDA ITEM TITLE: 2015-16 Consolidated Application

AGENDA SECTION: Action

PRESENTED BY: Dr. Ronald Estes, Superintendent

SUMMARY:

Board approval is requested for the attached 2015-16 Application for Funding.
This is the annual Consolidated Application for Categorical Programs, including Title I, II, and III. 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 $790,715 for 2015/16

BUDGET CATEGORY: General Fund: Title I, II, and III

RECOMMENDED ACTION: Approve

California Department of EDUCATION

CONSOLIDATED APPLICATION AND REPORTING SYSTEM (CARS)

Gustine Unified (24 73619 0000000)

2015-16 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: 06/24/2015 (ex. 04/30/2012)

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)

The ConApp will be reviewed at the DELAC meeting on 10/14/15

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)**: ESEA Sec. 1111 et seq. SACS 3010	○ No ◉ Yes
Title I Part D (Delinquent): ESEA Sec. 1401 SACS 3025	◉ No ○ Yes
* **Title II Part A (Teacher Quality)**: ESEA Sec. 2101 SACS 4035	○ No ◉ Yes
* **Title III Part A Immigrant**: ESEA Sec. 3102 SACS 4201	○ No ◉ Yes
* **Title III Part A LEP**: ESEA Sec. 3102 SACS 4203	○ No ◉ Yes

Last Saved: Lizett Aguilar (GustineConAp), 6/18/2015 12:03 PM, Draft

Save Return to List

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

GUSTINE UNIFIED SCHOOL DISTRICT

Meeting of the Board of Trustees
MEETING DATE:
June 24, 2015

AGENDA ITEM TITLE: GHS Student Handbook

AGENDA SECTION: Action

PRESENTED BY: Dr. Ron Estes, John Petrone

SUMMARY:

The 2015/2016 GHS Student Handbook is presented for approval. Changes and/or revisions to last year's versions are highlighted.

FISCAL IMPACT: None

BUDGET CATEGORY: None

RECOMMENDATION: Approve

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Gustine High School
Student Handbook
2015-2016

Phone: (209) 854-6414 Fax: (209) 854-1955
501 North Ave. Gustine, CA 95322

THE MISSION

The Mission of Gustine High School is:

Preparing Students for the Future . . . Today.

THE VISION

As the educational center of our community, Gustine High School provides a safe, orderly, and supportive environment which offers challenging and equitable opportunities for all students; fosters academic achievement of all students while developing vocational and interpersonal skills required for success in a rapidly changing and technological world; instills a strong work ethic and respect for the community effort while preparing students for active and productive roles in society as adults; and promotes individual dignity, integrity, and respect for diversity.

THE VALUES

Education: a lifelong process of learning through active involvement
Responsibility: acceptance for learning, actions, behavior; self-discipline
Mutual Respect: consideration for others
Integrity: honesty, ethics, credibility, straight talk
Excellence: high academic standards, quality, doing one's best.

BOARD OF TRUSTEES

Ernie Longoria – Trustee
Crickett Brinkman – Trustee
Lettie Borelli – Board Clerk
Pat Rocha- President
Loretta Rose- Trustee

ADMINISTRATION

DISTRICT

Bill Morones ..... Superintendent
Cindy Martin ..... Superintendent's Secretary
Lizett Aguilar ..... Fiscal Analyst/Business Manager
Patricia King ..... Personnel
Marisol Juarez ..... Human Resources
Hugo Luna ..... Business Services

GUSTINE HIGH SCHOOL

John Petrone ..... Principal
Adam Cano ..... Assistant Principal
Mary Lee Hellner ..... Director of Student Services
Sara Gomez ..... Secretary
Andrea Verdin ..... Attendance Clerk

GUSTINE HIGH SCHOOL BELL SCHEDULES

2015-2016

REGULAR SCHEDULE

Period 1	7:50	8:53
Period 2	8:57	10:00
Nutri Break	10:00	10:10
Period 3	10:14	11:17
Period 4	11:21	12:24
Lunch	12:24	12:54
Period 5	12:58	2:01
Period 6	2:05	3:07

MINIMUM DAY

Period 1	7:50	8:27
Period 2	8:31	9:08
Nutri Break	9:08	9:18
Period 3	9:22	9:59
Period 4	10:03	10:40
Period 5	10:44	11:20
Period 6	11:24	12:00
Lunch	12:00	12:30

EARLY RELEASE

Period 1	7:50	8:41
Period 2	8:45	9:36
Nutri Break	9:36	9:46
Period 3	9:50	10:41
Period 4	10:45	11:36
Lunch	11:36	12:06
Period 5	12:10	1:01
Period 6	1:05	1:55

AM RALLY DAY

Period 1	7:50	8:45
Period 2	8:49	9:44
Rally	9:44	10:29
Nutri Break	10:29	10:39
Period 3	10:43	11:38
Period 4	11:42	12:38
Lunch	12:38	1:08
Period 5	1:12	2:07
Period 6	2:12	3:07

PM RALLY DAY

Period 1	7:50	8:45
Period 2	8:49	9:44
Nutri Break	9:44	9:54
Period 3	9:58	10:53
Period 4	10:57	11:53
Lunch	11:53	12:23
Period 5	12:27	1:23
Period 6	1:27	2:23
Rally	2:27	3:07

WELCOME

The Gustine High School staff, faculty, and students have created this handbook to provide students and parents with important information about "campus life" at GHS.

It is important for students and their parents to familiarize tbemselves witb our school campus and policies/procedures and the many curricular and extra-curricular opportunities available to all members of our student body. We encourage students to take advantage of the numerous activities that are offered througbout the year. It's every student's responsihility to get involved.

Teachers, administrators and ASB officers are here to assist and support all students' academic and extra-curricular endeavors.

Students' high school experiences are unique and special, so we encourage all students to do their absolute best at creating a memorahle and productive experience. Remember these three principles to live by:

- **Study hard**
- **Laugh often**
- **Keep your Honor**

Enjoy a great year – GHS Staff and Administration

HOME-SCHOOL CONNECTION

Parents, students, and schools work together to ensure the success of all students. When everyone – parents, students, and school staff – takes responsibility and ownership for quality education, all students can reach their highest potential. The Home/School Connection fosters communication among all stakeholders: the community, school, parents, and students.

Students will be responsible for:

1. Mastering the knowledge and skills needed to successfully meet graduation requirements and career goals;
2. Completing all class assignments to the best of their ability;
3. Attending school/teacher tutorials to prepare for an upcoming test, to make up any tests or projects, or to receive extra help;
4. Completing homework daily;
5. Reading at least 20 minutes four times a week outside the classroom;
6. Showing respect to all adults and peers, respect for property;
7. Following all school and class rules;
8. Coming to class on time, every day;
9. Asking for help from an adult at school when needed;
10. Giving parents accurate reports, on a weekly basis, about progress in school.

Gustine High School District and Staff will be responsible for:

1. Providing a safe, orderly, learning environment;
2. Providing quality curriculum, which meets state guidelines and appropriately challenges all students;
3. Providing instruction, which involves all students in the learning process.
4. Establishing and maintaining learning performance goals and assisting students in reaching these goals;
5. Providing after-school tutorials so that students can master materials to maintain passing grades;
6. Continuing on-going planning, review, and improvement of school activities and programs which reinforce student learning, character, leadership development, and athletic ability;
7. Informing parents and students of school rules and classroom expectations;
8. Providing regular progress reports regarding student achievement to parents;
9. Working with parents as a partner in assisting students in achieving high academic progress, setting appropriate goals, and promoting student citizenship and responsibility;
10. Providing two-way communication between home and school and making home contacts as needed.

Parents will be responsible for:

1. Ensuring that their son/daughter studies/reads for at least one hour, five days a week;
2. Checking homework to ensure completion of assignments;
3. Requiring son/daughter to attend school unless ill; and to avoid needless checkouts;
4. Reinforcing school rules and expectations at home;
5. Helping show how education relates to a future career;
6. Praising son/daughter for what he/she is doing right;
7. Working with son/daughter to set realistic goals for areas of improvement;
8. Contacting school staff as needed regarding any and all concerns;
9. Stressing the value and excitement of learning.

The **community** is urged to be responsible for:

1. Advocating high academic, social, and behavioral standards for students;
2. Encouraging student academic achievement and regular school attendance;
3. Providing a safe, healthy, and nurturing community environment;
4. Maintaining a supportive community infrastructure;
5. Providing adequate fiscal support;
6. Lobbying local and state governmental entities for fiscal and legislative support of our local schools;
7. Presenting exemplary adult role models for our youth.

Gustine High School Fight Song

Sons

Sons of the Gustine Reds,
Fight for your alma mater.
Fight for the fame of the Gustine name,
Undaunted forge ahead,
Fight! Fight! Fight!
Hearts that are brave and true,
Down with the foe's proud hue,
Shoulder to shoulder,
Fight and win,
Sons of the Gustine Reds.

GUSTINE HIGH SCHOOL MISSION STATEMENT

The mission of Gustine High School is to graduate students with the academic, technological, and social skills needed to become responsible and productive citizens. Students will be taught grade-level curriculum every day that is effectively delivered, aligned to Common Core State Standards within a Safe environment.

GUSTINE UNIFIED SCHOOL DISTRICT BELIEF STATEMENTS

The mission of the Gustine Unified School District:

Preparing students for the future... today!

BELIEF STATEMENTS

1. We believe that high expectations yield high results.
2. We believe that every individual is unique, has worth, and has the right to be free from discrimination.
3. We believe all students can learn and achieve.
4. We believe that learning is a life-long process.
5. We believe that everyone has the right to a safe, secure, and well maintained environment.
6. We believe that encouragement, enthusiasm and motivation are essential for success.
7. We believe that honesty, integrity, hard work, and perseverance are cornerstones of good character.
8. We believe that the partnership of schools, parents and community enriches society.
9. We believe that excellence in education is essential to our country's democracy.
10. We believe in the value of cultural diversity.

STUDENT ID CARDS AND AERIES PHOTOS

Each student will be given and ID card free of charge at the beginning of the school year and must carry the card during the school day and at all other school sponsored activities. Students must present their ID cards upon request by any staff member. Replacement cards will be available for a nominal charge. Students who enroll in school during the school year must obtain a student ID card upon enrolling. Students, who do not have photos in the Aeries Database System, will be notified immediately to make arrangements for a photo to be taken and uploaded into the system. This is a mandatory requirement safety issue and must be complied with.

STUDENT EXPECTATIONS

Gustine High School students are expected to exemplify good conduct and classroom behavior. These behaviors are expected at all activities, on or off campus. If a student violates the good conduct standards of Gustine High School, disciplinary measures will be taken.

STATE LAW AND GUSTINE HIGH SCHOOL REGULATIONS FORBID:

- Caused, attempted, or threatened physical injury to another person
- Possessed, sold or otherwise furnished firearms, knives, explosives or any other dangerous items
- Possess, used sold, furnished or under the influence of any controlled substance
- Offered, arranged or negotiated to sell any controlled substance
- Committed or attempted to commit robbery or extortion
- Caused or attempted to damage school and or private property
- Stolen or attempted to steal school and or private property
- Possessed or used tobacco or any other nicotine products
- Committed an obscene act or engaged in profanity or vulgarity
- Possessed or offered, arranged or negotiated to sell any drug paraphernalia
- Defied the valid authority of any or all school personnel
- Possessed an imitation firearm
- Committed or attempted sexual assault
- Harassed, threatened or intimidated a student who is a complaining witness in a school disciplinary proceeding
- Engaged in or attempted hazing
- Engaged in an act of bullying by means of an electronic act(or any other method)
- Public display of affection (PDA)

Students are forbidden to engage in any violation of the above mentioned regulations and any others contained within this handbook and or any other GUSD official policy document.

SEXUAL ORIENTATION HARASSMENT AND DISCRIMINATION

Definition: Sexual orientation harassment and discrimination are unwelcome sexual advances, request for sexual favors, and or verbal, visual or physical conduct of a sexual nature made by someone from or in the educational setting. In general the following conduct is considered sexual harassment and is prohibited in the Gustine Unified School District:

1. Unwelcome leering (staring), sexual flirtations or propositions
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions.
3. Graphic verbal comments about n individual's body, or overly personal conversation
4. Sexual jokes, stories, drawings, photos, pictures, or gestures

5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominately single sex class
7. Touching an individual's body or clothes in a sexual way
8. Cornering or blocking the movements of another (captive audience)
9. Displaying sexually suggestive objects in the educational environment

COMPLAINT PROCESS

Any student who feels that he/she is being or has been subjected to sexual harassment or other types of threats, harassment, bullying, hazing, etc., must immediately contact school officials. School officials cannot address and or prevent potential problems (or be held responsible) if they are not made aware of these issues. Complaining students and witnesses identities will be strictly protected whenever and wherever possible.

CIVIL RIGHTS COMPLIANCES

The GHS assures that all Vocational Education Program/Services are established and maintained in accordance with the Vocational Education Act of 1984, Federal Register, California State Plan for Vocational and the State of California Education Code and Administrative Code, Title 5, Education. The District further assures that all Vocational Programs and Services are in compliance with Titles VI and VII of the Civil Rights Act of 1964, the California Fair Employment Practices Act, the Chapter 4 (Commencing with Section 30) Division 1 of Title 5, California Administrative Code. Form HEW441, a statement of compliance with Title VI of the Civil Rights Act of 1964, has been filed with California State Department of Education. The District further assures that Vocational Education Programs/Services are in compliance with Title IX (Non-discrimination) on the Basis of Sex of the Educational Amendments of 1972.

The District assures that Programs/Services for handicapped persons enrolled in Vocational Education are in compliance with Education for all Handicapped Children Act, Section 613 (a) (2).

Complaints Against Specific Categorical Programs: Parents, students, and guardians have the right to file a written complaint against specific state and federal programs operated by the district for alleged violation of state and federal law under GHS Policy. Complaints are to be submitted in writing to the Coordinator of Categorical Programs, 1500 Meredith Ave. Gustine 95322. If dissatisfied with the District's decision on the formal complaint, the decision may be appealed within fifteen (15) days of the district's written decision to the State Superintendent of Public Instruction, Attn: Complaint Process Management Services Unit, California Department of Education, P.O. Box 944272, Sacramento 94244-2720. In addition, there may be civil law remedies available. Review and appeal procedures concerning complaints are described in Section 4650, 4652, and 4671 of the California Code of Regulations, Uniform Complaint Procedure. Complainants who believe that the District has discriminated against them on the basis of race, color, national origin, sex, handicap, or age may file a complaint

with any of the following agencies: (1) The Department of Fair Employment and Housing, 30 Van Ness Avenue, Suite 3000, San Francisco 94102. A complaint must be filed with DFEH with 12 months from the date of the incident. After a complaint is filed, the DFEH has one year to investigate the complaint. (2) The Federal Office of Civil Rights, 50 United Nations Plaza, Room 239, San Francisco 94102. A complaint must be filed with OCR within 180 calendar days of the date of the alleged discrimination, unless the time for filing is extended by OCR for good cause.

EQUAL ACCESS AND AFFRIMATIVE ACTION

The Executive and Legislative branches of the United States government have enacted laws and issued directives affirming their intent to protect and grant equal opportunity to all employees and students. The federal government has enacted and enforced laws regarding the equality of employment and equality of opportunity in education. Therefore, the Board of Education reaffirms its policy to ensure equal educational opportunity for all students and to prohibit discrimination because of sex, race, color, creed, religion, ancestry, national origin, social or economic status, handicap or disability in the educational programs and activities, not limited to hut including, coarse offerings, vocational education, athletic programs, guidance and counseling, tests and procedures, parenthood and marital status through an intensive affirmative action program which shall be in integral part of every aspect of educational policies and programs to be maximum extent possible.

Applicants for admission and employment, students, parents, employees, sources of referral of applications for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the GUSD are hereby notified that this District does not discriminate on the basis of race, color, national origin, sex, age or handicap in admission or access to or treatment or employment in its programs and activities.

GUIDANCE DEPARTMENT

The Guidance Department offers a comprehensive student services program. Major program components include student registration and scheduling; communication with parents; testing services; career, post-secondary and college advisement; group and individual counseling; and information on sexual harassment.

The Career Center offers additional services including SAT, ACT information; scholarship and financial aid advisement and career/college information. Information regarding the ROP program is also available in the Career Center. Representatives from colleges, universities, the armed forces, and technical schools make presentations throughout the year.

Graduation Requirements

Required Courses

English	4 years	40 credits
Science	2 years	20 credits
Mathematics	2 years	20 credits
Class of 2019 – 3 years – 30 credits		
	Must be equal to Algebra I and passed CAHSEE	
Physical Education	2 years	20 credits
Health	1 semester	5 credits
Modern World History	1 year	10 credits
U.S. History	1 year	10 credits
American Government	1 semester	5 credits
Economics	1 semester	5 credits
Fine Art or Foreign Language	1 year	10 credits

Total Required Credits	155 Credits
Total Elective Credits	65 Credits

1 semester = 5 credits

- The CAHSEE (California High School Exit Exam) is given for the first time in the second semester of your sophomore year. You will also have two attempts to pass in your junior year and three in your senior year to pass.
- Students are required to have a minimum of three solids every year. Courses considered solids are, Social Sciences, Math, Science, English, or Foreign Language.

Class of 2016	12^{th} graders required credits = 220
Class of 2017	11^{th} graders required credits = 220
Class of 2018	10^{th} graders required credits = 220
Class of 2019	9^{th} graders required credits = 220

CSU & UC Subject Requirements

"a-g" Subjects

"a" History/Social Science: 2 years required
One year of US History and one year of World History

"b" English: 4 years required

"c" Mathematics: 3 years required, 4 recommended
Algebra I, Geometry, Algebra II

"d" Laboratory Science: 2 years required, 3 recommended
Two years of laboratory science providing fundamental knowledge in at least two of these three disciplines: biology, chemistry and physics.

"e" Language Other than English: 2 years required, 3 recommended
Two years of the same language other than English.

"f" Visual and Performing Arts (VPA): 1 year required
One year of visual and performing arts.

"g" College Preparatory Electives: 1 year required

The SAT I or ACT is required for entrance into any CSU or UC and most private colleges. In addition, UC's and some other colleges require the SAT II (2 subject tests)

GRADING POLICIES

1. Progress reports are issued four times a year and grade reports four times a year with credits awarded on a semester basis.
2. The following permanent grades are issued: **A** = excellent, **B** = good, **C** = average, **D** = passing/below average, **F** = not passing/no credit received.
3. To contest a grade:
    a. The student must notify the teacher within five school days from the date report cards are mailed.
    b. The teacher will review the student's request.
    c. If appropriate, the teacher will submit a grade change to the Principal within ten school days of the date report cards were mailed.
    d. If student or parent is not satisfied with the teacher's decision, he/she must contact the Principal.

Note: Although our teachers try to develop grading policies that are honest and fair, their practices may vary. Please make sure that your student understands the course syllabus for each class, which outlines their specific grading scale.

If your student feels that a grade was unfair or incorrect, it is critical that he /she meet with the teacher. Remember, for every class students should know if the teacher:

- Grades on a 1-4 scale or uses points or percentages

- Gives points for participation, group work, attendance, etc
- Gives opportunities for extra credit
- Allows students to re-take tests
- Allows students to throw out one low grade
- Gives partial or full credit for late work
- Is available for tutoring

HONORS ADDITIONAL GRADE POINT AVERAGE (GPA) POINT
Students enrolled in AP Courses will earn an additional GPA point if they have a "C" or better.

CALIFORNIA HIGH SCHOOL EXIT EXAM (CAHSEE)
The state of California requires that in order for a student to receive a diploma of graduation from a California public high school the student must pass the California High School Exit Examination. The exit exam is based on the state content standards for English Language Arts through tenth grade and Mathematics through Algebra I. A student's first opportunity to take the exam is in the spring of the tenth grade. Students will be given 6 opportunities to take the CAHSEE from 10^{th}-12^{th} grade.

SMARTER BALANCE TESTING
The Smarter Balanced Assessment Consortium is developing a system of valid, reliable, and fair next-generation assessments aligned to the Common Core State Standards (CCSS) in English language arts/literacy (ELA/literacy) and mathematics. The system—which includes both summative assessments for accountability purposes and optional interim assessments for instructional use—will use computer adaptive testing technologies to the greatest extent possible to provide meaningful feedback and actionable data that teachers and other educators can use to help students succeed.

SCHEDULE CHANGES
Schedules are issued the first day of each semester. There will be NO student-initiated preference changes. A student starting a course must complete it unless the student has been inappropriately assigned. A change can only be made with recommendations from the teacher and the counselor. All changes must be approved by the Principal/designee during a two-week period at the beginning of either the first or second semester.

A student who signed up for an AP course has committed for the entire year. No dropouts.

A student who is dropped from a course after the initial two-week time period will receive a "withdraw while failing" ("W/F"). When figuring grade point averages, a "W/F" will be figured as an "F." Students who receive a "W/F" will remain in class for the duration of the semester. Hardship or special circumstances will be reviewed on an individual basis.

STUDENT COURSE LOAD

The Board of Trustees has set the following policies to maximize learning:

- 9th-11th grade students must be enrolled in six periods a semester.
- All students are required to enroll in at least three academic/solid classes per semester.
- 12th graders who scored proficient or above on 2/4 CST's and are on track to graduate may have an unscheduled period their senior year.

MAXIMUM CREDIT ALLOWANCE

- Students may earn a maximum of 30 credits per semester. This includes credits earned in ROP.
- Each course passed is worth five credits per period/per semester. Any repeated courses, which were previously passed, are for "no credit."
- Students may repeat a course to improve their grade, however, the previous grade will not be removed from their transcripts.

TRANSCRIPTS

Copies of transcripts are available by filling out a request in the Counseling Office. Allow two days for copies to be made.

SHORT-TERM INDEPENDENT STUDY

The Independent Study is an educational alternative for students who are required to miss five and no more than 20 school days due to travel or temporary relocation. To enroll,

1. Students must contact the Attendance Office, **at least five school days** prior to their departure to allow for work to be collected.
2. A parent, the student, and the Assistant Principal will sign a contract.
3. The Attendance Office will request homework from each teacher.
4. The student will report directly to the Attendance Office upon his/her return to school, and the assignments will be reviewed and returned to the teachers.
5. An admit to return to class will be issued by the Attendance Office.
6. Students not completing Independent Study assignments will not be allowed to participate in this program for one year.

ELIGIBILITY ACADEMIC AND ATHLETIC

Extracurricular eligibility criteria are established in order to clarify the District's emphasis on academic performance as the primary function and top priority of high school. It is also the position of the Administration that participation in curricular activities is a privilege, which may be enjoyed only through the demonstration of adequate academic performance. Academic eligibility will be determined at the end of each grade reporting period.

To be eligible to participate in the Gustine High School extra-curricular program (e.g., athletics, spirit squads, ASB, class officer positions, dances, drama, activity and reward field trips) a student needs to meet the following at the end of each quarter/semester (1st quarter, 1st semester, 3rd quarter, 2nd semester):

a. currently be taking a full schedule
b. have earned a total grade point average of 2.0 or higher in the previous grading period with no more than 1 "F"
c. not be on the discipline ineligibility list,
d. not be in violation of tardy contract
e. CIF rules require that freshmen meet all eligibility requirements.
f. Progress reports are NOT used to determine eligibility.
g. For purposes of eligibility, summer school grades will be averaged in with spring semester grades. Students receiving two failing grades will not be eligible, regardless of summer school achievement.
h. Suspension and full day in-house suspension will deem student 10 day discipline ineligible.

POLICY FOR HOMEWORK REQUESTS

For students out sick, parents may request homework for students missing 3 or more days. Requests can be made at the front office. Please allow at least 36 hours.

STUDENT SERVICES

MEDIA CENTER

The students have access to a large collection of newspapers and other material via the Internet on computer work stations. Students may only use the library/computer lab when accompanied by, and/or supervised by a GHS staff member. Students are expected to follow the posted library/media center rules. Failure to do so will result in exclusion from the library/media center and /or possible school discipline.

STUDENT USE OF SCHOOL COMPUTERS AND THE INTERNET

- Students must be under staff supervision when using school computers.
- Students must have an assignment from a teacher in order to use the Internet.
- Students must be prepared to present a GHS Student ID card to GHS staff in order to be allowed to use the Internet in the library.
- E-Mail, chat room usage, social networking sites, such as Myspace, Facebook, etc. as well as inappropriate web sites, is not permitted.

Students may receive suspension with loss of computer privileges for any of the following offenses:

- Using school computer without staff supervision
- Misuse of school computers resulting in any damage
- Misuse of the Internet, network, or e-mail

Any cost involved in replacement or repair of computers is the responsibility of the students/parent(s).

B.Y.O.D.
Bring Your Own Device

The Gustine Unified School District is committed to aiding students and staff in creating a 21st century learning environment. We are piloting a new policy which will aid in this goal. Students and staff will now be able to access our network with their personal devices (lap tops, netbooks, tablets, smart phones, etc.) during the school day. With classroom teacher approval, students may use their own devices to access the internet and collaborate with other students. By allowing students to use their own technology on campus we are hoping to increase the access all students have to the technology they need to succeed.

POLICY

Access to the District's network, including Internet, shall be made available to students and employees primarily for instructional and administrative purposes.

Access to the District's electronic communications system is a privilege, not a right. All users shall be required to acknowledge receipt and understanding of all policies governing use of the system and shall agree in writing to comply with such regulations and guidelines.
Noncompliance with applicable regulations may result in suspension, or termination of privileges and other disciplinary action consistent with District policies.

Violation of law may result in criminal prosecution as well as disciplinary action by the District.

The Gustine Unified School District and its schools are not responsible for lost, damaged, or stolen personal items. If such an item is stolen it is the student's responsibility to report it to the police.

SCHOOL HEALTH SERVICES AND MEDICATIONS

Except in the case of an emergency, all students must have a pass from their teachers to come to the office in case of illness. Walk-in's from class may be returned to class for a pass.

Communication with the office and attendance office is important. No student will be allowed to leave with another person (even a relative) unless that person is listed on the emergency card. Students should keep their emergency contact card current.

Medications: In compliance with Ed Code Section 49423, no medication will be accepted or administered at school without meeting the following requirements:

- Physician and parent/guardian request form filled out completely including both physician and parent signatures. No medication will be administered without physician instructions.

- Medication taken to school must be furnished in its pharmacy labeled bottle or in original pharmacy labeled injectable medication kit.

- Non-prescription medications such as aspirin, Tylenol, etc., will not be administered by any staff member even at a parent's request; however, a parent/guardian has the right to bring a medication to school and administer it to their student.

ACCIDENT INSURANCE

School accident insurance is not provided by the school District. Students may purchase accident insurance through the District at their own expense. Students who participate in athletics must have insurance.

LOST AND FOUND

All lost articles should be reported and turned in to the Secretary. Items need to be claimed as soon as possible. Unclaimed items will be donated to charity at the end of each month. If anything is lost or found during P.E., it should be reported to the P.E. teacher immediately.

TEXTBOOKS, TRANSPORTATION FEES, AND OTHER MATERIALS

School issued textbooks, athletic equipment, other materials, are the responsibilities of the student and their parent/guardian for which they were issued/ charged. Damaged, lost, or stolen textbooks and other materials must be paid for in accordance with Ed. Code 48904(b) (1). Textbooks left in the classroom after issuance are left at the student's own risk. Students are always responsible for books, athletic equipment, and other materials that have been issued to them.
Any student with an unpaid bill will not be able to participate in school activities, or those activities as determined by an administrator, until all bills are paid or the items are returned.

LOCKERS

Student lockers on campus and in the gymnasium are provided for the convenience of the students. Lockers do not have locks, and students must provide their own combination lock. Students must file a duplicate combination with the office. Failure to do so will result in the unauthorized lock being removed. GHS is not responsible for replacing any unauthorized lock that has to be removed. The lockers are the property of GHS and may be opened by staff at any time. In addition, lockers are not to be shared in any way unless approved by administration. Each student is responsible for any and all damage to their assigned lockers.

Students: Sharing lockers is prohibited unless approved by administration. Students will be held accountable for any article found in their locker. The student/parent is financially responsible for all textbooks damaged or stolen from their student's locker.

The P.E. teachers also issue lockers and locks for gym clothes. Gym locks are issued at the gym during the opening weeks of school.

A few simple rules regarding lockers will save much time and trouble:

- Learn the combination and do not share it with anyone else.
- Keep the locker locked at all times. Do not leave possessions unprotected.
- Report problems with lockers to the Office.
- Report gym locker trouble to the physical education teacher.
- The school will not be responsible for lost or stolen articles. Leave such valuables at home.
- Students who have a large amount of money should check the money with an instructor while in P.E. class. (GHS administration recommends that you do not bring large amounts of cash-$20 or more- to school. Large bills will NOT be accepted in the cafeteria.)

SCHOOL BUS PASSENGER SAFETY PROCEDURES

Riding the school bus to and from school is a privilege. Students must obey the rules or lose the privilege. Students who ride the bus are expected to

1. Be on time at the bus stop.
2. Bus stops are a part of school jurisdiction and all school rules apply. Stay near the bus stop area; stay off private property; do not disturb plants or shrubs; show good manners.
3. Obey the bus driver and follow accepted rules of safety.

Consequences of Bus-Related Misconduct - All school discipline rules and consequences apply to bus-related misconduct:

First Offense	Second Offense	Third Offense
Conference with student.	Parent notification.	Parent notification.
Parent notification.	Student denied bus transportation for 3-5 days.	Suspension from all bus transportation for a year.
Warning citation issued.		
Disciplinary action.		

WORK PERMITS

Work permits are granted at the discretion of the Administration. Applications can be obtained in the office. Students with poor attendance, grades, or discipline records, who owe fines for books or fees, or who are on final truancy, will be denied work permits. Work permits will be revoked for students on final truancy contracts.

STUDENT I.D. Cards and ACTIVITIES

All Students will carry their GHS Student Identification Card while on campus. Student ID Card must be presented or handed over upon the request of any staff member.

Every student is encouraged to participate in school activities for pleasure and overall self-development. Being a good team member, holding an office, serving on a committee, or being a successful chairperson is valuable experience. The beneficial use of leisure time is one aim of education, and involvement in student activities is definitely a worthy way of using leisure time.

STUDENT CLUB ORGANIZATION

Gustine High School encourages student participation in its various clubs (See Associate Student Body (ASB) for current list of active clubs). To become a recognized part of the student body organization a club must be composed entirely of enrolled Gustine High School students. Any group of students may apply to the ASB for permission to form a club by submitting for approval a proposed charter and constitution. All requests to form a new club must be received by the last day of the 2nd quarter. All clubs must conform to school and district policies regarding gang affiliation, religion, race, gender, sexual orientation, hate or harassment. Please use the following steps to form a club:

1. Obtain a staff advisor. The advisor must be present at all club functions on and or off campus.
2. Obtain all proper new club creation forms from the ASB
3. Hold a meeting of interested students and their advisor.
4. Submit all completed paperwork to GHS administration for approval.
5. Write a club constitution with the name of the organization, the title, duties and powers of the officers and the manner of their election.
6. Scope of the club's proposed activities.
7. Adopt the club's constitution at a meeting of all members and elect officers.
8. Present constitution to the ASB and site administration for final approval.

SCHOOL DANCES

School dances are sponsored by various classes and clubs on campus and provide activities for students after games and on different occasions. Only Gustine High School students may attend school dances. Guest passes may be obtained for Winter Formal and Prom only.

1. Students who attend any school dance must show their Associated Student Body card. Guests must show their High School ID, or if not in school their Driver's license.
2. When dances end will be determined by administration. For the safety of all concerned, parents are expected to pick up their child promptly at the end of the dances.
3. Once a student leaves the dance, he/she will not be readmitted. No one admitted one hour after start time.
4. All GHS rules dealing with dress code, student behavior and the use of drugs and/or alcohol will be enforced at all dances. An alcohol intoximeter may be used, if necessary.
5. Dancing that simulates sexual acts or are sexually explicit are not allowed.

6. All students including guests, must comply with the decisions made by the chaperones at the dance. Students failing to comply with the decision of the chaperone will be asked to leave.
7. Gustine High School reserves the right to allow or disallow certain apparel and accessories. If a student or guest is asked to remove a hat or other headgear by any school personnel, the request must be honored promptly and without discussion.
8. A Gustine High School student, with full eligibility, may apply for a guest pass for a non-student (between 14-20 years old) five school days prior to any school dance designated for guest passes. Approval of passes is subject to the Site Administration's discretion. Guest passes will be denied to students with outstanding books or fees or on the behavior ineligibility list. All non-students without an official guest pass will be denied admission to a school dance.
9. Any student who is academically ineligible, discipline ineligible or in violation may not attend a school sponsored dance.

ATHLETICS

ATHLETICS AND SPORTSMANSHIP

Gustine High School supports and encourages all students participating on an extracurricular athletic team. Currently, the high school offers ten sports for boys and ten for girls. A physical examination, proof of insurance, a 2.0 GPA, and, in some cases, "tryouts" is the prerequisites for participation (See the 2009-2010 GHS Athletic Code of Conduct for specific requirements for student/athletes).

Fall Sports (Aug.)	**Winter Sports** (Nov.)	**Spring Sports** (Feb.)
Football (M) Volleyball (W) Cheerleading (M/W) Soccer (M) Golf (W)	Basketball (M) Basketball (W) M=Men, W= Women	Baseball (M) Golf (M) Softball (W) Tennis (M/W) Track & Field (M/W) Soccer (W)

Athletes must attend *all periods of the school day* in order to compete in an athletic event the same day, with the exception of pre-excused absences. Signed approval has to be granted the day before by the Principal or Assistant Principal. The Principal will handle special Emergencies. If athletes leave campus for any other reason, they will not be allowed to participate in the contest that day. Repeated violations can result in suspension from the team.

The highest degree of good sportsmanship is expected from everyone. Sportsmanship is positive, spirited support for one's school and treating opponents and officials with respect. The conduct of coaches, players, and cheerleaders generally sets the tone for high school contests. These individuals are expected to maintain the highest level of decorum at all school contests.

All staff members (administrators, teachers, classified); athletic directors; coaches, players, and cheerleaders; Booster club members; band members and band director; parents/community are expected to be role models, demonstrating sportsmanship at all times.

A GHS athlete takes pride in playing his or her absolute best. A Redskin treats teammates, opposing players, observers, and officials with respect and courtesy. A Redskin, who can take a loss or defeat without complaint, or victory without gloating, and who treats his/her opponents with fairness, courtesy, and respect has good sportsmanship.

The following behavior is unacceptable at all Gustine High School contests and students will be asked to leave: berating an opponent, the opponent's school or mascot; obscene cheers or gestures; negative signs – all signs must be approved by school administration before being posted; artificial noisemakers are not allowed in the gym; throwing objects on field; complaining about officials' calls (verbal or gestures).

If an athlete seeks medical attention due to injury or illness, a physician-written release from practice or competition must be turned into the Athletic Director.

All equipment must be returned before a student can participate in any subsequent sport. Again, see the 2013-2014 GHS Athletic Code of Conduct for specific requirements for student/athletes.

ATTENDANCE

SCHOOL GOAL:
Gustine High School will have an average daily attendance rate of 97% or above.

ATTENDANCE PROCEDURES
Average Daily Attendance (ADA) is the primary means of how our school district is funded by the State of California. A student's attendance is not only vital to the student's own education but also the functioning of everyday programs and operations of the GUSD as well. As a result extraordinary attention will be focused on a student's attendance habits as is allowed under California Education Code and state law. California Educational Code (48200) requires students to be subject to compulsory education. State law holds parents/guardians legally responsible for their children's school attendance. The law provides penalties for parents and/or students who neglect this duty. The State no longer recognizes excused absences; when students are absent, for any reason, they lose educational opportunities; and the school loses money for teachers, textbooks, maintenance, security, etc.

Gustine High School has established the following attendance policies:

1. Students are expected to attend school every day. They are to arrive at their assigned classes on time prepared for the day's lesson.
2. Any student arriving beyond 10 minutes late should go directly to the attendance office to verify tardy.
3. Students can be assigned Saturday School for excessive absenteeism. If your child has more than 10 school day excused or unexcused absences then they may be subject to serve a Saturday school assignment.

The Attendance Office utilizes the Edu-Link software to inform parents/guardians when students are absent from class. If your student is absent, you will receive a pre-recorded phone message between the hours of 6:00 pm and 9:00 pm that evening. The purpose of this message is to inform you promptly as possible of your student's absence. In addition it will remind you to either send a note to and or call the Attendance Office if you had not already called to verify his/her absence.
Parents must call or send a note within five (5) school days to clear absences. Absences may not be cleared after a five-day period. Clearing the absences is the responsibility of the parent/guardian. Only parents/guardians can verify the reasons for a student's absence(s). If an absence is not cleared within the five day period, the absence will then be officially classified as unexcused.

PROCEDURES FOR PARENTS/GUARDIANS TO CLEAR ABSENCES

- Send a written note with the student to the Attendance Office when the student returns to school.
- Or call 854-6414 ext. 171 between 7:40 am and 3:10 pm.

Provide the following information when clearing an absence:

- Student's name
- Caller's name and relationship To student
- Reason for the absence(s)
- Date(s) of absence(s)

Unexcused (Unverified) Absences

- After first and second full-day unverified absence(s): Student notified and Saturday School assigned.
- **After three full-day unverified absences**: Truancy letter will be sent to parents along with a copy of the attendance record. Saturday School assigned.
- **After five full-day unverified absences**: second truancy letter will be sent to parents along with a copy of the attendance record and conference with the GHS Student Attendance Review Team (SART) and or Assistant Principal will be scheduled. Other consequences may be applied.
- **After seven full-day unverified absences**: students and parents will be scheduled via certified letter to attend the Gustine High School Attendance Review Board (SARB).

Excused Absences

- **After five excused full-day excused absences** for illness during the school year (single occurrence), a parent notification will be sent requiring students to submit a doctor's note if any further absences are anticipated. A home visit might be conducted to verify the illness. (CA Ed. Code 46011)
- **After seven excused full-day absences** for illness during the school year (single occurrence), without a doctor's note, a parent notification letter will be sent requesting a conference with the Assistant Principal.
- **After nine excused full-day absences** for illness during the school year (single occurrence), without a doctor's note, students and parents may be scheduled via certified letter to attend the Gustine High School Attendance Review Board (SARB)
- Any further attendance problems will result in the student being place on a final truancy contract.
- Non-compliance with the final truancy contract will result in immediate referral of parent and student to the Merced County District Attorney for further action.

CALIFORNIA EDUCATION CODE TRUANCY DEFINITION

EC 48260(a): Any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without valid excuse three full days in one school year or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, is a truant and shall be reported to the attendance supervisor or to the superintendent of the school district.

EC 48262: Habitual Truant: Any pupil is deemed a habitual truant who has been reported as a truant three or more times per school year…

Penalties Student: The law provides schools and school districts with discretion regarding student penalties for truancy as long as they are consistent with state law. The penalties for truancy for students defined in *EC* Section 48264.5 become progressively severe from the first the time a truancy report is required through the fourth time a truancy report is required.

Penalties Parent: Penalties against parents apply when any parent, guardian, or other person having control or charge of any student fails to compel the student to attend school. The penalties against parents in *EC* Section 48293 (a) become progressively severe with a second and third conviction.

GUSD STUDENT ATTENDANCE REVIEW BOARD (SARB)

After seven unexcused absences a student and his/her parent/guardian will be summoned to appear before the GUSD SARB. This body is usually composed of representatives from the Merced County Juvenile Probation Department, Gustine Police Department, and GUSD site administrators. The main purpose of this body is to help truant or recalcitrant students and their parents or guardians solve school attendance and behavior problems through the use of available school and community resources. This body is also authorized under Ed Code 48264.5 (a),(b,)(c),(d) (1),(2),(3),(4) and Ed Code 48293 (a) (1),(2),(3), (b),(c) to levy progressive penalties upon habitually truant students and their parents/guardians.

SPECIAL NOTICE TO SENIORS

Seniors who accumulate more than 10 Absences (excused or unexcused) from the start of the second semester may lose the privilege of attending the Prom, the Grad Trip, and Graduation ceremony. Students who are absent due to serious illness must present a physician's note to avoid losing these privileges.

3 period absences = 1 full day

Students 18 Years of Age: Students 18 years old or older may verify their own absences only with a submitted and approved (by GHS administration and parent/guardian) 18-year old consent form. Forms may be obtained from the attendance office and or front office.

CHECKOUT POLICY

Gustine High School staff encourages and values learning time; thus, checkouts shall be limited to dental or doctor appointments or family emergencies. If there is

a dire emergency, the parent/guardian must come to the Office to pick up the student.

To leave campus, students must have a GHS Permit to Leave Class/School issued by the Attendance Office. Check-out slips must be picked up prior to start of school. Students must check out at the Attendance Office before leaving campus for any reason. If parents/students know in advance that checkout from school is needed, parents are required to call (854-6414 x 171) or provide a note on the day prior to checkout. For ill students, the office will call parents/guardians and make arrangements for the student to leave campus.

An administrator, in accordance with Ed. Code 46010.1, may release students with confirmed confidential medical appointments. Parents cannot be notified in these cases.

Students who are ineligible for off-campus lunch due to grades, discipline and/or loss of lunch card may not be checked out by a phone call from the parent. The parent/guardian must physically sign the student out in the office during the lunch time period.

CHECKOUT PROCEDURE

A parent/guardian may check out a student by calling 854-6414, x 171 or submitting a note. The student is issued a checkout slip, allowing the student to leave class at the designated time.

Provide the following information when checking out a student:

- Student's full name
- Time the student needs to check out
- The reason for checkout should be limited to family emergency or medical needs

MAKEUP WORK

Excused absence: A student has the right to make up assignments, homework, tests, or quizzes that can be provided for an excused absence. Makeup work submitted within the teacher's specific time limits for an excused absence will be corrected, graded, and given credit.

If a student is absent three or more school days for an excused or allowed reason, homework can be requested through the Attendance Office (ext. 171). For absences fewer than three days, the student will get makeup work when he/she returns. Please allow at least 36 hours to collect homework from the teachers.

Unexcused absences: When a student has unexcused absences he or she will not be allowed to make up work. Suspended students not given the opportunity to make up work will not have that missing work count against them.

TARDY POLICY (per grading quarter)

Any student that accrues 5 unexcused tardies* in any one period will be assigned a

Saturday School day. Each subsequent 5th unexcused period tardy will accrue additional Saturday School days. Any student that displays a habitual pattern of tardiness to any one or all classes may lose off-campus privileges and/or may be assigned additional Saturday School.

*The only tardies that will be excused will be those accompanied by a medical or dental note. No other reasons will be accepted unless deemed excusable (exceptional circumstances) by a Gustine High School administrator.

EARLY ARRIVALS ON CAMPUS

All students who arrive on campus for the start of the school day must remain on campus.

MODIFIED OPEN CAMPUS LUNCH POLICY

Students in grades 9-12 may leave campus during the lunch period provided that they have met all of the following criteria:

1. Be academically eligible (2.0 G.P.A with no more than 1 failing grade). To be determined quarterly; 1st quarter, 1st semester, 3rd quarter, 2nd semester;
2. Have maintained positive attendance with no unexcused absences;
3. Have maintained good citizenship status (no suspensions);
4. Have parent/guardian permission slips on file authorizing their student to leave campus during the lunch period and have obtained a valid off-campus lunch pass.
5. Have a signed Handbook signature page on file.
6. Students owing obligations will not be issued an off campus lunch pass.

- Student must surrender the lunch pass when requested to do so by a school official. Failure to comply will result in a longer loss of off-campus privileges.
- Students losing their lunch pass will not be allowed to leave campus until a new pass is issued at the start of the new quarter and/or semester.

GUSTINE HIGH SCHOOL
DISCIPLINE POLICY
Expected Student Conduct

ALL GUSTINE HIGH SCHOOL STUDENTS SHALL:

- Be respectful, courteous to and cooperative with all teachers, staff, and classmates.
- Be on time (in your seat or work area when the teacher begins class).
- Be prepared for class and ready to work.
- Be dismissed by teacher (not by the bell).
- Not disrupt the learning environment.
- Follow all class routines and procedures.
- Not take school property or property of others.
- Not abuse, deface, litter, or damage school property.

SCHOOL JURISDICTION
Students are under the jurisdiction of the school from the time they leave home to come to school to the time they return home. Students are also under the jurisdiction of the school during, or while going to or coming from a school-sponsored activity regardless of the time of day or place, as well as any time they are on the school grounds [EC 48900(s)]

SEVERE OFFENSES
Education Code 48915 states that the governing board shall expel any student whom the board concludes committed one of the following offenses:

(1) Causing serious physical injury to another person, except in self-defense.

(2) Possession of any knife or other dangerous object of no reasonable use to the pupil.

(3) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.

(4) Robbery or extortion.

(5) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

CAMPUS SUPERVISORS

Campus Supervisors are present on campus daily. These staff members provide security, monitor assigned areas, check restrooms, and assist all students in maintaining expected behaviors. Campus Supervisors are GHS staff members and are to be treated as such. Defiance and or disrespect shown to a campus supervisor will not be tolerated and will be dealt with disciplinary consequences.

VIOLATION OF SCHOOL RULES:

Level of Offense	Examples of Behavior	Possible Consequences
A	• PE Non-Dress, • Dress Code Violation • Inappropriate classroom behavior • Leaving School without permission • Leaving class early, out of class without permission • Public display of affection	Minimum: • Mischievous • Loss of off-campus lunch – determined by Asst. Principal • Detention – teacher assigned • Class suspension • Campus cleanup • Saturday School (when available) • In school Suspension (when available)
B	• Any second occurrence of Level A offense** • Bus referral* • Class cut • Leaving campus without proper authorization (including lunch period) • Computer/Internet violation,	Minimum: • Loss of off-campus lunch - determined by Asst. Principal • Detention – teacher assigned • School Suspension • Class suspension

	• Defiance of authority • Habitual profanity/vulgarity • Student parking violation • Failure to serve detention • Tobacco possession or use • Possession of permanent markers(sharpies) or any like material • Dress code (gang) • Incitement disruption on campus	• Campus cleanup • *Loss of bus riding privileges for a specified period of time • Saturday school (when available) • In School Suspension (when available) • Suspension from extra-curricular activities.
C	• Any second occurrence of Level B offense. • Forged notes or voice mail • Modifying attendance sheets in any way. • Abusing or defacing school property • Fighting (5 day suspension-Physical injury-law enforcement called (P.C.241.2) • Threatening others • Possession and use of laser pointers* • Sexual harassment* • Hazing* • Bullying/Cyberbullying*	Minimum: • Loss of off-campus lunch – determined by Asst. Principal • Detention – teacher assigned • Extended campus cleanup • School Suspension • Placement on Ineligibility list – determined by Asst. Principal • Possible loss of work permit. • Possible referral to police • Saturday school (when available) • In School Suspension (when available) • *May also include recommendation for expulsion, and referral to police if determined by GHS Administration • Suspension from extra-curricular activities.

D	Any act defined in EC 48900 to include but not limited to: • Any second occurrence of Level C • "Gang" related violence, vandalism and or damaging/defacing of school property • Possession of or use of alcohol or controlled substances* • Committing hate crimes, • Assault/Battery with serious injury • Terrorist threats toward school officials or school property, • Threats to adults • Attempting or committing sexual assault • Theft, burglary, robbery • Possession or use of weapons or explosives**	**Level "D" offenses are considered major violations**. All level D offenses may result in any or all of the following: school suspension, referral to Administrative Hearing Panel, recommendation for expulsion, referral to police. * See Ed. Code/State Attorney General opinion for certain first offenses * *Explosives may also include any large fireworks (mortars, M-80's, M-100's, Blockbusters, Cherry Bombs etc.). While not considered level "d" offense smaller fireworks (firecrackers, lady fingers, sparklers, party snappers, etc.) are strictly prohibited from campus as well; Severity of disciplinary action for possession and or use of these types of explosives are to be determined by GHS administration.

GANG RELATED OFFENSES

Gustine Unified School District and Gustine High School does not and will not tolerate gang activity of any kind on its sites. Gustine High School has worked and continues to work with local law enforcement agencies in identifying and preventing gang related activities on our campus. This includes cooperating within the full extent of the law with the Merced County Sherriff's Department Gang Task Force and the Gustine Police Department in all gang related issues. If a student is involved in any violation of school rules that appears to involve gang related activity, Gustine High School will notify law enforcement immediately. If it has been determined that a student is involved in any type of gang activity, Gustine High School will require the offending student to appear before the GUSD Administrative Hearing Panel for disciplinary action.

CELL PHONES AND OTHER ELECTRONIC DEVICES

The misuse of cell phones and other electronic devices at school by students disrupts the learning environment (e.g., ringing cell phones in the classroom; texting messages during exams; listening to music devices during instructional time; taking unauthorized photographs or videos, etc.) Cell phones may also detract and interfere with school safety, crisis preparedness, and impede public safety response during a real emergency. Accordingly, the school has adopted the following rules applicable to all students pursuant to Education Code section 48901.5.

Rules For Cell Phones And Other Electronic Devices

- Students and parents/guardians are solely responsible for any cell phones or electronic devices brought to school. The school will not be responsible for any lost, stolen, misplaced or damaged cell phone or electronic device. Students who need to call home may use a telephone in the school office.
- Students may not disrupt educational programs or school activities at any time. Students who bring a cell phone or electronic device to school must keep them turned off and stored in their backpack, locker, or vehicle during class time and any other time or when directed by a school employee.
- Cell phones and electronic devices may not be used during instruction or testing. Please refer to page 15, B.Y.O.D. For acceptable use and authorization in the classroom.
- In the event of any disruption of the learning environment, school staff may direct the student to turn off the device and confiscate the item(s) until the end of the class period, school day, or activity.
- Cell phones or electronic devices with photo/video capability may not be used on school grounds during school hours without the prior consent of the school Principal. (Education Code section 51512.) It is a violation of this policy to carry or possess in any locker room, bathroom, changing room, or other private area, any device capable of taking pictures, videos, or transmitting images. A

student who violates this policy may be prohibited from possessing a cell phone or electronic device at school or school-related events for such period as determined by the school and/or District, subject to other discipline (e.g., Education Code section 48900(k)).

- If a cell phone or other electronic device is confiscated the student may face the following consequences:

  1st Offense: Device shall remain in the custody of staff and released to the student. Warning issued and Parent notified.
  2nd Offense: Parent/guardian/emergency contact pick up and student assigned to Saturday School.
  3rd Offense: Parent/guardian/emergency contact pick up and student is assigned a 4 hour campus beautification assignment
  4th Offense: Parent/guardian/emergency contact pick up and student is assigned a 6 hour campus beautification assignment
  5th Offense or more: Parent/guardian/emergency contact pick up and student is assigned 8 hour campus beautification assignment
  Please note, the Principal may defer from the foregoing and apply a more severe and/or lesser consequence depending on the specific circumstances.

No student shall be prohibited from possessing or using a cell phone or electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and use of which is a limited to health-related purpose.

INCITEMENT

Any student determined by administration to have provoked, encouraged, instigated, urged, etc. a confrontation between students either by verbal (rumors), electronic, or any other means will face disciplinary consequences to be determined by administration.

PUBLIC DISPLAY OF AFFECTION

Public displays of affection (PDA), (behaviors like prolonged kissing, hugging, etc.) negatively impact the school and or learning environment and are considered violations of school rules. Students violating GHS's PDA rule will have their parents notified and face possible detention up to school suspension (for repeat offenses). Students are to refrain from any public display of affection that would offend others.

SKATEBOARDS/ROLLER BLADES/BICYCLES

Skateboards, roller blades, roller shoes are considered to be forms of transportation to and from school. They, like bicycles, are not to be ridden on school grounds. Students are to carry skateboards and roller blades upon entering the campus. Students riding skateboards and/or roller blades on campus will be issued a warning for the first violation. Skateboard storage racks are provided on campus, all skateboards must be secured in supplied racks during the school day. Repeated incidents may result in confiscation until a parent comes to retrieve the item.

Disciplinary action will be taken for repeat offenses.

PERMANENT MARKERS
Students are not permitted to bring and or possess "Sharpies" or any other similar permanent markers on campus. If required for a class, your teacher will provide your marker and then collect it at the end of class. Any student caught in the act of defacing, tagging, marking, etc. school property with any marking device will face severe disciplinary consequences including up to possible expulsion and or notification of law enforcement.

TRESPASSING
Entering the school campus without authorization from a school official is strictly prohibited. Violators will be reported to the police department (Education Code 32211 and Penal Code Section 653 G and 602), and subject to school discipline.

VANDALISM
Vandalism, and or so called "pranks", that cause or attempt to cause damage to school or private property may be punished by suspension, restitution and or possible expulsion. Any vandalism, graffiti, etc. involving "gang" references will carry additional consequences.

Seniors who are caught committing vandalism, attempting to cause damage to school property, or so called "pranks" will also be denied the privileges of participating in all senior activities, including graduation.

THEFT
All incidents of theft of students' property should be reported immediately to the administration. **Although the school can assume no responsibility for such losses**, reasonable effort may be made to apprehend the responsible person and to either return the property or order restitution. When appropriate, assistance will also be sought from the Gustine Police Department.

SAFE SCHOOL ZONE
This zone extends 1,000 feet around Gustine High School during regular school hours and within sixty (60) minutes before or after tbe school day and sixty (60) minutes before or after any school-sponsored activity at the school site. (Education Code 32211, Penal Code Section 626(c)(2))

DISCIPLINE SUSPENSION REFERRAL (Mischievous and Serve Behavior)
Mischievous suspension referrals are written by any school employee to the administration. A student may be asked to leave class by a teacher (class suspension) for mischievous behavior. A student who receives suspension referral, for any reason, may receive any one or a combination, or other form of consequence to be determined by the GHS administration of the following:

- Lunch Detention (teacher assigned)
- Call to parent/guardian to inform of offense and detention
- Campus cleanup, etc.
- In House Suspension – hours/ days depends on students level (when available)

- Saturday School (when available)
- Placement on discipline or tardy ineligibility list.
- Parent conference (which may be mandatory)
- Suspension from class (up to two days) or school (up to five days)
- Behavior card or Behavior contract
- Expulsion from school for major violations in accordance with Ed Code

PLAGIARISM AND OTHER FORMS OF CHEATING POLICY

Cheating and plagiarism are not tolerated and will result in a reduced or failing grade on a test, assignment paper, or project. The teacher for the first offense will administer disciplinary action*. Flagrant or repeated incidents will be referred to the administration for appropriate action. Parents are notified of all incidents involving cheating. * Any cheating involving texting/photographing via cell phone or other electronic device will immediately be referred to administration and may carry more severe consequences.

DEFIANCE

Defiance is the refusal to obey lawful authority. Students who defy any member of the school staff will face consequences from class suspension, detention, up to school suspension, and in extreme cases, expulsion. Teachers and other staff members are required by district policy and state law to provide proper supervision. They can only do this if students are willing to obey them. It is essential, therefore, that students submit to the lawful authority of school officials on or about the GHS campus. This means that all students are required to obey the instructions of any and all members of the staff (including Campus Supervisors) at any time and in any place when a student is at school or a school activity*.

*The administration understands that misunderstandings between staff and students may occur from time to time. The place for resolving these misunderstandings is in the administrative office – not in the classroom, hallway, cafeteria, or elsewhere.

INVOLUNTARY DISCIPLINE TRANSFERS/VOLUNTARY REFERRALS

In certain instances and in accordance with California Ed. Code, students may also be administratively transferred to an alternative school for disciplinary reasons.

DRESS STANDARDS

The parents/guardians of the Gustine Unified School District are charged with the responsibility of dressing their children in a neat and clean matter. In addition, under normal circumstances, no student will be sent to school wearing any kind of clothing, costume, and/or hair style which will lend to disrupt the learning environment, either on campus or in the classroom or negatively affect the health and safety of individuals. Explicit or implied profanities, and/or obscenities, will not be tolerated. Any items of clothing, jewelry, footgear, or headgear, which would be injurious, offensive, or disruptive to learning environment, are prohibited.

Gustine High School additionally derives its gang related dress code guidance from California Ed Code § 35183. The Legislative Declaration Regarding Gang Regalia, Gang-Related Apparel and Gang Affiliation; Adoption and Enforcement

of Reasonable Dress Code Policy:

(a) The Legislature finds and declares each of the following:

(1) The children of this state have the right to an effective public school education. Both students and staff of the primary, elementary, junior and senior high school campuses have the constitutional right to be safe and secure in their persons at school. However, children in many of our public schools are forced to focus on the threat of violence and the messages of violence contained in many aspects of our society, particularly reflected in gang regalia that disrupts the learning environment.
(2) "Gang-related apparel" is hazardous to the health and safety of the school environment.
(3) Instructing teachers and administrators on the subtleties of identifying constantly changing gang regalia and gang affiliation takes an increasing amount of time away from educating our children.

*Due to the ever changing "subtleties of identifying constantly changing gang regalia and gang affiliation", administration may seek the advice of law enforcement when making an official determination of a possible violation of this nature.

Some examples are listed below **but are in no way the only examples** of inappropriate dress.

1. Hairnets or other types of gang related head coverings are not allowed.
2. All imprinted clothing, which may be determined to be gang related is not allowed (for example T shirts depicting bandanna wearing individuals, skulls, etc.).
3. Accessories, such as jewelry, belts, bandanas, purse, sunglasses, which have logos, insignias, colors, or writing depicting gang, related activities are not allowed. This includes, but is not limited to: sagging/baggy pants, shirts, white knee high socks, hanging belts, oversized T-shirts either worn alone or in a layered fashion, blousing of pants (holding pant legs closed with the use of ruhber bands or other materials), suspenders off the shoulders, and gang related initials on belt buckles.
4. Shorts cannot be any shorter than mid-thigh length.
5. Pants must fit at the waist and not be more than one size too large or one size too small. If belts are worn, they must not be more than one size too large.
6. The wearing of clothing which is unduly revealing, which includes exposing of chest, midriff, back or undergarments is not permitted.
7. For safety reasons students must wear shoes at all times.
8. Backpacks, binders, and notebooks should be free of any gang related graffiti.
9. No drug symbols, alcohol or tobacco are allowed. This includes mushroom or marijuana leaf symbols on jewelry or clothing.
10. No snap sweat pants or shorts may be worn.

STUDENT SEARCH AND SEIZURE

All students are responsible for the contents of any vehicle, locker, desk, bag, or any other item they use, possess or bring on to school property or to a school-sponsored event. No student may bring to school or a school-sponsored event any item or substance that is prohibited by law or school rules. School officials may search students and/or their property located at school whenever they have reasonable suspicion to believe that the student possesses contraband in violation of law or school rules. In determining whether reasonable suspicion exists, school officials shall consider, but not be limited to, the following:

1. Substantive value and credibility of the facts relied upon as justification for the search.
2. Location of the student at the time of the incident which gave rise to reasonable suspicion.
3. Urgency requiring the search without delay.
4. Prevalence and seriousness in the school of the problem to which the search was directed.
5. Student's age and previous behavior patterns.

Surveillance cameras installed for security purposes and used to observe and videotape activities in public areas of school property, including school hallways, parking lots, classrooms, cafeterias and administrative offices may be used to assist school officials in determining whether reasonable suspicion exists to conduct a search of individual students or their property.

Parents/Guardians And Law Enforcement Notified

- The parents/guardians of a student involved in a search shall be notified by school officials within a reasonable time of the search being conducted whenever a search uncovers evidence that the student has violated a law or school rules, and whether disciplinary action will be taken.
- If a search uncovers evidence in violation of criminal law, school officials may contact local law enforcement with the information. In certain circumstances, notification shall be made within one school day after suspension or expulsion. (Education Code sections 48902 and 44014.)

NONDISCRIMINATION/HARASSMENT POLICIES

Gustine High School District does not unlawfully discriminate on the basis of race, color, national origin, gender, religion, disability, age, or sexual orientation in any of its policies, procedures, or practices, and prohibits all forms of harassment including, but not limited to, harassment on the basis of race, color, national origin, religion, disability or sexual orientation.

Students, parents, guardians, or any other individuals having questions or concerns regarding the Gustine High School District nondiscrimination policy should contact the Principal at 854-6414.

Students with concerns related to any form of harassment on campus can speak with any staff person or can directly contact an Assistant Principal or Counselor.

CONFIDENTIALITY

Issues of confidentiality concerning student and personnel records are governed by the California Education Code, Family Educational Rights to Privacy Act, the California Public Records Act, No Child Left Behind Act, and applicable Government Codes. In 1974, the California Constitution added privacy as an inalienable constitutional right; therefore, the District generally prohibits disclosure of confidential personnel and student records. Additionally privacy laws require when a student is involved in disciplinary action taken by the school administration, only parents/guardians (and in some cases teachers) of that particular student have the right to inquire about the consequences (if any) incurred by that student.

UNIFORM COMPLAINT PROCEDURES

Gustine High School District has the responsibility for ensuring compliance with state and federal laws and regulations governing educational programs. The District shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based on ethnic group identification, religion, age, gender, color, or physical or mental disability in any program or activity that receives or benefits from state financial assistance. Early informal resolution of complaints at the local level is encouraged whenever possible.

Upon receipt of a written complaint from an individual, public agency, or organization, uniform complaint procedures shall be initiated. The Superintendent or designee shall distribute full information about these procedures.

The District shall also follow uniform complaint procedures when addressing complaints alleging failure to comply with state or federal law in adult basic education, consolidated categorical aid programs, migrant education, vocational education, child nutrition programs, special education programs, and Section 504 programs.

FIRE/EARTHQUAKE DRILLS and LOCK DOWN

Drills are held to prepare students and staff in case of an emergency. Specific instructions are posted in each room, and the school has safety plans in place for emergencies. If an emergency occurs, parents are asked to report to the parking lot for official release of students.

VEHICLES ON CAMPUS

Parking on Campus

The school/District is **not responsible** for damage done to or theft of automobiles, motorcycles, scooters, etc. and or bicycles parked in school parking lots. The following regulations apply to students who drive automobiles, motorcycles, scooters, etc. to and from school, and or park on school grounds:

All students wishing to park their vehicles on campus must first provide copies of the following to the office: driver's license, proof of insurance, and registration. You will

then be issued a student-parking placard that must be displayed in the vehicle. Any students/vehicles not complying with these requirements may face police citation, towing, and or revocation of on campus parking privileges. Additionally the administration may levy additional consequences (detention/suspension) for inappropriate vehicle operation. Students are only allowed to access their vehicles in the student parking lot or off campus: prior to school day commencing, during lunch, end of school day, and or after officially checking out from school, unless given specific permission from a GHS administrator. Any student accessing their vehicle without permission will face consequences to be determined by GHS administration.

VISITORS TO CAMPUS

Student visitors are **not allowed** during the normal school day unless specifically approved by the site Principal.

GHS Student Handbook Revised 06/15

STUDENT BODY OFFICERS

President	**Vice President**	**Records**	**Academics**
Olivia Nuñez	***Michelle Silva***	***Ariana Tovar***	***Meg Abdallah***
Bold =	**Leader/Executive Officer**		**Treasurer (Appointed)**
			Alexis Angulo
Athletics	**Activities**	**PR**	**Scheduler**
Stephanie Cary	***Vanessa Gorshe***	***Angela Nuñez***	***Gerzayr Alapizco***
Jorge Felix	*Magali Ornelas*	*Karla Luquin*	
Giavonni Flores	*Nicole Cunha*	*Luis Espinoza*	
Sujey Luna	*Evelyn Juarez*	*Illeen Calderon*	
	Bailie Smith	Vanessa Ortiz	

Student Signature Page

I have read the Gustine High School Student Handbook, and I understand its contents, rules, and policies. I further acknowledge that I have read and been made aware of any new and or revised policies for the 2015-2016 school year.

_____
Print Student Name

_____
Signature

_____
Date

****

Parent Signature Page

We have read the entire student handbook, have discussed its contents with our student(s), and understand Gustine High School's rules, and policies, for the 2015-2016 academic year.

_____ _____
Parent/Guardian name (Print) Parent/Guardian signature

Date _____

GUSTINE UNIFIED SCHOOL DISTRICT

Meeting of the Board of Trustees
MEETING DATE:
June 24, 2015

AGENDA ITEM TITLE: GES Curriculum Purchase, READ 180 and System 44

AGENDA SECTION: Action

PRESENTED BY: Dr. Ron Estes, Superintendent

SUMMARY:

Board Approval is required for the purchase of READ 180 and System 44 for Gustine Elementary School. Purchasing this expansion of licenses will help enhance the Response to Intervention efforts at GES. Participants will receive intervention services in the following crucial areas:

1) Decoding skills
2) Reading Comprehension
3) Reading Fluency

FISCAL IMPACT: $36,424.53

BUDGET CATEGORY: Lottery (1100), Microsoft Voucher Software Program (9155)

RECOMMENDED ACTION: Approve

GUSTINE UNIFIED SCHOOL DISTRICT
1500 Meredith Ave.
Gustine, CA 95322
Phone: (209) 854-3784
Fax: (209) 854-9164

Ship To: GUSTINE ELEMENTARY
2806 GROVE AVENUE
GUSTINE, CA 95322

DEPARTMENT: RTI	**DATE:** 6/8/2015
ORDERED BY: Ismael Munoz	**VENDOR NUMBER:**
BUDGET CLASSIFICATION NAME: Lottery (1100)	**SPECIAL INSTRUCTIONS:** Split

BUDGET CLASSIFICATION: 01-1100-0-4300.00-1110-1000-110-000-500

VENDOR NAME: Scholastic
ADDRESS: 2315 Dean St. Suite 600
St. Charles, IL 60175
PHONE: 800-387-1437 **FAX:** 877-242-5865

Qty.	DESCRIPTION	UNIT COST	TOTAL COST
2	READ 180 5-license Bundle	3905	7810.00
1	SSYY Library	4250.	4250.00
2	44 Book (10-Copies)	199.50	399.00
4	44 Book READ 180 10-Copies	179.50	598.00
3	Stage A READ 180	359.40	1078.20
	TAX		2805.07
	* See Attached Quote. SHIPPING		569.31
	TOTAL		17509.53

SCHOOL SITE: GUSTINE ELEMENTARY SCHOOL **PAGE NUMBER OF SCHOOL SITE PLAN:** 3

JUSTIFICATION: ELA: All Students will meet or exceed grade level standards

DISTRICT PURCHASE ORDER #

APPROVAL:

TECHNOLOGY RELATED ITEMS? (YES) NO
SITE TECHNOLOGY APPROVAL: X
DISTRICT TECHNOLOGY APPROVAL:

APPROVAL: (DISTRICT CATEGORICAL DIR.)

GUSTINE UNIFIED SCHOOL DISTRICT
1500 Meredith Ave.
Gustine, CA 95322
Phone: (209) 854-3784
Fax: (209) 854-9164

Ship To: GUSTINE ELEMENTARY
2806 GROVE AVENUE
GUSTINE, CA 95322

DEPARTMENT: RTI	**DATE:**
ORDERED BY: I. MUNOZ	**VENDOR NUMBER:**
BUDGET CLASSIFICATION NAME: ED TECH K12 Voucher	**SPECIAL INSTRUCTIONS:** Spl. Ed Fund
BUDGET CLASSIFICATION: 01-9155-0-4313.00-0000-7700-110-000-000	

VENDOR NAME: Scholastic Education
ADDRESS: 2315 Dean St. Suite 600
St. Charles, IL 60175

PHONE: 800-387-1457 **FAX:** 877-242-5865

Qty.	DESCRIPTION	UNIT COST	TOTAL COST
10	System 44 licenses		6165.00
20	System 44 licence		12,000.00
10	READ 180 HOSTING	30.00	300.00
30	System 44 Hosting Service.	15.00	450.00
	TAX		
	SHIPPING		
	TOTAL	18,915	~~18,915~~ 18,915.00

SCHOOL SITE: GUSTINE ELEMENTARY SCHOOL **PAGE NUMBER OF SCHOOL SITE PLAN:** 3

JUSTIFICATION: ELA: All Students will meet or exceed grade level standards.

DISTRICT PURCHASE ORDER #

APPROVAL:

TECHNOLOGY RELATED ITEMS? (YES) NO

SITE TECHNOLOGY APPROVAL: X

DISTRICT TECHNOLOGY APPROVAL:

APPROVAL: (DISTRICT CATEGORICAL DIR.)

SCHOLASTIC

PRICE QUOTATION

Scholastic Education Inside Sales, 2315 Dean St., Suite 600, St. Charles, IL 60175 Tel: (800) 387-1437 Fax: (877) 242-5865

Submitted to:	Submitted by:	Date: 3/21/2015
Gustine ES, Kim Medeiros Acc# 95322010, kmedeiros@gustine.k12.ca.us	Blake Bieritz Inside Sales Representative 800-387-1437 x6234 bbieritz@scholastic.com	

Description or Title	ISBN #	List Unit Price	Applicable Discount	Final Unit Price	QTY	Extended Total
READ 180/System 44 Expansion/Replenishment Solution						
10 S44 NG Upper Elem Student Licenses (standalone) **20 S44 NG Stage A Student Licenses (blended)** **10 R180 NG Stage A Student Licenses** **1 S44 NG Upper Elem Student Library** **20 S44 NG Upper Elem Student 44Books (standalone)** **40 S44 NG Stage A Student 44Books (blended)** **45 R180 NG Stage A Student rBooks**						
System 44 Next Generation Upper Elementary Additional Licenses - 10 Student Licenses - No Print Materials	579356	$6,165.00	$0.00	$6,165.00	1	$6,165.00
System 44 Next Generation for Use With R180 Stage A Additional Licenses - 20 Student Licenses - No Print Materials	579366	$12,000.00	$0.00	$12,000.00	1	$12,000.00
READ 180 Next Generation Stage A Add-on Licenses: 5-License Bundle	538105	$3,905.00	$0.00	$3,905.00	2	$7,810.00
System 44 Next Generation Upper Elementary Paperback and Audiobook Library - Includes 56 titles, 5 copies of each and two stadium display cases.	559168	$4,250.00	$0.00	$4,250.00	1	$4,250.00
44Book, Upper Elementary (10 copies) Stand Alone Discount price valid through 5-31-15	555805	$249.50	$50.00	$199.50	2	$399.00
44Book for use with READ 180 Stage A (10 copies) Blended Model Discount price valid through 5-31-15	555812	$179.50	$30.00	$149.50	4	$598.00
Stage A READ 180 Next Generation rBook Pack (includes 15 rBooks) Discount price valid through 5-31-15	536995	$449.25	$89.85	$359.40	3	$1,078.20
Hosting Services						
READ 180 Hosting Service (annual price per license)	512312	$30.00	$0.00	$30.00	10	$300.00
System 44 Hosting Service (annual price per license) Note: READ 180 hosting customers receive a 50% discount on System 44 hosting fees. ($15.00 instead of $30.00 per annual license)	512307	$30.00	$15.00	$15.00	30	$450.00

** Hosting for new licenses only to service 8/15/15 - 8/15/16

Discount Total $939.55

Subtotal $33,050.20

$569.31

** Please Remit Order To **
Blake Bieritz
2315 Dean St., Suite 600
St. Charles, IL 60175
Fax: 877-242-5865

** Quote and discounts will expire 5/31/15.

** An estimated 10% tax has been applied. Please adjust accordingly if this does not match your current tax rate.

** Account Executive: Donna Sylvia

Terms and Conditions: State law requires that sales tax be added to your order unless we have a sales tax exemption certificate on file. Scholastic's terms are FOB shipping point unless otherwise noted on the purchase order. Customers must notify Scholastic in writing no less than five (5) business days in advance of any cancellation or rescheduling of training, in-classroom support, or other onsite services. If such notice is not received by Scholastic, customers will be charged (or forfeit prepayment) for cancelled or missed days. Unless otherwise noted, all services must be delivered within 24 months of purchase.

Description or Title	ISBN #	List Unit Price	Applicable Discount	Final Unit Price	QTY	Extended Total
				Shipping/Handling		
				Sales Tax		$2,805.02
				TOTAL		$36,424.53

Terms and Conditions: State law requires that sales tax be added to your order unless we have a sales tax exemption certificate on file. Scholastic's terms are FOB shipping point unless otherwise noted on the purchase order. Customers must notify Scholastic in writing no less than five (5) business days in advance of any cancellation or rescheduling of training, in-classroom support, or other onsite services. If such notice is not received by Scholastic, customers will be charged (or forfeit prepayment) for cancelled or missed days. Unless otherwise noted, all services must be delivered within 24 months of purchase.

GUSTINE UNIFIED SCHOOL DISTRICT

Meeting of the Board of Trustees
MEETING DATE:
June 24, 2015

AGENDA ITEM TITLE: GES Curriculum Purchase, System 44 Reading Intervention Program

AGENDA SECTION: Action

PRESENTED BY: Ismael Munoz, GES Principal/Dr. Ron Estes, Superintendent

SUMMARY:

Board Approval is required for the purchase of System 44 Reading Intervention for 3rd grade students at Gustine Elementary School. Purchasing this expansion of licenses will help enhance the Response to Intervention efforts for our 3rd grade student population. Participants will receive intervention services in the following crucial areas:

1) Decoding skills
2) Reading Comprehension
3) Reading Fluency

Currently all grade levels at GES receive intensive intervention support except for 3rd grade. Purchasing this program will allow our intervention team to provide services for all grade levels. I ask that you consider and approve this purchase.

FISCAL IMPACT: $20,870

BUDGET CATEGORY: LCFF Site Funds

RECOMMENDED ACTION: Approve

GUSTINE UNIFIED SCHOOL DISTRICT
1500 Meredith Ave.
Gustine, CA 95322
Phone: (209) 854-3784
Fax: (209) 854-9164

Ship To: GUSTINE ELEMENTARY
2806 GROVE AVENUE
GUSTINE, CA 95322

DEPARTMENT: RTI	**DATE:** 7/1/2015
ORDERED BY: F. MUNOZ	**VENDOR NUMBER:**
BUDGET CLASSIFICATION NAME: LCFF	**SPECIAL INSTRUCTIONS:**
BUDGET CLASSIFICATION: 01-0824-0-4300.00-1110-1000-110-000-000	

VENDOR NAME: Houghton Mifflin Harcourt
ADDRESS: 2315 Dean ST. Suite 600
St. Charles, IL 60175
PHONE: 800-387-1437 **FAX:** 877-242-5865

Qty.	DESCRIPTION	UNIT COST	TOTAL COST
	System 44 Next Generation		
	Grade 3 Common Core Intervention		
	Plan		
	* See Attached Invoice.		
	TAX		$1870.00
	SHIPPING		
	TOTAL		20,870.00

SCHOOL SITE: GUSTINE ELEMENTARY SCHOOL **PAGE NUMBER OF SCHOOL SITE PLAN:** 4

JUSTIFICATION: ELA: All students will meet or exceed grade level standards.

DISTRICT PURCHASE ORDER #

APPROVAL:

TECHNOLOGY RELATED ITEMS? YES (circled) NO

SITE TECHNOLOGY APPROVAL: X

DISTRICT TECHNOLOGY APPROVAL:

APPROVAL: (DISTRICT CATEGORICAL DIR.)

Houghton Mifflin Harcourt

PRICE QUOTATION

Houghton Mifflin Harcourt Inside Sales, 2315 Dean St., Suite 600, St. Charles, IL 60175 Tel: (800) 387-1437 Fax: (877) 242-5865

Submitted to:	Submitted by:	Date: 6/10/2015
Gustine ES, Cathy Filippini Acc# 95322010, cfilippini@gustineusd.org	Blake Bieritz Inside Sales Representative 800-387-1437 x6234 blake.bieritz@hmhco.com	

Description or Title	ISBN #	List Unit Price	Applicable Discount	Final Unit Price	QTY	Extended Total
System 44 Next Generation Grade 3 Common Core Intervention Plan **1 S44 NG Upper Elem Standalone Classroom (Library + Teaching System)** **20 S44 NG Upper Elem Student Licenses** **20 S44 NG Upper Elem Student 44Books (standalone)** **20 S44 NG Student Decodable Digests**						
System 44 Next Generation Implementation Service Plan 2015-16 SY **- (1) Day Start-up S44 Implementation Training for all Stakeholders**						
System 44 Next Generation Technical Service Plan 2015-16 SY **- 1 Year Hosting Fees for all (20) S44 Licenses (8/15/15 - 8/15/16)** **- Servers are automatically updated with the latest software** **- Access to SAM data & reporting over the Internet anytime, anywhere** **- Full iPad Compatibility for System 44** **- Unlimited Phone, Email, and Web Chat Support**						
Total Investment Summary		$25,499.00	$6,499.00	$19,000.00	1	$19,000.00

**** All System 44 Licensing is perpetual so ongoing costs will only include Hosting Services and workbook replenishments as outlined below. This annual per student cost is an estimation and does not take into consideration any replacement material needs or recommended ongoing implementation services.**

- Annual costs for each System 44 student will be approximately $39.95

** Please Remit Order To **
Blake Bieritz
2315 Dean St., Suite 600
St. Charles, IL 60175
Fax: 877-242-5865

Discount Total $6,499.00

Subtotal	$19,000.00
Shipping/Handling	$0.00
Sales Tax	$1,870.00
TOTAL	$20,870.00

** Quote will expire 8/31/15.

** An estimated 10% tax has been applied. Please adjust accordingly if this does not match your current tax rate.

** Account Executive: Donna Sylvia

Terms and Conditions: State law requires that sales tax be added to your order unless we have a sales tax exemption certificate on file. Terms are FOB shipping point unless otherwise noted on the purchase order.

GUSTINE UNIFIED SCHOOL DISTRICT

Meeting of the Board of Trustees
MEETING DATE:
June 24, 2015

AGENDA ITEM TITLE: Chromebook Purchase for GES

AGENDA SECTION: Action

PRESENTED BY: Dr. Ron Estes, Superintendent

SUMMARY:

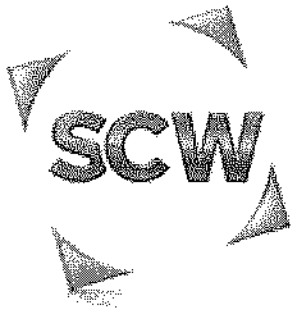
Attached is information regarding the purchase of technology for Gustine Elementary School (HP Chrome Notebooks/Software/Carts. Board approval is required on amounts over $5,000.

Mr. Munoz asks that the board consider the purchase of 90 Chromebook units to accommodate the needs of the teaching staff and their students. Currently GES has two aging computer labs and a new Chromebook mobile lab machine available for students to conduct research and obtain online resources. The addition of three mobile computer labs will allow for more technology integration into daily classroom instruction. More access to technology will help engage students and create active learners since using a computer encourages self-directed learning. Added technology will help provide accommodations for struggling students and enrichment for students who are ahead. With the approval of the 90 Chromebooks, our student-to-computer ratio will improve from 7-1 to 3-1, and we will make strides towards reaching our district's goal of "Preparing students for the future…today."

FISCAL IMPACT: $38,503.22

BUDGET CATEGORY: LCFF Site Funds

RECOMMENDATION: Approve



Southern Computer Warehouse
1395 S. Marietta Parkway
Building 300
Marietta, Georgia 30067
United States
http://www.scw.com
(P) 877-GOTOSCW
(F) 770.579.8937

Quotation (Open)

Date
Jun 18, 2015 02:52 PM EDT

Doc #
1025324 - rev 1 of 1

Description
HP Chromebook 14 G1

SalesRep
McLeod, Ethan
(P) 770-579-8927

Customer Contact
Aguilar, Lizett
(P) 209-854-3784 ext. 12
laguilar@gustineusd.org

Customer
Gustine USD CA (GU32437)
Aguilar, Lizett
1500 Meredith Ave
Gustine, CA 95322
United States
(P) 209-854-3784

Bill To
Gustine USD CA
Payable, Accounts
1500 Meredith Ave
Gustine, FL 95322
United States
(P) 209-854-3784

Ship To
Gustine USD CA
REF, PO
1500 Meredith Ave
Gustine, CA 95322
United States
(P) 209-854-3784

Customer PO:

Terms:
Undefined

Ship Via:
GROUND

Special Instructions:

Carrier Account #:

#	Description	Part #	Qty	Unit Price	Total
1	HP Chromebook 14 G1 Celeron 2955U / 1.4 GHz - Chrome OS - 4 GB RAM - 16 GB SSD - 14" 1366 x 768 (HD) - Intel HD Graphics - black - Smart Buy Note: *This product shows promotional pricing of $20.00 off until 06/25/15 or while supplies lasts. (Current stock 6069)	J2L41UT#ABA	90	$294.99	$26,549.10
2	Google Chrome OS Management Console License - EDU	CROS-SW-DIS-EDU	90	$25.00	$2,250.00
3	Electronic HP Care Pack Pick-Up and Return Service Extended service agreement - parts and labor - 3 years - pick-up and return - for Mini 110; Chromebook 11 G2, 11 G3, 14, 14 G1, 14 G3; Mini 10XX, 110, 11XX; Stream 11	UQ990E	90	$27.75	$2,497.50
4	SCW Custom - State of CA eWaste Fee - Screen Size Greater than 4" but less than 15"	EWASTE1	90	$3.00	$270.00

Free Ground Shipping from SCW!
When you calculate your total cost on a quote, please don't forget that ground shipping is FREE from SCW with no minimum order size. We appreciate your orders.

Quote valid for 30 days unless formal bid provides different term. Promotional pricing is valid only during term of promotion and while supplies last.

All returns must be authorized and clearly marked with a valid RMA number. RMA's are subject to restock fees when applicable.

These prices may not include applicable taxes, insurance, shipping, delivery, setup fees, or any cables or cabling services or material unless specifically listed above.

Please note that expedited shipping charges are estimated, and could decrease or increase when invoiced.

All prices are subject to change without notice. Supply subject to availability.

Subtotal:	$31,566.60
Tax (8.000%):	$2,123.93
Shipping:	$0.00
Total:	**$33,690.53**

Southern Computer Warehouse
1395 S. Marietta Parkway
Building 300
Marietta, Georgia 30067
United States
http://www.scw.com
(P) 877-GOTOSCW
(F) 770.579.8937

Quotation (Open)

Date
Jun 18, 2015 03:23 PM EDT

Doc #
1025355 - rev 1 of 1

Description
Anthro YES Cart for 36 notebooks

SalesRep
McLeod, Ethan
(P) 770-579-8927

Customer Contact
Aguilar, Lizett
(P) 209-854-3784 ext. 12
laguilar@gustineusd.org

Customer
Gustine USD CA (GU32437)
Aguilar, Lizett
1500 Meredith Ave
Gustine, CA 95322
United States
(P) 209-854-3784

Bill To
Gustine USD CA
Payable, Accounts
1500 Meredith Ave
Gustine, FL 95322
United States
(P) 209-854-3784

Ship To
Gustine USD CA
REF, PO
1500 Meredith Ave
Gustine, CA 95322
United States
(P) 209-854-3784

Customer PO:

Terms:
Undefined

Ship Via:
GROUND

Special Instructions:

Carrier Account #:

#	Description	Part #	Qty	Unit Price	Total
1	Anthro YES Cart for 36 notebooks - powder-coated steel - metallic gray, polar white	YESMORGMPW4	1	$1,485.40	$1,485.40

Note: *This product includes free DOCK to DOCK shipping. If a lift-gate or inside delivery is needed then please let me know at time of order

This item is special order. Please allow 7-14 business days for delivery.

Subtotal:	$1,485.40
Tax (8.000%):	$118.83
Shipping:	$0.00
Total:	**$1,604.23**

Quote valid for 30 days unless formal bid provides different term. Promotional pricing is valid only during term of promotion and while supplies last.

All returns must be authorized and clearly marked with a valid RMA number. RMA's are subject to restock fees when applicable.

These prices may not include applicable taxes, insurance, shipping, delivery, setup fees, or any cables or cabling services or material unless specifically listed above.

Please note that expedited shipping charges are estimated, and could decrease or increase when invoiced.

All prices are subject to change without notice. Supply subject to availability.

GUSTINE UNIFIED SCHOOL DISTRICT

Meeting of the Board of Trustees
MEETING DATE:
June 24, 2015

AGENDA ITEM TITLE: Chromebook Purchase for Romero Elementary

AGENDA SECTION: Action

PRESENTED BY: Dr. Ron Estes, Superintendent

SUMMARY:

Attached is information regarding the purchase of technology for Romero Elementary School (Chrome Notebooks/Software/Carts.) Board approval is required on amounts over $5,000.

FISCAL IMPACT: $12,493.96

BUDGET CATEGORY: LCFF Site Funds

RECOMMENDATION: Approve

PURCHASE ORDER

GUSTINE UNIFIED SCHOOL DISTRICT
1500 MEREDITH AVENUE
GUSTINE, CA 95322

Purchase Order No.
151199

Bill To: Accounts Payable
Gustine Unified School District
1500 Meredith Avenue
Gustine, CA 95322
Ph. (209) 854-3784 Fax: (209) 854-9164

Requisition No.
151216

To: DATA PATH
P.O. BOX 579145
MODESTO CA 95357

Ship To: ROMERO ELEMENTARY SCHOOL
13500 LUIS ROAD
SANTA NELLA, CA 95322

Submitted By:

LISA FILIPPINI

Order Date: 06/12/15
Vendor No: 103792 Vendor Phone: - Vendor Fax: (888)499-1959

Ln	Qty	Unt	Description	Unit Price	Total Price
1	1	EA	SEE ATTACHED QUOTE FOR CLASSROOM CHORMEBOOKS.	12,493.96	12,493.96
01-0824-0-4300.00-1110-1000-111-000-000			12,493.96	Sub Total	12,493.96
				Tax	0.00
				PO Total	12,493.96

RECEIVED BY SITE DATE

RECEIVED BY DEPARTMENT DATE

- Purchase Order No. must be on invoice and packing slip.
- Invoice each purchase separately. Items on this purchase order must NOT be billed with those on other purchase orders.
- Substitutions, changes, and prices other than specified above must be authorized by District Office. Purchasing at the following numbers: (209) 854-3784 or (209) 854-9164 (FAX).
  Receipt of all items on an invoice must be complete and correct before it can be paid.
- Please mail an original and one copy of your itemized invoice.

Accounting Copy

By _____
AUTHORIZED SIGNATURE

GUSTINE UNIFIED SCHOOL DISTRICT

Meeting of the Board of Trustees
MEETING DATE:
June 24, 2015

AGENDA ITEM TITLE: Technology Infrastructure Quote – Used switching for all sites

AGENDA SECTION: Action

PRESENTED BY: Dr. Ronald Estes, Superintendent

SUMMARY:

GUSD has vastly expanded its use of technology in the classrooms and all throughout the district. Many devices, such as laptops and tablets have been added and updated throughout the district. With our bond, we are also adding State of the Art classrooms with top-notch technology. All of these devices require a solid infrastructure to work properly. We have been working on updating this infrastructure hy updating and replacing servers that house all of our data. The last part of the infrastructure that needs to be updated is switching. Switching are the lines that handle the data flow from the servers to the computers/devices. Our switching is very outdated and is not able to properly handle the data flow. We ask your approval to approve the upgrade of all switching in the district The attached quote represents high quality used switching that will save the district about half of the cost compared to all new switching. Some new switching is also needed, and that quote is presented separately as it is under CMAS piggyback pricing.

FISCAL IMPACT: $80,296.92 in 2015-2016, included in Budget Adoption

BUDGET CATEGORY: General Fund – LCFF One-Time Funding

RECOMMENDED ACTION: Approve

datapath

QUOTE

Number DPQQ9401-02

Date Jun 15, 2015

318 McHenry Ave., Modesto, CA 95354
t. 209.521.0055 f. 888.499.1959

Prepared For:

Gustine Unified School District

1500 Meredith Ave
Gustine, CA 95322

Ship To

Gustine Unified School District

1500 Meredith Ave
Gustine, CA 95322

Payment Terms

NET10

Quote Vaild Through

7/15/2015

Qty		Description	Unit Price	Ext. Price
		District Office		
1	ea	Cisco Catalyst 3560-E 48-Port Multi-Layer Ethernet Switch with PoE	$2,320.00	$2,320.00
1	ea	Cisco TwinGig Converter Module - 1000Base-X - 2 x Expansion Slots - 1 x SFP Slots - Internal	$25.00	$25.00
1	ea	Cisco 10GBase-SR SFP+ Transceiver - 1 x 10GBase-SR	$118.75	$118.75
1	ea	Cisco 10GBASE-SR X2 Module - 1 x 10GBase-SR	$112.50	$112.50
1	ea	Cisco Catalyst 3560-E 24-Port Multi-Layer Ethernet Switch with PoE	$1,243.75	$1,243.75
		Gustine Adult School		
2	ea	Cisco Catalyst 3560-E 48-Port Multi-Layer Ethernet Switch with PoE	$2,320.00	$4,640.00
2	ea	Cisco Catalyst 3560-E 24-Port Multi-Layer Ethernet Switch with PoE	$1,243.75	$2,487.50
3	ea	Cisco TwinGig Converter Module - 1000Base-X - 2 x Expansion Slots - 1 x SFP Slots - Internal	$25.00	$75.00
2	ea	Cisco GLC-SX-MM 1000Base-SX SFP (mini-GBIC) - 1 x 1000Base-SX	$43.75	$87.50
		Gustine Elementary School		
1	ea	Cisco Catalyst 3750G-12S Ethernet Switch - 12 x SFP (mini-GBIC)	$1,118.75	$1,118.75
1	ea	Cisco Catalyst 3750-E 48-Port Multi-Layer Ethernet Switch with PoE - 48 x 10/100/1000Base-T, 2 x	$2,465.00	$2,465.00
2	ea	Cisco StackWise Stacking Cable - Proprietary - Proprietary - 19.68"	$23.75	$47.50
14	ea	Cisco GLC-SX-MM 1000Base-SX SFP (mini-GBIC) - 1 x 1000Base-SX	$43.75	$612.50
3	ea	Cisco GLC-T 1000BASE-T SFP Gigabit Interface Converter - 1 x 1000Base-T	$106.25	$318.75
		Gustine High School		
1	ea	Cisco Catalyst 3750G-12S Ethernet Switch - 12 x SFP (mini-GBIC)	$1,118.75	$1,118.75
3	ea	Cisco Catalyst 3750-E 48-Port Multi-Layer Ethernet Switch with PoE - 48 x 10/100/1000Base-T, 2 x	$2,465.00	$7,395.00
4	ea	Cisco StackWise Stacking Cable - Proprietary - Proprietary - 19.68"	$23.75	$95.00
1	ea	Cisco TwinGig Converter Module - 1000Base-X - 2 x Expansion Slots - 1 x SFP Slots - Internal	$25.00	$25.00

Qty		Description	Unit Price	Ext. Price
14	ea	Cisco GLC-SX-MM 1000Base-SX SFP (mini-GBIC) - 1 x 1000Base-SX	$43.75	$612.50
3	ea	Cisco GLC-T 1000BASE-T SFP Gigabit Interface Converter - 1 x 1000Base-T	$106.25	$318.75
		Gustine Middle School		
1	ea	Cisco Catalyst 3750G-12S Ethernet Switch - 12 x SFP (mini-GBIC)	$1,118.75	$1,118.75
4	ea	Cisco Catalyst 3750-E 48-Port Multi-Layer Ethernet Switch with PoE - 48 x 10/100/1000Base-T, 2 x	$2,465.00	$9,860.00
5	ea	Cisco StackWise Stacking Cable - Proprietary - Proprietary - 19.68"	$23.75	$118.75
1	ea	Cisco TwinGig Converter Module - 1000Base-X - 2 x Expansion Slots - 1 x SFP Slots - Internal	$25.00	$25.00
12	ea	Cisco GLC-SX-MM 1000Base-SX SFP (mini-GBIC) - 1 x 1000Base-SX	$43.75	$525.00
3	ea	Cisco GLC-T 1000BASE-T SFP Gigabit Interface Converter - 1 x 1000Base-T	$106.25	$318.75
		Romero Elementary School		
1	ea	Cisco Catalyst 3750G-12S Ethernet Switch - 12 x SFP (mini-GBIC)	$1,297.75	$1,297.75
12	ea	Cisco Catalyst 3750-E 48-Port Multi-Layer Ethernet Switch with PoE - 48 x 10/100/1000Base-T, 2 x	$2,465.00	$29,580.00
13	ea	Cisco StackWise Stacking Cable - Proprietary - Proprietary - 19.68"	$23.75	$308.75
2	ea	Cisco Catalyst 3560-E 48-Port Multi-Layer Ethernet Switch with PoE	$2,320.00	$4,640.00
7	ea	Cisco TwinGig Converter Module - 1000Base-X - 2 x Expansion Slots - 1 x SFP Slots - Internal	$25.00	$175.00
14	ea	Cisco GLC-SX-MM 1000Base-SX SFP (mini-GBIC) - 1 x 1000Base-SX	$43.75	$612.50
5	ea	Cisco GLC-T 1000BASE-T SFP Gigabit Interface Converter - 1 x 1000Base-T	$106.25	$531.25

SubTotal	$74,349.00
Tax	$5,947.92
Shipping	$0.00
Total	**$80,296.92**

* Shipping charges are estimated. Actual shipping charges will be applied at time of order.

* All items are refurbished and tested

GUSTINE UNIFIED SCHOOL DISTRICT

Meeting of tbe Board of Trustees
MEETING DATE:
June 24, 2015

AGENDA ITEM TITLE: Technology Infrastructure CMAS Quote – Piggyback New Switching for all sites

AGENDA SECTION: Action

PRESENTED BY: Dr. Ronald Estes, Superintendent

SUMMARY:

GUSD has vastly expanded its use of technology in the classrooms and all throughout the district. Many devices, such as laptops and tablets have been added and updated throughout the district. With our bond, we are also adding State of the Art classrooms with top-notch technology. All of these devices require a solid infrastructure to work properly. We have been working on updating this infrastructure by updating and replacing servers that house all of our data. The last part of the infrastructure that needs to be updated is switching. Switching are the lines that handle the data flow from the servers to the computers/devices. Our switching is very outdated and is not able to properly handle the data flow. We ask your approval to approve the upgrade of all switching in the district

The attached quote represents New switching obtained at lower cost through piggyback pricing from CMAS (California Multiple Award Schedule). Per **Public Contract Code 20118,** we can piggyback from the CMAS contracts.

FISCAL IMPACT: $72,216.38 in 2015-2016, included in Budget Adoption

BUDGET CATEGORY: General Fund – LCFF One-Time Funding

RECOMMENDED ACTION: Approve

datapath

QUOTE

Number DPQQ9409-03

Date Jun 15, 2015

318 McHenry Ave., Modesto, CA 95354
t. 209.521.0055 f. 888.499.1959

Prepared For:	Ship To	Payment Terms
Gustine Unified School District 1500 Meredith Ave Gustine, CA 95322	**Gustine Unified School District** 1500 Meredith Ave Gustine, CA 95322	**NET10**

Quote Vaild Through

7/15/2015

Contract Number

CMAS 3-15-70-3141A

Qty	Description	Unit Price	Ext. Price
	Switching Upgrades		
	Gustine Elementary School		
7 ea	Cisco Catalyst 2960X-48LPD-L Ethernet Switch - 48 Ports - Manageable - 12 x POE - 12 x POE+ - 24 x RJ-45 - 2 x Expansion Slots - 10/100/1000Base-T - PoE Ports - Rack-mountable	$3,875.00	$27,125.00
	Gustine High School		
4 ea	Cisco Catalyst 2960X-48LPD-L Ethernet Switch - 48 Ports - Manageable - 12 x POE - 12 x POE+ - 24 x RJ-45 - 2 x Expansion Slots - 10/100/1000Base-T - PoE Ports - Rack-mountable	$3,875.00	$15,500.00
2 ea	Cisco Catalyst 2960X-24PD-L Ethernet Switch - 24 Ports - Manageable - 24 x POE - 2 x Expansion Slots - 10/100/1000Base-T - PoE Ports - Rack-mountable	$2,550.00	$5,100.00
	Gustine Middle School		
5 ea	Cisco Catalyst 2960X-48LPD-L Ethernet Switch - 48 Ports - Manageable - 12 x POE - 12 x POE+ - 24 x RJ-45 - 2 x Expansion Slots - 10/100/1000Base-T - PoE Ports - Rack-mountable	$3,875.00	$19,375.00

SubTotal	$67,100.00
Tax	$5,116.38
Shipping	$0.00
Total	**$72,216.38**

Overview of the CMAS Program

The Basis for CMAS Contracts

The State of California establishes multiple award contracts in accordance with Public Contract Code Sections 10290 et seq. and 12101.5 (effective January 1994). A multiple award contract is an award to two or more contractors for the same products and/or services at the same or similar prices. Multiple award does not pertain to the number of buyers who would be ordering from the contract, but rather the number of contractors receiving an award from a common bid process.

CMAS contracts are not established through a competitive bid process conducted by the State of California. Because of this, all pricing, products and/or services offered must have been previously bid and awarded on a Federal GSA schedule.

The supplier completes a CMAS Contract Application offering products and/or services at prices based on an existing Federal GSA multiple award schedule. This schedule is referred to as the "base" contract. Upon review and acceptance of the application, the CMAS Unit awards a CMAS contract which includes the State of California contract terms and conditions, procurement codes, policies, and guidelines.

For clarity, the CMAS Program does not "use" the GSA Authorized Federal Supply Service Schedule. Instead, we establish a totally independent California contract for the ***same*** products and services at equal or lower prices.

Once a CMAS contract is awarded, the Contractor markets and distributes the contract, and provides CMAS with quarterly reports of CMAS sales transactions.

CMAS Contract Offer

Suppliers can offer products, services, and prices from their own Federal GSA schedule. They can also offer products, services, and prices from a Federal GSA schedule held by another company. In this case, the supplier must provide written substantiation that they are:

1. Authorized to sell the products and provide the technical services being offered, or
2. Qualified to provide the consulting, personal, or stand-alone technical services offered by including supporting customer references.

CMAS Contract Term

The term of a CMAS contract begins upon award by the CMAS Unit, and technically expires on the same date as the referenced Federal GSA schedule; however, CMAS adds three months to the GSA schedule end date to allow time for processing the CMAS contract renewal or extension.

CMAS contract renewals/extensions do not occur automatically when the term of the base GSA schedule is renewed or extended. It is the responsibility of the CMAS contractor to request the renewal or extension at the time the base GSA schedule is renewed or extended. (Refer to the CMAS Contract Management & Information Guide for renewal/ extension information.)

Continued on next page

Overview of the CMAS Program, Continued

Who Can Use CMAS Contracts?

State and local government agencies may use CMAS contracts unless the contractor explicitly stipulates in their CMAS contract offer that the contract is not available to local governments. A local government agency is any city, county, district, or other local governmental body, including the California State University (CSU) and University of California (UC) systems, K-12 public schools and community colleges empowered to expend public funds.

CMAS Program Fees

There is no fee to apply for a CMAS contract.

For CMAS sales to State agencies, the State agency pays the DGS an administrative fee. CMAS contractors do not pay fees for sales to State agencies.

For CMAS sales to local government agencies, the CMAS contractor pays the DGS-CMAS a 1% incentive fee based on the total value of all local government orders each quarter.

If the CMAS contractor is a California certified small business, both the administrative and incentive fees are waived.

What is Available?

CMAS contracts are established for both information technology and non-information technology products and services.

What is Excluded?

The following products and services are not available through the CMAS program:

Products and Services from Other DGS-Procurement Division Contracts
Products, services and prices from an existing CMAS contract, statewide or master contract awarded by the DGS Procurement Division cannot be used as the basis of a CMAS contract application.

Facility Planning, Medical Services, Registered Nursing, Human Resources and Security Guard Services
By CMAS policy, the services noted cannot be procured via a CMAS contract.

Architectural, Construction, Engineering, and Environmental Services
Services are not allowed on CMAS that are required by law to be performed by a licensed architect, licensed registered engineer, licensed landscape architect, construction project manager, licensed land surveyor, or environmental services as defined in Government Code 4525. One exception is that third party verification services of greenhouse gas emission reports for existing facilities and operations are available on the CMAS Program.

See the State Contracting Manual, Volume I, Chapter 11 for information on Architectural and Engineering contracts.

If you have questions about Architectural, Construction, Engineering, and Environmental Services, the Department of General Services (DGS), Real Estate Services Division (RESD) can be contacted at (916) 376-1752.

Continued on next page

Overview of the CMAS Program, Continued

What is Excluded? (continued)

Financial Audits
Government Code 8546.4(e) requires prior written approval from the State Controller and the Director of Finance for state agencies entering into contracts for financial auditing services. The approval shall state the reason for the contract and shall be filed with the State Auditor at least 30 days prior to the award of the contract.

Legal Services
Contracting for legal services by state agencies is controlled by statute (GC 11040) and requires Attorney General approval prior to entering into contracts with outside counsel. Additionally, Article VII of the California Constitution requires that state legal work be performed by state employees, absent limited exceptions (Government Code 19130). There are also policy-based approval requirements for all Executive Branch agencies that control the use of private counsel.

Public Works
Public works projects involve erection, construction, alteration, repair or improvement of a public structure as defined in Public Contract Code 1101. See the State Contracting Manual, Volume I, Chapter 10 and the "CMAS Contract Management & Information Guide" for information on Public Works projects.

If you have questions about Public Works projects, the DGS Real Estate Services Division (RESD) can be contacted at 916/376-1768.

Contractors Acting as Fiscal Agents are Prohibited

When a subcontractor ultimately performs all of the services that a prime contractor has agreed to provide, and the prime contractor only handles the invoicing of expenditures, then the prime contractor's role becomes that of a fiscal agent because it is merely administrative in nature. It is unacceptable to use fiscal agents in this manner because the agency is paying unnecessary administrative costs.

Protests

California code does not provide for formal protest of CMAS transactions. The individual ordering agency handles informal complaints. If necessary, customers may contact the CMAS Unit for assistance.

Contact Us

If you have questions, contact us at:

Department of General Services
Procurement Division – CMAS Unit
707 Third Street, 2nd Floor, MS #2-202
West Sacramento, CA 95605-2811

Phone: (916) 375-4363
Fax: (916) 375-4663
E-mail cmas@dgs.ca.gov
Website: www.dgs.ca.gov/pd/programs/leveraged/cmas.aspx

GUSTINE UNIFIED SCHOOL DISTRICT

Meeting of the Board of Trustees
MEETING DATE:
June 24, 2015

AGENDA ITEM TITLE: State of the Art/Impact Classroom Technology Purchase

AGENDA SECTION: Action

PRESENTED BY: Dr. Ron Estes, Superintendent

SUMMARY:

The Board is asked to approve the technology purchases for the Impact Classrooms being set up this summer for 2015/16.

FISCAL IMPACT: $84,820.07

BUDGET CATEGORY: LCFF one-time 2015-16 funding

RECOMMENDATION: Approve

datapath

QUOTE

Number DPQQ9515-01

Date Jun 16, 2015

318 McHenry Ave., Modesto, CA 95354
t. 209.521.0055 f. 888.499.1959

Prepared For:	Ship To	Payment Terms
Gustine Unified School District 1500 Meredith Ave Gustine, CA 95322	**Gustine Unified School District** 1500 Meredith Ave Gustine, CA 95322	**NET10**

Quote Vaild Through

6/26/2015

Qty	Description	Unit Price	Ext. Price
	State of the Art Classrooms		
	Romero		
1	Epson BrightLink Pro 1430Wi LCD Projector - HDTV - 16:10	$2,565.50	$2,565.50
36	HP Chromebook 14" LED (BrightView) Chromebook - Intel Celeron 2957U Dual-core (2 Core) 1.40 GHz	$329.00	$11,844.00
36	Chrome OS Management Software	$30.00	$1,080.00
36	California Electronic Waste Recycling Fee - Screen Less than 15 Inches	$3.00	$108.00
1	AVer AVerVision M70 Interactive Visualizer - 0.31" CMOS - 5 Megapixel - NTSC, PAL	$714.25	$714.25
1	Actiontec ScreenBeam Pro Wireless Display Receiver	$74.41	$74.41
1	Microsoft Surface Pro 3 Tablet PC - 12" - ClearType - Wireless LAN - Intel Core i5 i5-4300U Dual-core (2 Core) 1.90 GHz - Silver	$899.00	$899.00
1	California Electronic Waste Recycling Fee - Screen Less than 15 Inches	$3.00	$3.00
	GES		
1	Epson BrightLink Pro 1430Wi LCD Projector - HDTV - 16:10	$2,565.50	$2,565.50
36	HP Chromebook 14" LED (BrightView) Chromebook - Intel Celeron 2957U Dual-core (2 Core) 1.40 GHz	$329.00	$11,844.00
36	Chrome OS Management Software	$30.00	$1,080.00
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1	Microsoft Surface Pro 3 Tablet PC - 12" - ClearType - Wireless LAN - Intel Core i5 i5-4300U Dual-core (2 Core) 1.90 GHz - Silver	$899.00	$899.00
1	California Electronic Waste Recycling Fee - Screen Less than 15 Inches	$3.00	$3.00

Qty	Description	Unit Price	Ext. Price
	GMS		
1	Epson BrightLink Pro 1430Wi LCD Projector - HDTV - 16:10	$2,565.50	$2,565.50
36	HP Chromebook 14" LED (BrightView) Chromebook - Intel Celeron 2957U Dual-core (2 Core) 1.40 GHz	$329.00	$11,844.00
36	Chrome OS Management Software	$30.00	$1,080.00
36	California Electronic Waste Recycling Fee - Screen Less than 15 Inches	$3.00	$108.00
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1	Actiontec ScreenBeam Pro Wireless Display Receiver	$74.41	$74.41
1	Microsoft Surface Pro 3 Tablet PC - 12" - ClearType - Wireless LAN - Intel Core i5 i5-4300U Dual-core (2 Core) 1.90 GHz - Silver	$899.00	$899.00
1	California Electronic Waste Recycling Fee - Screen Less than 15 Inches	$3.00	$3.00
3	LG Chromebase 22CV241 All-in-One Computer - Intel Celeron 2955U 1.40 GHz - Desktop - Silver, White	$344.06	$1,032.18
3	California Electronic Waste Recycling Fee - Screen Between 15-35 Inch	$4.00	$12.00
	GHS		
1	Samsung 6300 UN60J6300AF 60" 1080p LED-LCD TV - 16:9 - HDTV 1080p	$1,699.99	$1,699.99
1	California Electronic Waste Recycling Fee - Screen Larger Than 35 Inch	$5.00	$5.00
1	Epson BrightLink Pro 1430Wi LCD Projector - HDTV - 16:10	$2,565.50	$2,565.50
1	AVer AVerVision M70 Interactive Visualizer - 0.31" CMOS - 5 Megapixel - NTSC, PAL	$714.25	$714.25
1	Actiontec ScreenBeam Pro Wireless Display Receiver	$74.41	$74.41
1	Microsoft Surface Pro 3 Tablet PC - 12" - ClearType - Wireless LAN - Intel Core i5 i5-4300U Dual-core (2 Core) 1.90 GHz - Silver	$899.00	$899.00
1	California Electronic Waste Recycling Fee - Screen Less than 15 Inches	$3.00	$3.00

SubTotal	$58,869.81
Tax	$4,422.14
Shipping	$75.00
Total	**$63,366.95**

datapath

QUOTE

Number DPQQ9529-01

Date Jun 16, 2015

318 McHenry Ave., Modesto, CA 95354
t. 209.521.0055 f. 888.499.1959

Prepared For:	Ship To	Payment Terms
Gustine Unified School District 1500 Meredith Ave Gustine, CA 95322	**Gustine Unified School District** 1500 Meredith Ave Gustine, CA 95322	**NET10**

Quote Vaild Through

7/1/2015

Qty	Description	Unit Price	Ext. Price
	Acer 11.6 Inch Convertable Tablet (Includes Active Stylus and 2 Year Warranty)		
36	Acer Aspire SW5-171P-38YM Tablet PC - 11.6" - In-plane Switching (IPS) Technology - Wireless LAN - Intel Core i3 i3-4012Y Dual-core (2 Core) 1.50 GHz - 4 GB RAM - LPDDR3 - 60 GB SSD - Windows 8.1 Pro 64-bit - Hybrid - 1920 x 1080 Multi-touch Screen 16:9 Display (LED Backlight) - Bluetooth - 1 x Total USB Ports - 1 x USB 3.0 Ports - Front Camera/Webcam (Optional - SELECTED)	$549.00	$19,764.00
36	California Electronic Waste Recycling Fee - Screen Less than 15 Inches	$3.00	$108.00

SubTotal	$19,872.00
Tax	$1,581.12
Shipping	$0.00
Total	**$21,453.12**

* Shipping charges are estimated. Actual shipping charges will be applied at the time of order.

GUSTINE UNIFIED SCHOOL DISTRICT

Meeting of the Board of Trustees
MEETING DATE:
June 24, 2015

AGENDA ITEM TITLE: State of the Art/Impact Classroom Furniture Purchase

AGENDA SECTION: Action

PRESENTED BY: Dr. Ron Estes, Superintendent

SUMMARY:

Staff recommends the following:

Contrax	GHS	$219,586.28
Wardens/Virco	GMS	$9,767.36
	GES	$8,436.51
	RES	$8,463.51

Although Contrax quote is slightly higher, the furniture is unique and the lower quote is not equal in design or value. The elementary and middle school will go with the lower quotes of Wardens or Virco (when that quote is finalized.)

FISCAL IMPACT: Not to exceed $65,000

BUDGET CATEGORY: Bond Fund 21

RECOMMENDATION: Approve

STATE OF THE ART CLASSROOM
FURNITURE QUOTES

	ROMERO	GES	GMS	GHS
Warden's	$8,463.51	$8,436.51	$9,767.36	~~-0-~~
School Outfitters	$9,619.17	$17,772.78	$16,748.69	$26,893.19
Contrax	$14,151.79	$20,027.92	$19,459.63	$29,586.28

June 24, 2015

WARDEN'S
SUPPLIES | FURNITURE | RELOCATION
1415 J Street, Modesto, CA 95354
ph 209.529.6321 fx 209.529.2733

MAKING YOUR OFFICE WORK!
wardensworks.com 1.800.669.6321

PROPOSAL

Customer:

Company: GUESTINE MIDDLE SCHOOL
Name: RON ESTES
Email :
Address:
City, State

Quote Date: **5/25/2015**
Quote #: 4110
Phone #:
Fax #:

Product		Qty	Unit Price	TOTAL
	DELIVERY & SET UP WARDENS BLUE CREW C/O GUESTINE MIDDLE SCHOOL	1	$150.00	$150.00
	NEXUS NEX223MMP JR. PARTITION MOBILE WHITEBOARD: 403/8"W X 251/8"d x 573\8"H	2	$800.00	$1,600.00
	BALT: ECONOMY SHAPE DESK: #90580 28 1/4"w x 27 1/4"d x 29"H	20	$120.00	$2,400.00
	9TO5 SEATING INDY ARMLESS SLED BASE FRAME ALL PLASTIC #1010-GT-AP	28	$99.29	$2,780.12
	MAVERICK SHELL DESK: 30"D X 60"W	2	$214.52	$429.04
	MAVERICK SHELL BULLET SHAPE DESK: 30"D X 60"W	3	$237.26	$711.78
	ARMLESS LOW BACK BASIC CONTROL CHAIR BELLA #1325 -B2	4	$210.84	$843.36
	ARMLESS LOW BACK BASIC CONTROL (TEACHER) AGENT #1425-B2	1	$129.55	$129.55
			SUB TOTAL	$9,043.85
			Sales Tax 8.000%	$723.51
			GRAND TOTAL	$9,767.36

Account Manager:

Name: *Cindy Kilroy-Largent* Direct #: 209 758 -6742
Email: cindyl@wardensworks.com Fax #: 209.838.8549

Notes:

Acceptance:

Date: ***Authorized Signature:***

50% NON REFUNDABLE OEPOSIT on all factory ordered products.
25% RESTOCKING FEE for in stock product returned.

WARDEN'S
SUPPLIES | FURNITURE | RELOCATION
1415 J Street, Modesto, CA 95354
ph 209.529.6321 fx 209.529.2733

MAKING YOUR OFFICE WORK!
wardensworks.com 1.800.669.6321

PROPOSAL

Customer:

Company: GUSTINE USD
Name: RON ESTES
Email :
Address:
City, State

Quote Date: **5/25/2015**
Quote #: 4110
Phone #:
Fax #:

Product		Qty	Unit Price	TOTAL
	DELIVERY & SET UP WARDENS BLUE CREW C/O ROMERO ELEMENTARY ROOM C1	1	$150.00	$150.00
	MAVERICK SHELL DESK: 30"D X 60"W	6	$214.52	$1,287.12
	MAVERICK SHELL BULLETT SHAPE DESK: 30"d X 60"W	1	$237.26	$237.26
	MAVERICK SHELL BULLET SHAPE DESK: 36"d x 72"w	1	$302.80	$302.80
	MAVERICK BOOKCASE: 36"W X 72"W X 12"D	3	$311.44	$934.32
	9TO5 SEATING INDY ARMLESS SLED BASE ALL PLASTIC #1010-GT-AP	29	$99.29	$2,879.41
	ARMLESS LOW BACK BASIC CONTROL (TEACHER) AGENT #1425-B2	1	$129.55	$129.55
	MAVERICK SINGLE PEDESTAL DESK; 24"D X 48"W BOX/FILE PEDESTAL	1	$291.12	$291.12
	NEXUS NEX223MMP JR. PARTITION MOBILE WHITEBOARD	2	$800.00	$1,600.00
			SUB TOTAL	$7,811.58
			Sales Tax 8.000%	$624.93
			GRAND TOTAL	$8,436.51

Account Manager:

Name: *Cindy Kilroy-Largent* Direct #: 209 758 -6742
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PROPOSAL

Customer:

Company: GUSTINE USD
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Email :
Address:
City, State

Quote Date: **5/25/2015**
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Email: cindyl@wardensworks.com Fax #: 209.838.8549

Notes:

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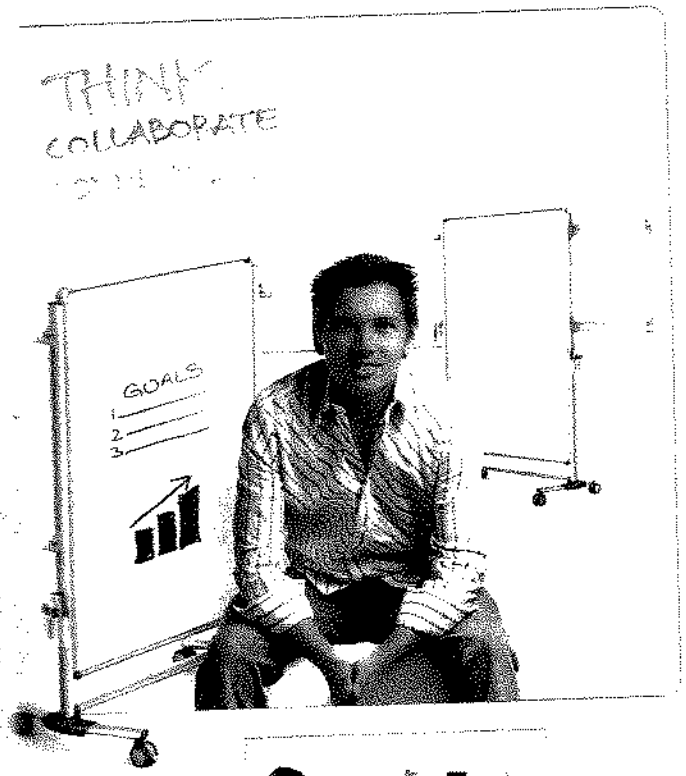
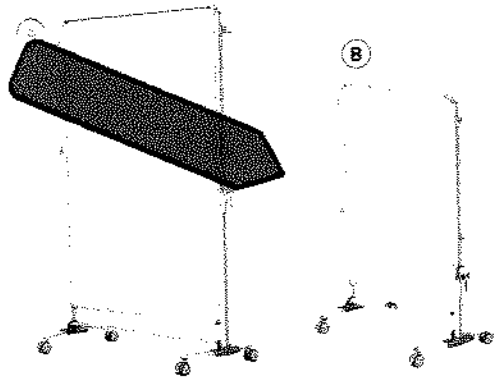
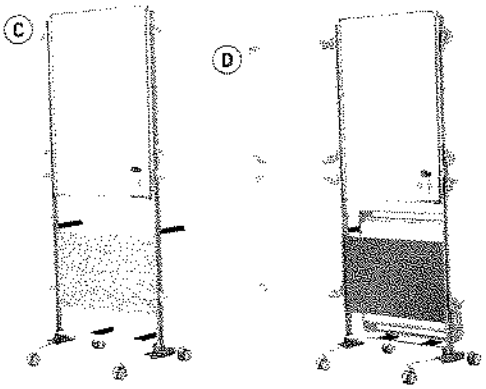
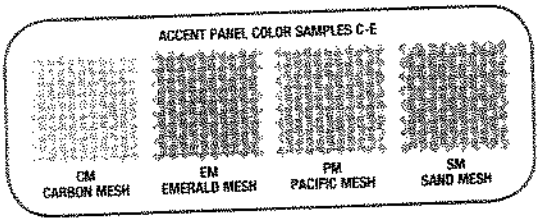
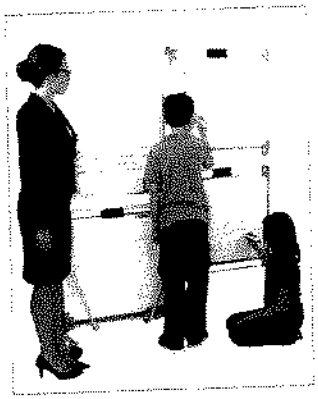






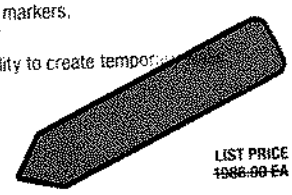




ghent

Nexus Series – Double-Sided Mobile Collaboration Whiteboards

- Designed to work together, the Nexus product family enables a more collaborative experience for small group interactions
- Cleaner and greener solution than traditional chart pads
- Angled foot design for easy grouping
- All units backed by Ghent's 10-year guarantee
- Double-sided magnetic whiteboards
- Interchangeable with Tablet whiteboards using attachable frame pegs included
- Mobile units come complete with four markers, an eraser and side-mountable holder
- Accent display panels provide flexibility to create temporary



A. Nexus Partition
Dimensions 35"W x 2"D x 76"H
GHE NEX2MP ‡

LIST PRICE ~~1586.00 EA~~

B. Nexus Jr. Partition
Designed for seated height - ADA compliant.
Dimensions 35"W x 2"D x 57"H
GHE NEX2MPJ ‡

~~1500.00 EA~~

Assembly required
Please call for details
Dimensions do not include UPS Arm
‡ Quantity in increments of 5 per UPS Arm

Nexus Easel + Mobile Magnetic Markerboards

- Versatility and ease – the most versatile member of the Nexus family is designed with you in mind; work wherever, whenever and however you choose
- Double-sided 38" x 26" porcelain magnetic whiteboard – more durable, reusable, and green
- Storage capacity – in addition to the eight tablets a user could hang from the Nexus Easel +, the unit stores up to eight tablets, making this a completely mobile, all-in-one collaboration solution
- Dual writing surface – the extended writing surface is designed to give users the most space possible to create and collaborate
- Workspace is expandable with side pegs that accommodate tablets
- Magnetic accessory bin includes four markers and one eraser
- Accent panel is available in four colors
- Angled foot design allows units to be grouped for more coordinated collaboration space

Available in Satin aluminum frame with Carbon Mesh (CM), Emerald Mesh (EM), Pacific Mesh (PM) and Sand Mesh (SM) accent panels.

C. Easel + Tablets sold separately.
32½"W x 25½"D x 76½"H
GHE NEX204EP_ _ ‡

LIST PRICE ~~2141.00 EA~~

D. Easel + 4 Includes four tablets.
32½"W x 25½"D x 76½"H
GHE NEX204EP4_ _ ‡

~~2849.00 EA~~

E. Easel + 8 (not shown) Includes eight tablets.
32½"W x 25½"D x 76½"H
GHE NEX204EP8 _ ‡

~~3557.00 EA~~

Available in 10-14 Business days

Reply Reply All Forward

Re: Classroom Furniture

Ronald Estes

To: Kim Affonso

Thanks

Sent from my iPad

Furniture

On May 26, 2015, at 9:43 AM, Kim Affonso <kaffonso@sjcoe.net> wrote:

Hi Ron,
Below is the contact information for a vendor we use, let me know if you need additional vendors.....I can track down more, thanks.

Karen Karavani
karenk@hertzfurniture.com
800-526-4677 x 1234

Roxanne Benge
Roxanne@hertzfurniture.com
800-526-4677 1820

Kim Affonso
Senior Administrative Assistant
Operations & Support Services
San Joaquin County Office of Education
Phone: 209.468.9230
Fax: 209.468.9102
Email: kaffonso@sjcoe.net

From: Ronald Estes
Sent: Friday, May 22, 2015 3:57 PM
To: Kim Affonso
Subject: RE: Classroom Furniture

thanks, Take Care !

Ronald J. Estes, Ed. D.
Superintendent
Gustine Unified School District
209.854.3784

From: Kim Affonso
Sent: Friday, May 22, 2015 3:37 PM

Contrax
FURNISHINGS

690 NE 23rd Avenue
Gainesville, FL 32609
800-699-7516 Fax 877-373-0622
www.contrax.com

Customer Quick Quote

Print Date: 05/22/2015 11:31:03

Prepared For:
Gustine Unified School District
1500 Meredith Avenue
Gustine, CA 95322
Ron Estes 209-854-3784

Site:
Gustine Elementary School
2806 Grove Ave
Gustine, CA 95322-

Quote ID	Terms	Salesman	Site Contact	Page #
37882-01	Net 30 Days	Eric Bletscher / cell:559-903-4216 / ebletscher@contrax.com	Ron Estes / 209-854-3784	1 of 3

Vendor: ABC PLATINUM VISUAL *TCPN - FCS - Zone 4 #R142203* Disc: 41 Install: 30%

No.	Qty.	Model No. / Description / Style Information	List Price	Your Price	Ext. Price
1	1	FCSM-16096-005 LAMINATED MARKERWALL * 8'H X 16'W * * 2ea 4' Center-Equal End Panels, 4 Pcs Splined *	1934.00	1483.38	1483.38

Vendor: ABC PLATINUM VISUAL subtotal: 1483.38

Vendor: BALT/BEST-RITE *TCPN - Zone 4 Installed #R142203* Disc: 36 Install: 10%

No.	Qty.	Model No. / Description / Style Information	List Price	Your Price	Ext. Price
2	1	74950 VISIONARY MOVE MOBILE MAGNETIC GLASS WHITEBOARD * 3'W x 4'H * * assembles at either 60-1/2"H or 75-1/4"H * * tempered safety glass * * double-sided * * frame and trim are made with silver powder-coated steel for superior durability * * dual-wheel locking casters *	881.00	620.22	620.22
3	1	74950-B VISIONARY MOVE MOBILE BLACK MAGNETIC GLASS WHITEBOARD * 3'W x 4'H * * assembles at either 60-1/2"H or 75-1/4"H * * tempered safety glass * * double-sided gloss black glass * * frame and trim are made with silver powder-coated steel for superior durability * * dual-wheel locking casters *	881.00	620.22	620.22

Vendor: BALT/BEST-RITE subtotal: 1240.44

Vendor: GRESSCO LTD. *TCPN - Zone 4 Installed #R142203* Disc: Net Install: Net

No.	Qty.	Model No. / Description / Style Information	List Price	Your Price	Ext. Price
4	2	098852 HABA ROUND STOOL * 14" round * * synthetic leather * * Firehouse Red *	318.00	177.07	354.14
5	2	098855 HABA SICHEL STOOL * 14" round * * synthetic leather * * Gray *	329.00	183.02	366.04

Vendor: GRESSCO LTD. subtotal: 720.18

Vendor: IFC HORIZON *TCPN - Horizon Seating - #R142203* Disc: 41 Install: 4%

No.	Qty.	Model No. / Description / Style Information	List Price	Your Price	Ext. Price
6	1	HZ902MMF MULTI-FUNCTION TASK CHAIR * Tech Series * * 18-1/2"W x 18"D x 17-3/4" - 22-3/4" Adj Ht. * * pneumatic height adjustment * * seat angle adjustment * * back height adjustment * * injection molded foam * * black mesh back * * Concept black fabric seat *	268.00	164.44	164.44

Contrax
FURNISHINGS

690 NE 23rd Avenue
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Customer Quick Quote

Print Date: 05/22/2015 11:31:08

Prepared For:
Gustine Unified School District
1500 Meredith Avenue
Gustine, CA 95322
Ron Estes 209-854-3784

Site:
Gustine Elementary School
2806 Grove Ave
Gustine, CA 95322-

Quote ID	Terms	Salesman	Site Contact	Page #
37882-01	Net 30 Days	Eric Bletscher / cell:559-903-4216 / ebletscher@contrax.com	Ron Estes / 209-854-3784	2 of 3

Vendor: IFC HORIZON subtotal: 164.44

****

Vendor: PARAGON FURNITURE *TCPN - Zone 4 Installed #R142203* Disc: Net Install: Net

No.	Qty.	Model No. / Description / Style Information	List Price	Your Price	Ext. Price
7	28	AND-AH2030KOI-24-34H KOI DESK * 30"W x 20"D x 24-34" Adj. Height * * 1-1/8" thick hpl laminate top * * 3mm t-mold edge * * flattened oval legs * * back pack hook * * floor glides * * Gray Nebula laminate * * Graphite frame * * Red accent *	340.00	191.07	5349.96
8	28	AND-MOVE-ITX4 SKATER CASTERS 4 * deluxe skater casters * * 2 locking 2 non-locking *	150.00	99.63	2789.64

Vendor: PARAGON FURNITURE subtotal: 8139.60

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Vendor: SMITH SYSTEM MANUFACTURING *TCPN - Zone 4 Installed #R142203* Disc: 44.50 Install: 8%

No.	Qty.	Model No. / Description / Style Information	List Price	Your Price	Ext. Price
9	1	04160 INTERCHANGE MULTI-MEDIA TABLE * 60"W x 44"-48"D x 22"-34"H * * 1-1/4" thick laminate top * * T-mold edge * * provides clear line of sight for group viewing and participation of distance learning or other presentation applications * * Gray Nebula laminate * * Red edge * * Platinum frame *	749.00	448.96	448.96
10	1	07362 CASCADE MEGA-CASE AV PRESENTATION CART * Cascade Series * * 43"W x 19"D x 37"H * * 1-1/4" top * * cord access ports, four outside and one inside * * ventilation ports * * 3" double-wheel casters * * Gray Nebula riser shelf * * Red end panels & edge * *	1610.00	965.03	965.03
11	1	11841 FLAVORS ADJUSTABLE CHAIR * 'A' shell * * 28"W x 28"D x 16-21" Adjustable Seat Height * * 5-star base * * with glides * * high density polypropylene * * color throughout the shell * * includes glides * * Charcoal shell *	263.00	157.65	157.65
12	28	11848 FLAVORS STACK CHAIR * 'B' shell * * 16" seat height * * 18-gauge welded steel frame * * durable chrome finish * * shell rests on frame to add comfort * * high-density polypropylene shell * * color throughout the shell * * standard with nylon glides * * Charcoal shell *	105.00	62.94	1762.32
13	5	11889 FLAVORS FIXED-HEIGHT STOOL * 'A' shell * * 24" seat height * * 18-gauge welded steel frame * * durable chrome finish * * shell rests on frame to add comfort * * high-density polypropylene shell * * color throughout the shell * * standard with nylon glides * * Red shell *	154.00	92.31	461.55

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Prepared For:
Gustine Unified School District
1500 Meredith Avenue
Gustine, CA 95322
Ron Estes 209-854-3784

Site:
Gustine Elementary School
2806 Grove Ave
Gustine, CA 95322-

Quote ID	Terms	Salesman	Site Contact	Page #
37882-01	Net 30 Days	Eric Bletscher / cell:559-903-4216 / ebletscher@contrax.com	Ron Estes / 209-854-3784	3 of 3

14	1	26161 TEACHER DESK - RIGHT HAND * Cascade Series * * 60"W x 24"D x 30-1/2"H * * 1-1/4" high pressure laminate top * * T-mold edge * * fully welded 20-gauge steel frame * * 3" dual-wheel casters * * box/box/file pedestal, right side * * Gray Nebula laminate * * Platinum edge & frame *	847.00	507.70	507.70
15	1	911000000P CASCADE MEGA TOWER * 43"W x 19"D x 60-1/4"H * * welded 18-gauge steel construction * * three shelves * * powdercoat finish * * 5" casters w/ two locking * * Platinum shelves & frame * * Black end panels & edge *	1128.00	676.12	676.12

Vendor: SMITH SYSTEM MANUFACTURING subtotal: 4979.33

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Installation included per TCPN contract

Shipping and handling charge per TCPN contract 1817.00

[PFI] Sales Tax at 8.000% : 1483.55

Total: 20,027.92

NOTE: The pricing on this quote is based on everything from Quote #37782-37885 being ordered at the same time. Pricing may have to be adjusted if quantities change

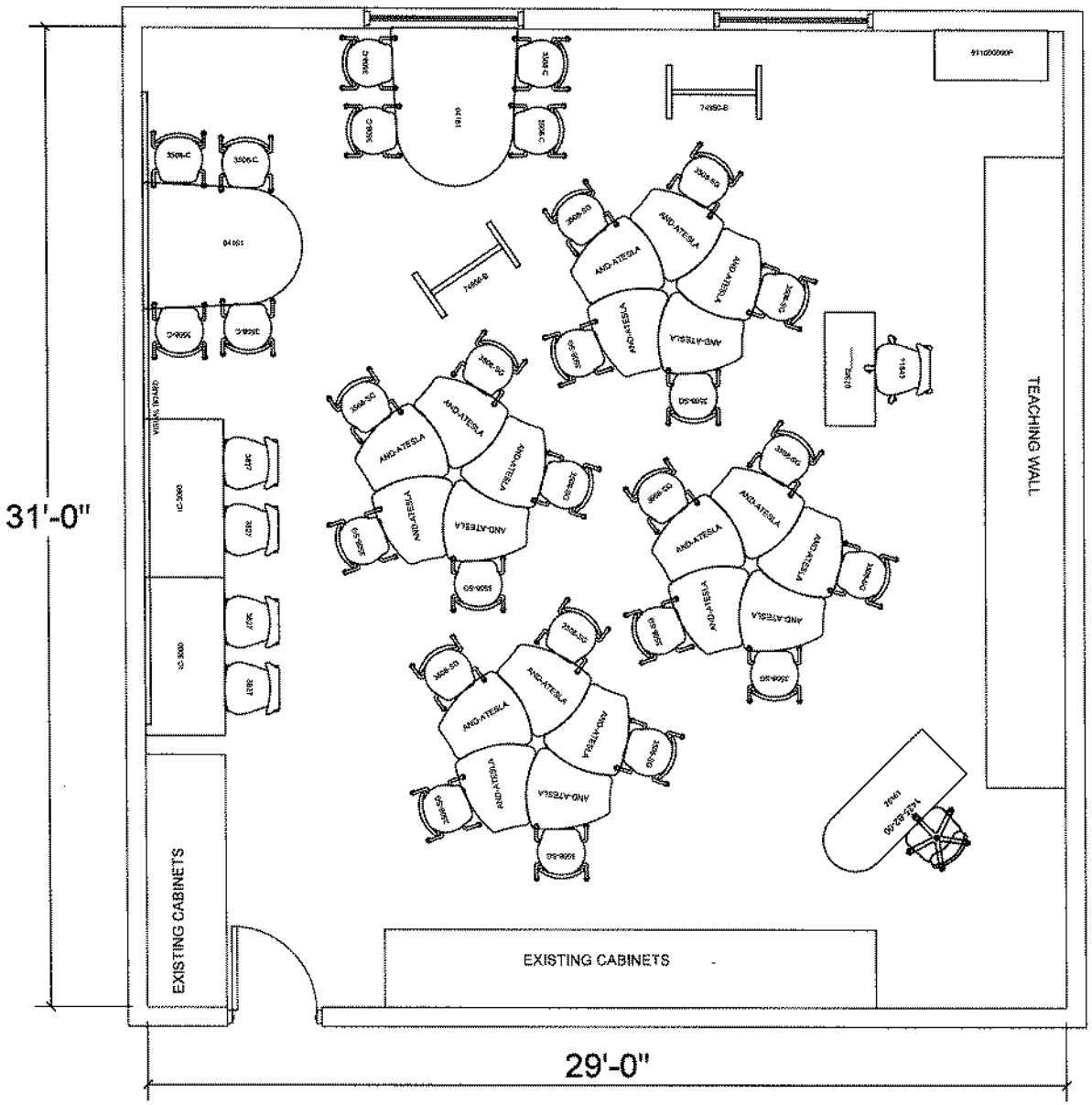
I have verified that all products, quantities, specifications and colors on this quote are correct.

Signature _____ Date _____

All pricing and lead times are based on the information (color options, finishes, etc) supplied to Contrax at the time a purchase order is received. Changes (such as option selections specified later) could result in a possible delay of your order.

Terms and Conditions

By submitting a purchase order to us, you accept our offer and agree to be bound by these terms and conditions. Payment terms are 30 days from the date we deliver your order, unless otherwise specified. We will invoice you on delivery. You agree to pay 18% annual interest, or $50 per month, whichever is greater, on the balance of any late payment. Any change to your order must be in a written change order. Special orders (where we order colors or styles not in our normal stock) are subject to a restocking fee of 20% of the price of the item(s) returned. If your purchase order includes terms or conditions different than ours, our terms and conditions will govern our relationship as to this transaction unless we agree differently in writing. Please submit your sales tax exemption ID on the purchase order to ensure proper billing. Your current sales tax exemption certificate must be on file at the time the order is placed or we must, by law, charge appropriate sales tax. The rest of the terms and conditions governing our relationship can be found on our website at http://www.contraxfurn.com. Prices good only through 06/21/2015.



GUSTINE MIDDLE SCHOOL

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Contrax FURNISHINGS

GUSTINE USD

"THIS FURNITURE LAYOUT DOES NOT CONFORM TO ADA REQUIREMENTS"

PROJECT TITLE:	GUSTINE_

RSM:	ERIC BLETSCHER		
START DATE:	4/28/15	SCALE:	3/16"
DESIGNER:	SCOTT RETZLAFF		
REV. - DATE:	5/12/15	REV #:	1
SHEET NAME:	GUSTINE MIDDLE		

PROJECT LOCATION: C:\USERS\SRETZLAFF.CONTRAX\DROPBOX (CONTRAX)\DESIGN SERVICES\PRE-QUOTE FILES\ERIC BLETSCHER\CAIPILOT CLASSROOM DRF

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Customer Quick Quote

Print Date: 05/22/2015 12:09:01

Prepared For:
Gustine Unified School District
1500 Meredith Avenue
Gustine, CA 95322
Ron Estes 209-854-3784

Site:
Gustine Middle Shool
28075 Sullivan Rd
Gustine, CA 95322-

Quote ID	Terms	Salesman	Site Contact	Page #
37883-02	Net 30 Days	Eric Bletscher / cell:559-903-4216 / ebletscher@contrax.com	Ron Estes / 209-854-3784	1 of 3

Vendor: ABC PLATINUM VISUAL *TCPN - FCS - Zone 4 #R142203* Disc: 41 Install: 30%

No.	Qty.	Model No. / Description / Style Information	List Price	Your Price	Ext. Price
1	1	FCSM-20096-005 LAMINATED MARKERWALL * 8'H x 20'W * * 3ea 4' Center-Equal End Panels, 5 Pcs Splined *	2418.00	1854.61	1854.61

Vendor: ABC PLATINUM VISUAL subtotal: 1854.61

Vendor: BALT/BEST-RITE *TCPN - Zone 4 Installed #R142203* Disc: 36 Install: 10%

No.	Qty.	Model No. / Description / Style Information	List Price	Your Price	Ext. Price
2	1	74950 VISIONARY MOVE MOBILE MAGNETIC GLASS WHITEBOARD * 3'W x 4'H * * assembles at either 60-1/2"H or 75-1/4"H * * tempered safety glass * * double-sided * * frame and trim are made with silver powder-coated steel for superior durability * * dual-wheel locking casters * *	881.00	620.22	620.22
3	1	74950-B VISIONARY MOVE MOBILE BLACK MAGNETIC GLASS WHITEBOARD * 3'W x 4'H * * assembles at either 60-1/2"H or 75-1/4"H * * tempered safety glass * * double-sided gloss black glass * * frame and trim are made with silver powder-coated steel for superior durability * * dual-wheel locking casters * *	881.00	620.22	620.22

Vendor: BALT/BEST-RITE subtotal: 1240.44

Vendor: IFC HORIZON *TCPN - Horizon Seating - #R142203* Disc: 41 Install: 4%

No.	Qty.	Model No. / Description / Style Information	List Price	Your Price	Ext. Price
4	1	HZ902MMF MULTI-FUNCTION TASK CHAIR * Tech Series * * 18-1/2"W x 18"D x 17-3/4" - 22-3/4" Adj Ht. * * pneumatic height adjustment * * seat angle adjustment * * back height adjustment * * injection molded foam * * black mesh back * * Concept black fabric seat *	268.00	164.44	164.44

Vendor: IFC HORIZON subtotal: 164.44

Vendor: MOORECO INTERNATIONAL *TCPN - Alumni - Zone 4 #R142203* Disc: 59 Install: 8%

No.	Qty.	Model No. / Description / Style Information	List Price	Your Price	Ext. Price
5	24	C-SMAIR-18-CH-M 4-LEG STACKING CHAIR * Smooth AIR Series * * 18" seat height * * marquis swivel glide * * Red shell * * Chrome frame *	151.45	67.06	1609.44
6	8	C-SMAIR-BS-24-CH-M 4-LEG CAFE HEIGHT CHAIR * Smooth AIR Series * * 24" seat height * * marquis swivel glide * * Red shell * * Chrome frame *	336.54	149.02	1192.16

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1500 Meredith Avenue
Gustine, CA 95322
Ron Estes 209-854-3784

Site:
Gustine Middle Shool
28075 Sullivan Rd
Gustine, CA 95322-

Quote ID	Terms	Salesman	Site Contact	Page #
37883-02	Net 30 Days	Eric Bletscher / cell:559-903-4216 / ebletscher@contrax.com	Ron Estes / 209-854-3784	2 of 3

No.	Qty.	Model No. / Description / Style Information	List Price	Your Price	Ext. Price
7	1	C-SMAIR-GL GAS LIFT CHAIR * Smooth AIR Series * * seat height adjusts 22"-28" * * premium twin wheel urethane casters * * Red shell * * Black frame w/ Chrome foot ring *	351.48	155.64	155.64

Vendor: MOORECO INTERNATIONAL subtotal: 2957.24

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Vendor: PARAGON FURNITURE *TCPN - Zone 4 Installed #R142203* Disc: 38.50 Install: 8%

No.	Qty.	Model No. / Description / Style Information	List Price	Your Price	Ext. Price
8	20	AND-MOVE-ITX4 SKATER CASTERS 4 * deluxe skater casters * * 2 locking 2 non-locking *	150.00	99.63	1992.60
9	20	X-AND-AH-TESLA-24-34H TESLA STUDENT DESK * 29"D x 31"W x 24"-34"Adj Height * * 1-1/8" thick hpl laminate top * * racetrack t-mold edge * * flattened oval legs * * floor glides * * Gray Nebula laminate * * Graphite frame * * Red accent *	340.00	191.07	3821.40

Vendor: PARAGON FURNITURE subtotal: 5814.00

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Vendor: SMITH SYSTEM MANUFACTURING *TCPN - Zone 4 Installed #R142203* Disc: 44.50 Install: 8%

No.	Qty.	Model No. / Description / Style Information	List Price	Your Price	Ext. Price
10	2	04160 INTERCHANGE MULTI-MEDIA TABLE * 60"W x 44"-48"D x 22"-34"H * * 1-1/4" thick laminate top * * T-mold edge * * provides clear line of sight for group viewing and participation of distance learning or other presentation applications * * Gray Nebula laminate * * Red edge * * Platinum frame *	749.00	448.96	897.92
11	1	07362 CASCADE MEGA-CASE AV PRESENTATION CART * Cascade Series * * 43"W x 19"D x 37"H * * 1-1/4" top * * cord access ports, four outside and one inside * * ventilation ports * * 3" double-wheel casters * * Gray Nebula riser shelf * * Red end panels & edge * *	1610.00	965.03	965.03
12	1	26161 TEACHER DESK - RIGHT HAND * Cascade Series * * 60"W x 24"D x 30-1/2"H * * 1-1/4" high pressure laminate top * * T-mold edge * * fully welded 20-gauge steel frame * * 3" dual-wheel casters * * box/box/file pedestal, right side * * Gray Nebula laminate * * Platinum frame & edge *	847.00	507.70	507.70
13	1	911000000P CASCADE MEGA TOWER * 43"W x 19"D x 60-1/4"H * * welded 18-gauge steel construction * * three shelves * * powdercoat finish * * 5" casters w/ two locking * * Platinum shelves & frame * * Black end panels & edge * * *	1128.00	676.12	676.12

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Customer Quick Quote

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Prepared For:
Gustine Unified School District
1500 Meredith Avenue
Gustine, CA 95322
Ron Estes 209-854-3784

Site:
Gustine Middle Shool
28075 Sullivan Rd
Gustine, CA 95322-

Quote ID	Terms	Salesman	Site Contact	Page #
37883-02	Net 30 Days	Eric Bletscher / cell:559-903-4216 / ebletscher@contrax.com	Ron Estes / 209-854-3784	3 of 3

14	2	FL2460-LaminateTop-TEdge-PLT UXL NEST & FOLD TABLE, RECTANGULAR * UXL Nest and Fold * * 60"W x 24"D x 30"H * * 1-1/4" thick top * * 3/8" bumper t-mold edge * * flip-up top * * standard platinum frame finish * * casters included * * Gray Nebula laminate * * Red edge *	949.00	568.84	1137.68

Vendor: SMITH SYSTEM MANUFACTURING subtotal: 4184.45

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Installation included per TCPN contract

Shipping and handling charge per TCPN contract 1803.00

[PFI] Sales Tax at 8.000% : 1441.45

Total: 19,459.63

NOTE: The pricing on this quote is based on everything from Quote #37782-37885 being ordered at the same time. Pricing may have to be adjusted if quantities change

I have verified that all products, quantities, specifications and colors on this quote are correct.

Signature _____ Date _____

All pricing and lead times are based on the information (color options, finishes, etc) supplied to Contrax at the time a purchase order is received. Changes (such as option selections specified later) could result in a possible delay of your order.

Terms and Conditions

By submitting a purchase order to us, you accept our offer and agree to be bound by these terms and conditions. Payment terms are 30 days from the date we deliver your order, unless otherwise specified. We will invoice you on delivery. You agree to pay 18% annual interest, or $50 per month, whichever is greater, on the balance of any late payment. Any change to your order must be in a written change order. Special orders (where we order colors or styles not in our normal stock) are subject to a restocking fee of 20% of the price of the item(s) returned. If your purchase order includes terms or conditions different than ours, our terms and conditions will govern our relationship as to this transaction unless we agree differently in writing. Please submit your sales tax exemption ID on the purchase order to ensure proper billing. Your current sales tax exemption certificate must be on file at the time the order is placed or we must, by law, charge appropriate sales tax. The rest of the terms and conditions governing our relationship can be found on our website at http://www.contraxfurn.com. Prices good only through 06/21/2015.

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Customer Quick Quote

Print Date: 05/22/2015 11:34:58

Prepared For:
Gustine Unified School District
1500 Meredith Avenue
Gustine, CA 95322
Ron Estes 209-854-3784

Site:
Gustine High School
501 North Ave
Gustine, CA 95322-

Quote ID	Terms	Salesman	Site Contact	Page #
37884-01	Net 30 Days	Eric Bletscher / cell:559-903-4216 / ebletscher@contrax.com	Ron Estes / 209-854-3784	1 of 3

Vendor: ABC PLATINUM VISUAL *TCPN - FCS - Zone 4 #R142203* Disc: 41 Install: 30%

No.	Qty.	Model No. / Description / Style Information	List Price	Your Price	Ext. Price
1	1	FCSM-20096-005 LAMINATE MARKERWALL * 8'H x 20'W * * 3ea 4' Center-Equal End Panels, 5 Pcs Splined *	2418.00	1854.61	1854.61

Vendor: ABC PLATINUM VISUAL subtotal: 1854.61

****

Vendor: BALT/BEST-RITE *TCPN - Zone 4 Installed #R142203* Disc: 36 Install: 10%

No.	Qty.	Model No. / Description / Style Information	List Price	Your Price	Ext. Price
2	1	74950 VISIONARY MOVE MOBILE MAGNETIC GLASS WHITEBOARD * 3'W x 4'H * * assembles at either 60-1/2"H or 75-1/4"H * * tempered safety glass * * double-sided * * frame and trim are made with silver powder-coated steel for superior durability * * dual-wheel locking casters * *	881.00	620.22	620.22
3	1	74950-B VISIONARY MOVE MOBILE BLACK MAGNETIC GLASS WHITEBOARD * 3'W x 4'H * * assembles at either 60-1/2"H or 75-1/4"H * * tempered safety glass * * double-sided gloss black glass * * frame and trim are made with silver powder-coated steel for superior durability * * dual-wheel locking casters * *	881.00	620.22	620.22

Vendor: BALT/BEST-RITE subtotal: 1240.44

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Vendor: BRETFORD MANUFACTURING *TCPN - EDU - Zone 4 #R142203* Disc: 42 Install: 8%

No.	Qty.	Model No. / Description / Style Information	List Price	Your Price	Ext. Price
4	1	EDUMC550TP THREE SEAT SOFT SEATING SOFA WITH ARMS * Motiv Series * * 86"W x 32"D x 34"H * * tablet and power connection on both arms * * Grade 1 fabric, Momentum Origin Poppy * * DC Misted Zephyr laminate * * RN Raven base *	4666.00	2922.78	2922.78
5	2	EDUMS350T?P? SOFT SEATING WITH TABLET * Motiv Series * * 32"W x 32"D x 34"H * * tablet and power connection * * specify right or left for tablet/power * * Grade 1 fabric, Momentum Origin Jet * * DC Misted Zephyr laminate * * RN Raven base *	2606.00	1632.40	3264.80
6	1	EDUMT4220-08 RECTANGLE OCCASIONAL TABLE * 42"W x 20"D x 16"H * * feature a 1" thick 45 lb. density HPL top * * DC Misted Zephyr laminate * * RN Raven base *	443.00	277.50	277.50

Vendor: BRETFORD MANUFACTURING subtotal: 6465.08

****

Vendor: CAPITOL SEATING COMPANY *TCPN - Zone 4 Installed #R142203* Disc: 53 Install: 8%

No.	Qty.	Model No. / Description / Style Information	List Price	Your Price	Ext. Price

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Prepared For:
Gustine Unified School District
1500 Meredith Avenue
Gustine, CA 95322
Ron Estes 209-854-3784

Site:
Gustine High School
501 North Ave
Gustine, CA 95322-

Quote ID	Terms	Salesman	Site Contact	Page #
37884-01	Net 30 Days	Eric Bletscher / cell:559-903-4216 / ebletscher@contrax.com	Ron Estes / 209-854-3784	2 of 3

7	37	3508 STUDENT CHAIR * 18" seat height * * four way seating posture shell design * * molded one piece polypropylene shell * *FrameFinish=Chrome *Shell=Black		108.50	55.08	2037.96
8	10	CARTON CHARGE CARTON CHARGE FOR 3508 CHAIRS *		11.50	5.41	54.10

Vendor: CAPITOL SEATING COMPANY subtotal: 2092.06

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Vendor: IFC HORIZON *TCPN - Horizon Seating - #R142203* Disc: 41 Install: 4%

No.	Qty.	Model No. / Description / Style Information	List Price	Your Price	Ext. Price
9	1	HZ902MMF MULTI-FUNCTION TASK CHAIR * Tech Series * * 18-1/2"W x 18"D x 17-3/4" - 22-3/4" Adj Ht. * * pneumatic height adjustment * * seat angle adjustment * * back height adjustment * * injection molded foam * * black mesh back * * Concept black fabric seat *	268.00	164.44	164.44

Vendor: IFC HORIZON subtotal: 164.44

****

Vendor: PARAGON FURNITURE *TCPN - Zone 4 Installed #R142203* Disc: Net Install: Net

No.	Qty.	Model No. / Description / Style Information	List Price	Your Price	Ext. Price
10	37	AND-AH2030KOI-24-34H KOI DESK * 30"W x 20"D x 24-34" Adj. Height * * 1-1/8" hpl laminate * * 3mm t-mold edge * * flattened oval legs * * back pack hook * * floor glides * * Gray Nebula laminate * * Graphite frame * * Red accent * * *	340.00	191.07	7069.59
11	38	AND-MOVE-ITX4 SKATER CASTERS 4 * deluxe skater casters * * 2 locking 2 non-locking *	150.00	99.63	3785.94
12	1	AND-TS3060REC-30H A&D TEACHER DESK * A&D Classroom Series * * 61-1/2"W x 30"D x 30"H * * 1/2" HPL laminate * * with 1mm edgeband * * waterfall perforated modesty panel * * lightweight K-style frame * * Gray Nebula laminate * * Graphite frame * * Red accent *	875.00	581.18	581.18

Vendor: PARAGON FURNITURE subtotal: 11436.71

****

Vendor: SMITH SYSTEM MANUFACTURING *TCPN - Zone 4 Installed #R142203* Disc: 44.50 Install: 8%

No.	Qty.	Model No. / Description / Style Information	List Price	Your Price	Ext. Price
13	3	911000000P CASCADE MEGA TOWER * 43"W x 19"D x 60-1/4"H * * welded 18-gauge steel construction * * three shelves * * powdercoat finish * * 5" casters w/ two locking * *	1128.00	676.12	2028.36

Contrax
FURNISHINGS

690 NE 23rd Avenue
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Customer Quick Quote

Print Date: 05/22/2015 11:35:03

Prepared For:
Gustine Unified School District
1500 Meredith Avenue
Gustine, CA 95322
Ron Estes 209-854-3784

Site:
Gustine High School
501 North Ave
Gustine, CA 95322-

Quote ID	Terms	Salesman	Site Contact	Page #
37884-01	Net 30 Days	Eric Bletscher / cell:559-903-4216 / ebletscher@contrax.com	Ron Estes / 209-854-3784	3 of 3

Platinum shelves & frame * * Black end panels & edge * * *

Vendor: SMITH SYSTEM MANUFACTURING subtotal:	2028.36
**********	
Installation included per TCPN contract	
Shipping and handling charge per TCPN contract	2113.00
[PFI] Sales Tax at 8.000% :	2191.58
Total:	**29,586.28**

NOTE: The pricing on this quote is based on everything from Quote #37882-37885 being ordered at the same time. Pricing may have to be adjusted if quantities change

I have verified that all products, quantities, specifications and colors on this quote are correct.

Signature _____ Date _____

All pricing and lead times are based on the information (color options, finishes, etc) supplied to Contrax at the time a purchase order is received. Changes (such as option selections specified later) could result in a possible delay of your order.

Terms and Conditions

By submitting a purchase order to us, you accept our offer and agree to be bound by these terms and conditions. Payment terms are 30 days from the date we deliver your order, unless otherwise specified. We will invoice you on delivery. You agree to pay 18% annual interest, or $50 per month, whichever is greater, on the balance of any late payment. Any change to your order must be in a written change order. Special orders (where we order colors or styles not in our normal stock) are subject to a restocking fee of 20% of the price of the item(s) returned. If your purchase order includes terms or conditions different than ours, our terms and conditions will govern our relationship as to this transaction unless we agree differently in writing. Please submit your sales tax exemption ID on the purchase order to ensure proper billing. Your current sales tax exemption certificate must be on file at the time the order is placed or we must, by law, charge appropriate sales tax. The rest of the terms and conditions governing our relationship can be found on our website at http://www.contraxfurn.com. Prices good only through 06/21/2015.

Contrax
FURNISHINGS

690 NE 23rd Avenue
Gainesville, FL 32609
800-699-7516 Fax 877-373-0622
www.contrax.com

Customer Quick Quote

Print Date: 05/22/2015 11:36:30

Prepared For:
Gustine Unified School District
1500 Meredith Avenue
Gustine, CA 95322
Ron Estes 209-854-3784

Site:
Romero Elementary School
13500 W Luis Rd
Santa Nella, CA 95322-

Quote ID	Terms	Salesman	Site Contact	Page #
37885-01	Net 30 Days	Eric Bletscher / cell:559-903-4216 / ebletscher@contrax.com	Ron Estes / 209-854-3784	1 of 3

Vendor: BALT/BEST-RITE *TCPN - Zone 4 Installed #R142203* Disc: 36 Install: 10%

No.	Qty.	Model No. / Description / Style Information	List Price	Your Price	Ext. Price
1	1	74950 VISIONARY MOVE MOBILE MAGNETIC GLASS WHITEBOARD * 3'W x 4'H * * assembles at either 60-1/2"H or 75-1/4"H * * tempered safety glass * * double-sided * * frame and trim are made with silver powder-coated steel for superior durability * * dual-wheel locking casters * *	881.00	620.22	620.22
2	1	74950-B VISIONARY MOVE MOBILE BLACK MAGNETIC GLASS WHITEBOARD * 3'W x 4'H * * assembles at either 60-1/2"H or 75-1/4"H * * tempered safety glass * * double-sided gloss black glass * * frame and trim are made with silver powder-coated steel for superior durability * * dual-wheel locking casters * *	881.00	620.22	620.22

Vendor: BALT/BEST-RITE subtotal: 1240.44

Vendor: BRETFORD MANUFACTURING *TCPN - EDU - Zone 4 #R142203* Disc: 42 Install: 8%

No.	Qty.	Model No. / Description / Style Information	List Price	Your Price	Ext. Price
3	1	EDUMC550 THREE SEAT SOFT SEATING SOFA WITH ARMS * Motiv Series * * 86"W x 32"D x 34"H * * with arms * * Grade 1 fabric, Momentum Tate Deep Blue *	2308.00	1445.73	1445.73
4	2	EDUMS350 SINGLE ARM CHAIR * Motiv Series * * 32"W x 32"D x 34"H * * Grade 2 fabric, Momentum Knack Zing *	1432.00	897.00	1794.00

Vendor: BRETFORD MANUFACTURING subtotal: 3239.73

Vendor: IFC HORIZON *TCPN - Horizon Seating - #R142203* Disc: 41 Install: 4%

No.	Qty.	Model No. / Description / Style Information	List Price	Your Price	Ext. Price
5	1	HZ902MMF MULTI-FUNCTION TASK CHAIR * Tech Series * * 18-1/2"W x 18"D x 17-3/4" - 22-3/4" Adj Ht. * * pneumatic height adjustment * * seat angle adjustment * * back height adjustment * * injection molded foam * * black mesh back * * Concept black fabric seat *	268.00	164.44	164.44

Vendor: IFC HORIZON subtotal: 164.44

Vendor: SMITH SYSTEM MANUFACTURING *TCPN - Zone 4 Installed #R142203* Disc: 44.50 Install: 8%

No.	Qty.	Model No. / Description / Style Information	List Price	Your Price	Ext. Price
6	1	04160 INTERCHANGE MULTI-MEDIA TABLE * 60"W x 44"-48"D x 22"-34"H * * 1-1/4" thick laminate top * * T-mold edge * * provides clear line of sight for group viewing and participation of distance learning or other presentation applications * * Gray Nebula laminate * * Apple edge * * Platinum frame *	749.00	448.96	448.96

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www.contrax.com

Customer Quick Quote

Print Date: 05/22/2015 11:36:36

Prepared For:
Gustine Unified School District
1500 Meredith Avenue
Gustine, CA 95322
Ron Estes 209-854-3784

Site:
Romero Elementary School
13500 W Luis Rd
Santa Nella, CA 95322-

Quote ID	Terms	Salesman	Site Contact	Page #
37885-01	Net 30 Days	Eric Bletscher / cell:559-903-4216 / ebletscher@contrax.com	Ron Estes / 209-854-3784	2 of 3

7	1	07362 CASCADE MEGA-CASE AV PRESENTATION CART * Cascade Series * * 43"W x 19"D x 37"H * * 1-1/4" top * * cord access ports, four outside and one inside * * ventilation ports * * 3" double-wheel casters * * Gray Nebula riser shelf * * Apple end panels & edge * * *	1610.00	965.03	965.03
8	1	11841 FLAVORS ADJUSTABLE CHAIR * 'A' shell * * 28"W x 28"D x 16-21" Adjustable Seat Height * * 5-star base * * with glides * * high density polypropylene * * color throughout the shell * * includes glides * *Shell=Apple	263.00	157.65	157.65
9	24	11848 FLAVORS STACK CHAIR * 'B' shell * * 16" seat height * * 18-gauge welded steel frame * * durable chrome finish * * shell rests on frame to add comfort * * high-density polypropylene shell * * color throughout the shell * * standard with nylon glides * *Shell=Navy	105.00	62.94	1510.56
10	5	11889 FLAVORS FIXED-HEIGHT STOOL * 'A' shell * * 24" seat height * * 18-gauge welded steel frame * * durable chrome finish * * shell rests on frame to add comfort * * high-density polypropylene shell * * color throughout the shell * * standard with nylon glides * *Shell=Apple	154.00	92.31	461.55
11	1	26161 TEACHER DESK - RIGHT HAND * Cascade Series * * 60"W x 24"D x 30-1/2"H * * 1-1/4" high pressure laminate top * * T-mold edge * * fully welded 20-gauge steel frame * * 3" dual-wheel casters * * box/box/file pedestal, right side * * Gray Nebula laminate * * Platinum edge & frame *	847.00	507.70	507.70
12	1	911000000P CASCADE MEGA TOWER * 43"W x 19"D x 60-1/4"H * * welded 18-gauge steel construction * * three shelves * * powdercoat finish * * 5" casters w/ two locking * * Platinum shelves & frame * * Black end panels & edge * *	1128.00	676.12	676.12
13	6	XL3060-LaminateTop-TEdge-FrameColor-SC UXL RECTANGULAR TABLE * 30"D x 60"W x 24"-29"Adj. Ht. * * push button adjustable height leg with caster * * 3/4" thick laminate work surface * * T-mold edge * * Gray Nebula laminate * * Navy edge * * Platinum frame *	679.00	407.00	2442.00

Vendor: SMITH SYSTEM MANUFACTURING subtotal: 7169.57

****

Vendor: VS AMERICA, INC. *CP Quote #2008* Disc: 0 Install: 0%

No.	Qty.	Model No. / Description / Style Information	List Price	Your Price	Ext. Price
14	2	03825 HOKKI STOOL * 11-13/16"W x 15"H * * thermoplastic base padding screwed into polypropylene body * * recessed seat filled with soft plastic foam * * ergonomic wave-shaped seat edge * * stackable * * Light Green *	103.50	85.07	170.14

Contrax
FURNISHINGS

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www.contrax.com

Customer Quick Quote

Print Date: 05/22/2015 11:36:36

Prepared For:
Gustine Unified School District
1500 Meredith Avenue
Gustine, CA 95322
Ron Estes 209-854-3784

Site:
Romero Elementary School
13500 W Luis Rd
Santa Nella, CA 95322-

Quote ID	Terms	Salesman	Site Contact	Page #
37885-01	Net 30 Days	Eric Bletscher / cell:559-903-4216 / ebletscher@contrax.com	Ron Estes / 209-854-3784	3 of 3

15	2	03825		103.50	85.07	170.14

HOKKI STOOL
* 11-13/16"W x 15"H * * thermoplastic base padding screwed into polypropylene body * * recessed seat filled with,soft plastic foam * * ergonomic wave-shaped seat edge * * stackable * * Dark Blue *

Vendor: VS AMERICA, INC. subtotal: 340.28

Installation included per TCPN contract

Shipping and handling charge per TCPN contract 1010.00

[PFI] Sales Tax at 7.500% : 987.33

Total: 14,151.79

NOTE: The pricing on this quote is based on everything from Quote #37882-37885 being ordered at the same time. Pricing may have to be adjusted if quantities change

I have verified that all products, quantities, specifications and colors on this quote are correct.

Signature _____ Date _____

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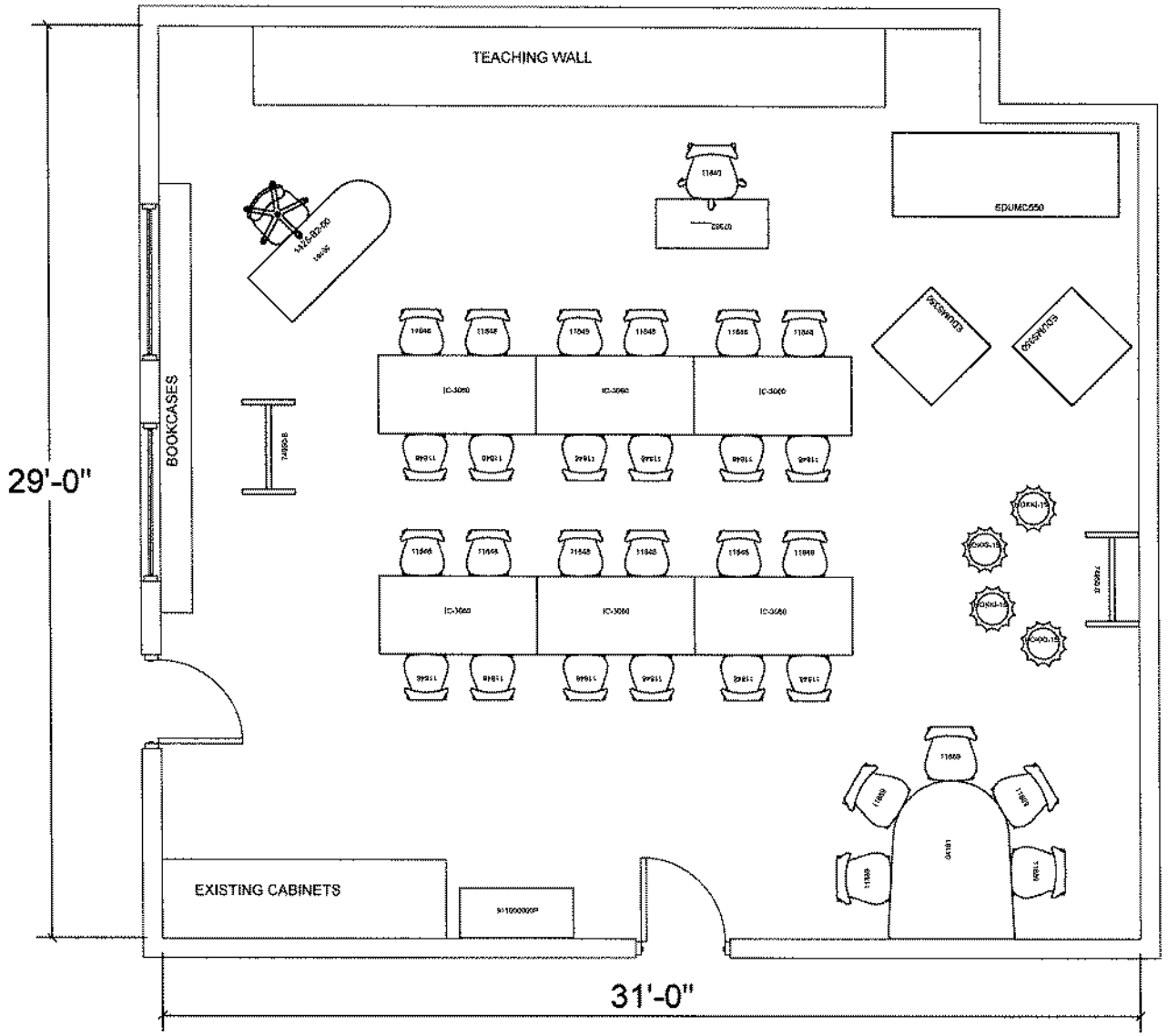

ROMERO ELEMENTARY
ROOM C1

This design and all accompanied renderings are an interpretation of the general appearance and layout. They are not an exact representation of the finished product. All dimensions and arrangements are contingent on verification at project site or approval of customer. This is an original design of Contrax Furnishings Inc. and can not be used for purposes other than evaluating the ideas, recommendations and costs submitted by Contrax Furnishings Inc. All design work submitted by Contrax Furnishings cannot be duplicated or shared with any third party without the prior written consent of Contrax Furnishings Inc.

Contrax FURNISHINGS

GUSTINE USD

THIS FURNITURE LAYOUT DOES NOT CONFORM TO ADA REQUIREMENTS

PROJECT TITLE:	GUSTINE_
RSM:	ERIC BLETSCHER
START DATE: 4/28/15	SCALE: 3/16"
DESIGNER:	SCOTT RETZLAFF
REV. - DATE: 5/12/15	REV #: 1
SHEET NAME:	ROMERO ELM RM C1

PROJECT LOCATION: C:\USERS\SRETZLAFF.CONTRAX\DROPBOX (CONTRAX)\DESIGN SERVICES\PRE-QUOTE FILES\ERIC BLETSCHER\CA\PILOT CLASSROOM DRF

SCHOOL OUTFITTERS

www.schooloutfitters.com
1-800-260-2776
3736 Regent Ave.
Cincinnati, Ohio 45212-3724

For assistance, please contact:
Katy Hoffmann
Phone: 866-619-5314
Fax: 866-619-4314
katy.hoffmann@schooloutfitters.com

Quote

Quote # QUO1660709
Valid through: Jul 03, 2015

Bill To
Gustine Elementary School
Ron Estes
2806 Grove Ave

Gustine, CA 95322-1844 USA
Phone: 1 (800) 699-7516 Fax: 1 (877) 373-0622
Email: Restes@gustine.k12.ca.us

Ship To
Romero Elementary School
Ron Estes
13500 Luis Ave

Gustine, CA 95322-9645 USA
Phone: 1 (800) 699-7516 Fax: 1 (877) 373-0622
Email: Restes@gustine.k12.ca.us

	SKU #	Description	Qty	List	% off	Your Price (Including options)	Ext. Price
1.	BES-74950	VISIONARY MOBILE MAGNETIC GLASS MARKERBOARD (4' W X 3' H)	1	$1,295.00	46.71%	$689.99	$689.99
	ESTIMATED DELIVERY FOR THIS ITEM IS 26 BUSINESS DAYS AFTER ORDER CONFIRMATION.						
2.	BES-SPECIAL	74950-B: Visionary Mobile Magnetic Glass Markerboard-Black (4' W x 3' H)	1	$881.00	29.32%	$622.62	$622.62
	ESTIMATED DELIVERY FOR THIS ITEM IS 26 BUSINESS DAYS AFTER ORDER CONFIRMATION.						
3.	NOR-IAH1043-SO	ECONOMY MESH BACK TASK CHAIR W/ OUT ARMS	1	$82.16	32.21%	$55.69	$55.69
	ESTIMATED DELIVERY FOR THIS ITEM IS 7 BUSINESS DAYS AFTER ORDER CONFIRMATION.						
4.	SMS-911000000P	CASCADE SERIES FOUR-SHELF MOBILE STORAGE W/ OUT DOORS (42 5/8" W X 19" D) OPTIONS: Choose a side panel color - Black $0.00	1	$1,128.00	44.38%	$627.29	$627.29
	ESTIMATED DELIVERY FOR THIS ITEM IS 15 BUSINESS DAYS AFTER ORDER CONFIRMATION.						
5.	SMS-SPECIAL	04160: Interchange Medium Multi Media Table, Grey neula top, apple edge.60W 44"- 48"D 22-34H	1	$749.00	38.18%	$463.03	$463.03
	ESTIMATED DELIVERY FOR THIS ITEM IS 15 BUSINESS DAYS AFTER ORDER CONFIRMATION.						
6.	SMS-SPECIAL	XL3060GNBI: UXL Rectangular Table, 30x60x24-29H, Button push adj height leg with caster, Gray nebula top, navy edge, platinum frame	6	$533.00	38.99%	$325.14	$1,950.84
	ESTIMATED DELIVERY FOR THIS ITEM IS 15 BUSINESS DAYS AFTER ORDER CONFIRMATION.						
7.	SMS-SPECIAL	26161: 24x60 Single Bullet Cascade Teacher Desk BBF Right hand, grey nebula laminat, platinum edge and frame	1	$847.00	38.06%	$524.57	$524.57
	ESTIMATED DELIVERY FOR THIS ITEM IS 15 BUSINESS DAYS AFTER ORDER CONFIRMATION.						
8.	SMS-SPECIAL	07362: Cascade AV Presentation Cart (Mega-Case) 43"Wx19"Dx37"H Gray nebula riser shelf, apple end panels	1	$1,610.00	37.80%	$1,001.41	$1,001.41
	ESTIMATED DELIVERY FOR THIS ITEM IS 15 BUSINESS DAYS AFTER ORDER CONFIRMATION.						
9.	SMS-11848	FLAVORS SERIES STACK CHAIR - 16" SEAT HEIGHT OPTIONS: Choose a chair color - Navy $0.00	24	$105.00	46.27%	$56.41	$1,353.84
	ESTIMATED DELIVERY FOR THIS ITEM IS 15 BUSINESS DAYS AFTER ORDER CONFIRMATION.						

10.	SMS-SPECIAL	11841: Flavors Adjustable Chair - 16-21"adjustable, "A"shell-Apple, 5-star base.	1	$263.00	41.74%	$153.22	$153.22
	ESTIMATED DELIVERY FOR THIS ITEM IS 15 BUSINESS DAYS AFTER ORDER CONFIRMATION.						
11.	SMS-SPECIAL	11889: Flavors 24" A Fixed Height Stool "A"Shell 24"H. Apple Shell	5	$154.00	40.50%	$91.62	$458.10
	ESTIMATED DELIVERY FOR THIS ITEM IS 15 BUSINESS DAYS AFTER ORDER CONFIRMATION.						
12.	NOR-TY-538-P-18	PADDED METAL LAB STOOL (18" H)	4	$41.60	46.17%	$22.39	$89.56
	ESTIMATED DELIVERY FOR THIS ITEM IS 7 BUSINESS DAYS AFTER ORDER CONFIRMATION.						

Shipping & Handling Breakdown

Items shipping from:	Shipping Via:
Best-Rite Manufacturing	ABF FREIGHT SYSTEM
Norwood Commercial Furniture	UPS GROUND
Smith System	DAYLIGHT TRANSPORT

Product SubTotal:	$7,990.16
Shipping & Handling:	$989.80
Sales Tax:	$639.21
Grand Total:	$9,619.17

Important notes about this quote:

Shipping is tail gate—customer unloads. Lift gate and inside delivery are available for additional charges.
Please remember to inspect your order at the time of delivery. Do not throw away any of the original packaging until this is completed. Any missing parts or damages must be reported to customer service at 866-619-1776 within 15 days of delivery.
*To receive the price quoted, contact Katy directly @ 866-619-5314

Please note: The product NOR-TY-538-P-18 was formerly Norwood Commercial Furniture.

California Proposition 65:

California's Proposition 65 requires California consumers to be made aware of special warnings for products that contain chemicals known to the state of California to cause cancer and birth defects or other reproductive harm, if those products expose consumers to such chemicals above certain threshold levels.

We are providing the following warning for anyone buying products that will be shipped to California :
WARNING: This product contains chemicals known to the State of California to cause cancer and birth defects or other reproductive harm.

The safety and well-being of you and your students remains School Outfitters' top priority, and as such, we take all necessary steps to comply with applicable safety and health regulations and uphold our commitment to safety.

All quotations are for tailgate delivery, F.O.B. factory, unless otherwise noted.

Thank you for the opportunity to earn your business.

06/03/2015

SCHOOL OUTFITTERS
www.schooloutfitters.com
1-800-260-2776
3736 Regent Ave.
Cincinnati, Ohio 45212-3724

For assistance, please contact:
Katy Hoffmann
Phone: 866-619-5314
Fax: 866-619-4314
katy.hoffmann@schooloutfitters.com

Quote

Quote # QUO1660569

Valid through: Jul 03, 2015

Bill To	**Ship To**
Gustine Elementary School Ron Estes 2806 Grove Ave Gustine, CA 95322-1844 USA Phone: 1 (800) 699-7516 Fax: 1 (877) 373-0622 Email: Restes@gustine.k12.ca.us	Gustine High School Ron Estes 501 North Ave Gustine, CA 95322-1116 USA Phone: 1 (800) 699-7516 Fax: 1 (877) 373-0622 Email: Restes@gustine.k12.ca.us

	SKU #	Description	Qty	List	% off	Your Price (including options)	Ext. Price
1.	BES-74950	VISIONARY MOBILE MAGNETIC GLASS MARKERBOARD (4' W X 3' H)	1	$1,295.00	46.71%	$689.99	$689.99
	ESTIMATED DELIVERY FOR THIS ITEM IS 26 BUSINESS DAYS AFTER ORDER CONFIRMATION.						
2.	BES-SPECIAL	74950-B: Visionary Mobile Magnetic Glass Markerboard - Black (4' W x 3' H)	1	$881.00	21.68%	$689.99	$689.99
	ESTIMATED DELIVERY FOR THIS ITEM IS 26 BUSINESS DAYS AFTER ORDER CONFIRMATION.						
3.	BES-2E8JH-25	SHAREWALL DRY ERASE BOARD (8' W X 4' H)	5	$540.48	48.48%	$278.45	$1,392.25
	ESTIMATED DELIVERY FOR THIS ITEM IS 26 BUSINESS DAYS AFTER ORDER CONFIRMATION.						
4.	NOR-IAH1043-SO	ECONOMY MESH BACK TASK CHAIR W/ OUT ARMS	1	$82.16	32.21%	$55.69	$55.69
	ESTIMATED DELIVERY FOR THIS ITEM IS 7 BUSINESS DAYS AFTER ORDER CONFIRMATION.						
5.	PAR-SPECIAL	AND-AH2030KOI-24-34H: Koi Desk 30"Wx20"Dx24-34"H Adj height. Backpack hook. Grey nebula top, graphite frame, red accent	38	$400.00	53.51%	$185.96	$7,066.48
	ESTIMATED DELIVERY FOR THIS ITEM IS 34 BUSINESS DAYS AFTER ORDER CONFIRMATION.						
6.	PAR-SPECIAL	AND-MOVE-ITX4: Skater Casters 4, 2 locking, 2 non locking.	38	$140.00	43.96%	$78.45	$2,981.10
	ESTIMATED DELIVERY FOR THIS ITEM IS 34 BUSINESS DAYS AFTER ORDER CONFIRMATION.						
7.	PAR-SPECIAL	AND-TS3060REC-30H: A&D Teacher Desk 61.5"x30"x30" Graphite frame, gray nebula top/red accent	1	$875.00	50.46%	$433.46	$433.46
	ESTIMATED DELIVERY FOR THIS ITEM IS 34 BUSINESS DAYS AFTER ORDER CONFIRMATION.						
8.	SMS-911000000P	CASCADE SERIES FOUR-SHELF MOBILE STORAGE W/ OUT DOORS (42 5/8" W X 19" D) OPTIONS: Choose a side panel color - Black $0.00	3	$1,128.00	44.38%	$627.29	$1,881.87
	ESTIMATED DELIVERY FOR THIS ITEM IS 15 BUSINESS DAYS AFTER ORDER CONFIRMATION.						
9.	BRE-SPECIAL	EDUMC550TP-G1: 3-Seat Sofa, w/Tablets & Pwr (Both) - Gr 1 Fabric, Momentum Origin Poppy, silver frame, duel wheel locking casters. Zephyr laminate	1	$4,666.00	40.07%	$2,796.17	$2,796.17
	ESTIMATED DELIVERY FOR THIS ITEM IS 16 BUSINESS DAYS AFTER ORDER CONFIRMATION.						
10.	BRE-SPECIAL	EDUMS350TRPR-G1: Motiv, Single Arm Chair w/Tab & Pwr Right Gr 1 Fab momentum origin poppy, raven base, zephyr laminate	2	$2,606.00	40.07%	$1,561.69	$3,123.38

ESTIMATED DELIVERY FOR THIS ITEM IS 16 BUSINESS DAYS AFTER ORDER CONFIRMATION.

11.	BRE-SPECIAL	EDUMT4220-08: Motiv,Rectangle Occasional Table 42"Wx20"Dx16"H Lam Edge (08)	1	$443.00	33.72%	$293.58	$293.58

ESTIMATED DELIVERY FOR THIS ITEM IS 16 BUSINESS DAYS AFTER ORDER CONFIRMATION.

12.	SFT-3118	OVATION SERIES SCHOOL CHAIR (18" SEAT HEIGHT) OPTIONS: Choose a chair color - Black $0.00 Choose a frame color - Chrome $0.00	37	$98.00	67.14%	$32.20	$1,191.40

ESTIMATED DELIVERY FOR THIS ITEM IS 36 BUSINESS DAYS AFTER ORDER CONFIRMATION.

Shipping & Handling Breakdown

Items shipping from:	Shipping Via:
Best-Rite Manufacturing	ABF FREIGHT SYSTEM
Bretford	DAYLIGHT TRANSPORT
Norwood Commercial Furniture	UPS GROUND
Paragon Furniture	UPS FREIGHT
Scholar Craft	ESTES EXPRESS
Smith System	DAYLIGHT TRANSPORT

Product SubTotal:	$22,595.36
Shipping & Handling:	$2,490.20
Sales Tax:	$1,807.63
Grand Total:	$26,893.19

Important notes about this quote:

Shipping is tail gate—customer unloads. Lift gate and inside delivery are available for additional charges.
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Thank you for the opportunity to earn your business.

06/03/2015

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Cincinnati, Ohio 45212-3724

For assistance, please contact:
Katy Hoffmann
Phone: 866-619-5314
Fax: 866-619-4314
katy.hoffmann@schooloutfitters.com

Quote GMS

Quote # QUO1660537

Valid through: Jul 03, 2015

Bill To
Gustine Elementary School
Ron Estes
2806 Grove Ave

Gustine, CA 95322-1844 USA
Phone: 1 (800) 699-7516 Fax: 1 (877) 373-0622
Email: Restes@gustine.k12.ca.us

Ship To
Gustine Middle School
Ron Estes
28075 Sullivan Rd

Gustine, CA 95322-9516 USA
Phone: 1 (800) 699-7516 Fax: 1 (877) 373-0622
Email: Restes@gustine.k12.ca.us

	SKU #	Description	Qty	List	% off	Your Price (Including options)	Ext. Price
1.	BES-74950	VISIONARY MOBILE MAGNETIC GLASS MARKERBOARD (4' W X 3' H)	1	$1,295.00	46.71%	$689.99	$689.99
	ESTIMATED DELIVERY FOR THIS ITEM IS 26 BUSINESS DAYS AFTER ORDER CONFIRMATION.						
2.	BES-SPECIAL	74950-B: Visionary Mobile Magnetic Glass Markerboard - Black (4' W x 3' H)	1	$881.00	29.32%	$622.62	$622.62
	FREE SHIPPING - ESTIMATED DELIVERY FOR THIS ITEM IS 26 BUSINESS DAYS AFTER ORDER CONFIRMATION.						
3.	BES-2E8JH-25	SHAREWALL DRY ERASE BOARD (8' W X 4' H)	5	$540.48	48.48%	$278.45	$1,392.25
	FREE SHIPPING - ESTIMATED DELIVERY FOR THIS ITEM IS 26 BUSINESS DAYS AFTER ORDER CONFIRMATION.						
4.	NOR-IAH1043-SO	ECONOMY MESH BACK TASK CHAIR W/ OUT ARMS	1	$82.16	32.21%	$55.69	$55.69
	ESTIMATED DELIVERY FOR THIS ITEM IS 7 BUSINESS DAYS AFTER ORDER CONFIRMATION.						
5.	PAR-SPECIAL	X-AND-AH-TESLA-24-34H: Tesla Student Desk 29"Dx31"Wx24-34" adj H. Gray nebula top, graphite frame, red accent, flat oval legs.	20	$340.00	50.05%	$169.83	$3,396.60
	ESTIMATED DELIVERY FOR THIS ITEM IS 34 BUSINESS DAYS AFTER ORDER CONFIRMATION.						
6.	PAR-SPECIAL	AND-MOVE-ITX4: Skater Casters 4, 2 locking, 2 non locking.	20	$140.00	43.96%	$78.45	$1,569.00
	ESTIMATED DELIVERY FOR THIS ITEM IS 34 BUSINESS DAYS AFTER ORDER CONFIRMATION.						
7.	SMS-911000000P	CASCADE SERIES FOUR-SHELF MOBILE STORAGE W/ OUT DOORS (42 5/8" W X 19" D) OPTIONS: Choose a side panel color - Black $0.00	1	$1,128.00	44.38%	$627.29	$627.29
	ESTIMATED DELIVERY FOR THIS ITEM IS 15 BUSINESS DAYS AFTER ORDER CONFIRMATION.						
8.	SMS-SPECIAL	04160: Interchange Medium Multi Media Table, Grey neula top, red edge.60W 44"- 48"D 22-34H	2	$749.00	38.18%	$463.03	$926.06
	ESTIMATED DELIVERY FOR THIS ITEM IS 15 BUSINESS DAYS AFTER ORDER CONFIRMATION.						
9.	SMS-SPECIAL	FL2460GNBL: UXL Nest & Fold 24x60 Table, gray nebula top, red edge	2	$949.00	38.99%	$578.91	$1,157.82
	ESTIMATED DELIVERY FOR THIS ITEM IS 15 BUSINESS DAYS AFTER ORDER CONFIRMATION.						
10.	SMS-SPECIAL	26161: 24x60 Single Bullet Cascade Teacher Desk BBF Right hand, grey nebula laminat, platinum edge and frame	1	$847.00	38.06%	$524.57	$524.57
	ESTIMATED DELIVERY FOR THIS ITEM IS 15 BUSINESS DAYS AFTER ORDER CONFIRMATION.						

11.	SMS-SPECIAL	07362: Cascade AV Presentation Cart (Mega-Case) 43"Wx19"Dx37"H Gray nebula riser shelf, red end panels	1	$1,610.00	37.80%	$1,001.41	$1,001.41
	ESTIMATED DELIVERY FOR THIS ITEM IS 15 BUSINESS DAYS AFTER ORDER CONFIRMATION.						
12.	BES-SPECIAL	C-SMAIR-18-CH-M: 4-leg stack chair. Alumni Air Chair. Red Shell/Chrome frame 18"H	24			$58.06	$1,393.44
	FREE SHIPPING - ESTIMATED DELIVERY FOR THIS ITEM IS 26 BUSINESS DAYS AFTER ORDER CONFIRMATION.						
13.	BES-SPECIAL	C-SMAIR-BS-24-CH-M: 4-Leg Cafe height Alumni Air Chair. 24"H Red shell/chrome frame	8			$127.00	$1,016.00
	FREE SHIPPING - ESTIMATED DELIVERY FOR THIS ITEM IS 26 BUSINESS DAYS AFTER ORDER CONFIRMATION.						
14.	BES-SPECIAL	C-SMAIR-GL: Gas Lift Alumni Air Chair 22"-28"H adjustable. Red shell/black frame with chrome foot ring	1			$131.83	$131.83
	FREE SHIPPING - ESTIMATED DELIVERY FOR THIS ITEM IS 26 BUSINESS DAYS AFTER ORDER CONFIRMATION.						

Shipping & Handling Breakdown

Items shipping from:	Shipping Via:
Best-Rite Manufacturing	ABF FREIGHT SYSTEM
Norwood Commercial Furniture	UPS GROUND
Paragon Furniture	UPS FREIGHT
Smith System	DAYLIGHT TRANSPORT

Product SubTotal:	$14,504.57
Shipping & Handling:	$1,083.75
Sales Tax:	$1,160.37
Grand Total:	$16,748.69

Important notes about this quote:

Shipping is tail gate—customer unloads. Lift gate and inside delivery are available for additional charges.
Please remember to inspect your order at the time of delivery. Do not throw away any of the original packaging until this is completed. Any missing parts or damages must be reported to customer service at 866-619-1776 within 15 days of delivery.
*To receive the price quoted, contact Katy directly @ 866-619-5314

California Proposition 65:

California's Proposition 65 requires California consumers to be made aware of special warnings for products that contain chemicals known to the state of California to cause cancer and birth defects or other reproductive harm, if those products expose consumers to such chemicals above certain threshold levels.

We are providing the following warning for anyone buying products that will be shipped to California:
WARNING: This product contains chemicals known to the State of California to cause cancer and birth defects or other reproductive harm.

The safety and well-being of you and your students remains School Outfitters' top priority, and as such, we take all necessary steps to comply with applicable safety and health regulations and uphold our commitment to safety.

All quotations are for tailgate delivery, F.O.B. factory, unless otherwise noted.

Thank you for the opportunity to earn your business.

06/03/2015

SCHOOL OUTFITTERS
www.schooloutfitters.com
1-800-260-2776
3736 Regent Ave.
Cincinnati, Ohio 45212-3724

For assistance, please contact:
Katy Hoffmann
Phone: 866-619-5314
Fax: 866-619-4314
katy.hoffmann@schooloutfitters.com

Quote GES

Quote # QUO1660451
Valid through: Jul 03, 2015

Bill To
Gustine Elementary School
Ron Estes
2806 Grove Ave

Gustine, CA 95322-1844 USA
Phone: 1 (800) 699-7516 Fax: 1 (877) 373-0622
Email: Restes@gustine.k12.ca.us

Ship To
Gustine Elementary School
Ron Estes
2806 Grove Ave

Gustine, CA 95322-1844 USA
Phone: 1 (800) 699-7516 Fax: 1 (877) 373-0622
Email: Restes@gustine.k12.ca.us

	SKU #	Description	Qty	List	% off	Your Price (Including options)	Ext. Price
1.	BES-74950	VISIONARY MOBILE MAGNETIC GLASS MARKERBOARD (4' W X 3' H)	1	$1,295.00	46.71%	$689.99	$689.99
	ESTIMATED DELIVERY FOR THIS ITEM IS 26 BUSINESS DAYS AFTER ORDER CONFIRMATION.						
2.	BES-SPECIAL	74950-B: Visionary Mobile Magnetic Glass Markerboard - Black (4' W x 3' H)	1	$881.00	21.68%	$689.99	$689.99
	ESTIMATED DELIVERY FOR THIS ITEM IS 26 BUSINESS DAYS AFTER ORDER CONFIRMATION.						
3.	NOR-EKI3008RD-SO	CHILDREN'S WAITING ROOM SOFT SEATING - SMALL ROUND	4	$174.72	28.57%	$124.79	$499.16
	ESTIMATED DELIVERY FOR THIS ITEM IS 7 BUSINESS DAYS AFTER ORDER CONFIRMATION.						
4.	NOR-IAH1043-SO	ECONOMY MESH BACK TASK CHAIR W/ OUT ARMS	1	$82.16	30.75%	$56.89	$56.89
	ESTIMATED DELIVERY FOR THIS ITEM IS 7 BUSINESS DAYS AFTER ORDER CONFIRMATION.						
5.	PAR-SPECIAL	AND-A2030KOI-24-34H: Koi Desk 30"Wx20"Dx24-34"H Adj height. Backpack hook. Grey nebula top, graphite frame, red accent	28	$340.00	45.30%	$185.96	$5,206.88
	ESTIMATED DELIVERY FOR THIS ITEM IS 34 BUSINESS DAYS AFTER ORDER CONFIRMATION.						
6.	BES-2E8JH-25	SHAREWALL DRY ERASE BOARD (8' W X 4' H)	4	$540.48	48.48%	$278.45	$1,113.80
	ESTIMATED DELIVERY FOR THIS ITEM IS 26 BUSINESS DAYS AFTER ORDER CONFIRMATION.						
7.	PAR-SPECIAL	AND-MOVE-ITX4: Skater Casters 4, 2 locking, 2 non locking.	28	$140.00	43.96%	$78.45	$2,196.60
	ESTIMATED DELIVERY FOR THIS ITEM IS 34 BUSINESS DAYS AFTER ORDER CONFIRMATION.						
8.	SMS-SPECIAL	11848: Flavors Stack chair, "B" Shell, 16"H Charcoal.	28	$105.00	46.27%	$56.41	$1,579.48
	ESTIMATED DELIVERY FOR THIS ITEM IS 15 BUSINESS DAYS AFTER ORDER CONFIRMATION.						
9.	SMS-911000000P	CASCADE SERIES FOUR-SHELF MOBILE STORAGE W/ OUT DOORS (42 5/8" W X 19" D) OPTIONS: Choose a side panel color - Black $0.00	1	$1,128.00	44.38%	$627.29	$627.29
	ESTIMATED DELIVERY FOR THIS ITEM IS 15 BUSINESS DAYS AFTER ORDER CONFIRMATION.						
10.	SMS-SPECIAL	04160: Interchange Medium Multi Media Table, Grey neula top, red edge.60W 44"- 48"D 22-34H	1	$749.00	38.18%	$463.03	$463.03
	ESTIMATED DELIVERY FOR THIS ITEM IS 15 BUSINESS DAYS AFTER ORDER CONFIRMATION.						

11.	SMS-SPECIAL	11841: Flavors A Shell Adjustable Chair w/glides "A" Shell. 5-star base, charcoal shell	1	$263.00	41.74%	$153.22	$153.22
	ESTIMATED DELIVERY FOR THIS ITEM IS 15 BUSINESS DAYS AFTER ORDER CONFIRMATION.						
12.	SMS-SPECIAL	11889: Flavors 24" A Fixed Height Stool "A"Shell 24"H. Red Shell	5	$154.00	40.50%	$91.62	$458.10
	ESTIMATED DELIVERY FOR THIS ITEM IS 15 BUSINESS DAYS AFTER ORDER CONFIRMATION.						
13.	SMS-SPECIAL	26161: 24x60 Single Bullet Cascade Teacher Desk BBF Right hand. grey nebula laminat, platinum edge and frame	1	$847.00	38.06%	$524.57	$524.57
	ESTIMATED DELIVERY FOR THIS ITEM IS 15 BUSINESS DAYS AFTER ORDER CONFIRMATION.						
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Items shipping from:	Shipping Via:
Best-Rite Manufacturing	ABF FREIGHT SYSTEM
Norwood Commercial Furniture	UPS GROUND
Paragon Furniture	UPS FREIGHT
Smith System	DAYLIGHT TRANSPORT

Product SubTotal:	$15,260.41
Shipping & Handling:	$1,291.54
Sales Tax:	$1,220.83
Grand Total:	$17,772.78

Important notes about this quote:

Shipping is tail gate—customer unloads. Lift gate and inside delivery are available for additional charges.
Please remember to inspect your order at the time of delivery. Do not throw away any of the original packaging until this is completed. Any missing parts or damages must be reported to customer service at 866-619-1776 within 15 days of delivery.
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Thank you for the opportunity to earn your business.

06/03/2015

GUSTINE UNIFIED SCHOOL DISTRICT

Meeting of the Board of Trustees
MEETING DATE:
June 24, 2015

AGENDA ITEM TITLE: Single Plan for Student Achievement, GES and GHS

AGENDA SECTION: Action

PRESENTED BY: Dr. Ron Estes, Superintendent

SUMMARY:

Site plans written by each site are presented for review. The site plan is the school's guide to meet the achievement goals they have set for their students.

Copies of site plans are distributed to Board members and are available at the District Office.

FISCAL IMPACT: None

BUDGET CATEGORY: None

RECOMMENDED ACTION: Approve

Single Plan for Student Achievement

Part II: The Single Plan for Student Achievement Template

A Resource for the School Site Council

Prepared by: California Department of Education, February 2014

Part II: The Single Plan for Student Achievement Template

School: Gustine Elementary School

District: Gustine Unified School District

County-District School (CDS) Code: 24 73619 6025720

Principal: Ismael Munoz

Date of this revision: June1, 2014

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person:	Ismael Munoz
Position:	Principal
Telephone Number:	209-854-6496
Address:	2806 Grove Ave. Gustine, CA 95322
E-mail Address:	imunoz@gustine.k12.ca.us

The District Governing Board approved this revision of the SPSA on June 24, 2015.

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School and Student Performance Data

These tables represent samples of ways to assist the School Site Council (SSC) in representing and analyzing data and developing conclusions regarding improvement strategies:

- Table 1: Academic Performance Index (API) by Student Group
- Table 2: English-Language Arts AYP
- Table 3: Mathematics AYP
- Table 4: California English Language Development Test (CELDT) Data
- Table 5: 2013 Demographic Data

Table 1: Academic Performance Index (API) by Student Group

Groups	Number of Students Included in 2011 Growth API	2011 Growth API	Number of Students Included in 2012 Growth API	2012 Growth API	Number of Students Included in 2013 Growth API	2013 Growth API	Non-Weighted 3-Year Average API*	Weighted 3-Year Average API*
Schoolwide	374	738	348	744	465	719	734	732
Black or African American	2		1		2			
American Indian or Alaska Native	0		0		0			
Asian	3		3		4			
Filipino	3		1		1			
Hispanic or Latino	273	714	266	722	356	693	710	708
Native Hawaiian or Pacific Islander	1		2		2			
White	86	792	67	790	87	798	793	794
Two or More Races	5		8		13	738		
Socioeconomically Disadvantaged	267	720	277	729	384	699	716	714
English Learners	213	704	214	731	277	693	709	708
Students with Disabilities	23	527	25	456	38	514	499	501

Trends indicated by the data: possible challenges, if any, and additional information needed
1. API levels for most numerically significant subgroups declined between 2011 and 2013, except for our White student demographic. 2. The decline was greater for EL's and Hispanic or Latino. 3. More data are needed to determine in which performance levels the greatest changes took place. 4. Improving EL achievement is our district as well as site goal. 5. PD in ELD strategies will continue in the next school year.

Table 2: English-Language Arts and Mathematics AYP

GROUPS	English-Language Arts Target 89.2 % Met all percent proficient rate criteria? No					Mathematics Target 89.5 % Met all percent proficient rate criteria? No				
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2013 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2013 AYP Criteria	Alternative Method
Schoolwide	465	179	38.5	No		462	211	45.7	No	
Black or African American	2		--	--		2		--	--	
American Indian or Alaska Native	0		--	--		0		--	--	
Asian	4		--	--		4		--	--	
Filipino	1		--	--		1		--	--	
Hispanic or Latino	356	110	30.9	No		355	147	41.4	No	
Native Hawaiian or Pacific Islander	2		--	--		2		--	--	
White	87	54	62.1	Yes	SH	85	52	61.2	No	
Two or More Races	13	7	53.8	--		13	4	30.8	--	
Socioeconomically Disadvantaged	384	125	32.6	No		381	158	41.5	No	
English Learners	277	88	31.8	No		277	117	42.2	No	
Students with Disabilities	38	6	15.8	--		35	8	22.9	--	

Trends indicated by the data: possible challenges, if any, or additional information needed

1. The gap between school wide performance and EL performance is about 4% points, but more than 25% points compared to our White student demographic.

2. All subgroups were vastly outscored by our White student demographic. We must come to understand the huge disparity observed in these results and address the existing learning gaps amongst the major subgroups represented at Gustine Elementary School.

Trends indicated by the data: possible challenges, if any, or other information needed
1. Student achievement levels in mathematics were significantly higher in mathematics compared to ELA. Our White student demographic again outperformed all other subgroups by nearly 20% points. 2. The most growth was made with the EL students. 3. Although all groups scored significantly better in mathematics compare to English Language Arts, no groups met their targets in 2013.

Table 3: CELDT Data 2013-2014

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Advanced	(0.0%)	2 (4.0%)	5 (9.0%)	7 (12.0%)	4 (12.0%)	2 (5.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	20 (7.0%)
Early Advanced	(0.0%)	13 (24.0%)	14 (25.0%)	13 (22.0%)	5 (15.0%)	15 (38.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	60 (20.0%)
Intermediate	11 (19.0%)	26 (48.0%)	20 (36.0%)	16 (27.0%)	15 (44.0%)	13 (33.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	101 (34.0%)
Early Intermediate	15 (26.0%)	11 (20.0%)	14 (25.0%)	13 (22.0%)	5 (15.0%)	7 (18.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	65 (22.0%)
Beginning	31 (54.0%)	2 (4.0%)	2 (4.0%)	10 (17.0%)	5 (15.0%)	3 (8.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	53 (18.0%)
Number Tested	57 (100.0%)	54 (100.0%)	55 (100.0%)	59 (100.0%)	34 (100.0%)	40 (100.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	299 (100.0%

2012-2013

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Advanced	(0.0%)	3 (5.0%)	7 (13.0%)	6 (11.0%)	1 (3.0%)	1 (3.0%)	2 (6.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	20 (6.0%)
Early Advanced	1 (1.0%)	18 (30.0%)	12 (23.0%)	13 (24.0%)	9 (24.0%)	7 (21.0%)	6 (19.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	66 (19.0%)
Intermediate	5 (7.0%)	24 (40.0%)	20 (38.0%)	21 (38.0%)	17 (45.0%)	16 (47.0%)	16 (52.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	119 (35.0%)
Early Intermediate	13 (19.0%)	13 (22.0%)	10 (19.0%)	12 (22.0%)	6 (16.0%)	6 (18.0%)	4 (13.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	64 (19.0%)
Beginning	50 (72.0%)	2 (3.0%)	4 (8.0%)	3 (5.0%)	5 (13.0%)	4 (12.0%)	3 (10.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	71 (21.0%)
Number Tested	69 (100.0%)	60 (100.0%)	53 (100.0%)	55 (100.0%)	38 (100.0%)	34 (100.0%)	31 (100.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	340 (100.0%)

2011-2012

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Advanced	(0.0%)	2 (4.0%)	8 (16.0%)	7 (12.0%)	1 (2.0%)	1 (2.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	19 (6.0%)
Early Advanced	3 (5.0%)	22 (42.0%)	13 (25.0%)	13 (22.0%)	14 (34.0%)	16 (39.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	81 (27.0%)
Intermediate	6 (11.0%)	15 (29.0%)	22 (43.0%)	22 (38.0%)	14 (34.0%)	16 (39.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	95 (32.0%)
Early Intermediate	8 (14.0%)	10 (19.0%)	7 (14.0%)	8 (14.0%)	7 (17.0%)	5 (12.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	45 (15.0%)
Beginning	40 (70.0%)	3 (6.0%)	1 (2.0%)	8 (14.0%)	5 (12.0%)	3 (7.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	60 (20.0%)
Number Tested	57 (100.0%)	52 (100.0%)	51 (100.0%)	58 (100.0%)	41 (100.0%)	41 (100.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	300 (100.0%)

Conclusions indicated by the data:

1. EL students reaching Advanced and Early Advanced designations have remained mostly unchanged during the last 3-years. Only students who reach these designations can qualify for redesignation and exit the English Language Learner Program.

2. GES must continue to focus on the EL students who must advance past the intermediate level. Professional development must continue in the area of the ELD program and RCD implementation. We have recommitted to a designated ELD block of 30 minutes daily. Additional training on SDAIE strategies for use in daily lessons is required.

Table4: School Demographics Data

School Demographic Characteristics
These data are from either the California Longitudinal Pupil Achievement Data System (CALPADS) or the 2013 Standardized Testing and Reporting (STAR) Program student answer document.

Ethnic/Racial* (CALPADS)	Percent
Black or African American	0
American Indian or Alaska Native	0
Asian	1
Filipino	0
Hispanic or Latino	77
Native Hawaiian or Pacific Islander	0
White	19
Two or More Races	3

**These percentages may not sum to 100 due to responses of: other, multiple, or non-response.*

Eligible for Free or Reduced-Price Lunch (CALPADS)	78
Participants in Gifted and Talented Education Program (STAR)	0
Participants in Migrant Education Program (STAR)	10
English Learners (CALPADS)	33
Reclassified Fluent-English-Proficient (RFEP) Students (CALPADS)	26
Students with Disabilities (CALPADS)	7
Continuous Enrollment School, (CALPADS)	94

Enrollments(STAR)	Percent
Grade 2	20
Grades 3-5	57
Grade 6	23
Grades 7-8	0
Grades 9-11	0

***This is a percentage of all enrollments in grades 2-11.*

Parent Education Level (CALPADS)	
Percentage with a response***	100
Of those with a response:	
Not a high school graduate	40
High school graduate	31
Some college	19
College graduate	6
Graduate school	3

****This is the percentage of CALPADS records with stated parent education level information.*

	Average
Average Parent Education Level (CALPADS)	2.01

The average of all responses where "1" represents "Not a high school graduate" and "5" represents

LEA, (CALPADS) 94

These are the percentages of students who were counted as part of the school's or LEA's enrollment on the October 2012 CALPADS data collection and who have been continuously enrolled since that date.

Fully-Credentialed Teachers**** (CCTC) 100

Teachers with Emergency Credentials ****(CCTC) 0

**** California Commission on Teacher Credentialing

"Graduate school."

Average Class Size (CALPADS)

Grades	Average
K-3	26
4-6	31
Core academic courses in departmentalized programs	N/A

	Number
Enrollment in Grades 2-11 on First Day of Testing (STAR)	495
Students Exempted from STAR Testing Per Parent Written Request (STAR)	0
Number of Students Tested (STAR)	495

	Yes/No
Multi-track, Year-round School (CALPADS)	No

Conclusions indicated by the data:

The data shows that 77% of the school's students are Hispanic , 78% Socioeconomically disadvantaged , 38% are English Learners (Current percentage is 51%). A continued focus on these subgroups in the areas of professional development and training are likely to benefit the achievement levels of almost all the students in the school.

Analysis of Current Instructional Program

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

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

Local Educational Agencies (LEAs) initially identified for Program Improvement (PI) must use applicable state tools, the Academic Program Survey (APS), the District Assistance Survey (DAS), the English Learner Subgroup Self-Assessment (ELSSA), and the Inventory for Services and Supports for students with disabilities (ISS) to determine current instructional practice. All LEAs may use these tools to enhance systems in district schools. Tools are located at the California Department of Education State Program Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp.

Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment (Benchmark), and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA).
   The district will utilize local and state assessments. These include benchmarks, grade level progress checks, or "mini-assessments", progress reports, grades, and the state CST test. Through the PLC process, student work will be evaluated and decisions will be made by grade level teams to address the remediation and enrichment needs of the students.

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

   Data is analyzed at every level at the school. Teachers analyze classroom date, PLC teaching teams analyze and respond to grade level data, and quarterly benchmarks are given in the areas of ELA and math.

   Intensive intervention is offered at grades 1 and 5 through the DIBELS prescriptive reading remediation program, READ 180, Reading Mastery, and System 44. Progress is monitored at 6-week intervals.

   The progress of our EL's is also monitored by regular benchmark assessments. EL program Is delivered to our EL's for 30 minutes each day.

   Professional development will contInue In Rigorous Curriculum Design (RCD) to support the Implementation of the Common Core State Standards. Other areas of focus for the district and the school are our English Learners, and those students who need remediation and "catch-up growth" to reach grade level.

3. Status of meeting requirements for highly qualified staff (ESEA)

   99% of teachers are at Gustine Elementary are hIghly qualified.

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

All teachers at Gustine Elementary School are appropriately credentialed. Grade level representatives have been attending the RCD training in either ELA or Mathematics. This professional development will continue until December of 2013. All teachers at Gustine Elementary School have received several PD days in CELD strategies. The focus on good first instruction for our EL students remains a priority.

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

   Teachers at Gustine Elementary School have attended RCD, Common Core, ELD Strategy and Frameworks as well as in house PLC training. Staff has also had personal training/coaching in discipline from Noah Salzman.

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

   - **Gustine Elementary School has two Reading Intervention Specialists who support teachers with intervention, RCD, technology, and ELD. The Intervention Specialists work in conjunction with the administrator and teachers to plan and implement curricular changes and improvements that support the school goals of Common Core implementation, EI achievement, technology, and intervention.**

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

   PLC's are scheduled every Monday for staff to have time during the work day to collaborate. The PLC's are made of grade level teams. They look at student work, and plan adjusted instruction and remediation. They work regularly in the computer lab to insert technology skills into their lessons so that students will have opportunities to be prepared for the 4 "C's"; collaboration, communication, critical thinking, and creativity. Staff also has a 40 minute preparation period school day.

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

District and state adopted materials are used for instruction in all classrooms. The site is part of the Rigorous Curriculum Design initiative to prepare students and staff for Common Core implementation. Any changes in curriculum, instruction, and materials will align to the CCSS.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)
    - **Instructional minutes are allotted to provide sufficient time to meet students' needs for high-quality first instruction and subsequent intervention in ELA and math. The allotted times are based on those recommended in the State Common Core Frameworks.**

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)
    Intervention opportunities take place in the classroom , and on a pull-out basis. The DIBELS assessment program was used this year to assess first and fourth grade students' reading abilities. Students received interventlon to address issues such as fluency and/or reading comprehension. Teachers planned interventlon at their weekly PLC meetings. Students were regrouped accordingly the next week. Intervention groups were fluid and flexible throughout the school year.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)
    - **Every student has access to standards-based, GUSD Governing Board-adopted instructional materials in ELA, math, social studies, and science. EL students were participated in an Integrated ELD program, but during the 2015-2016 school year, students will be enrolled in both an Integrated and Designated ELD program.**

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)
    - **Not applicable.**

Opportunity and Equal Educational Access

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

Underperforming students are provided opportunities for intervention during Universal Access, pullout groups (DIBELS), or deployment to address the students' specific needs.

14. Research-based educational practices to raise student achievement

To increase student achievement, the focus at Gustine Elementary School will continue to be improving student achievement through PLC's, Common Core implementation, EL strategies, and teaching by "doing" the 4 C's: collaboration, communication, critical thinking, and creativity.

Parental Involvement

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

Student achievement is closely monitored at GES. There are two computer labs in operation at our site, and most classes are scheduled into the lab at least 3-4 times per week. All students have access to Study Island, a program designed to improve student performance on the state standards. This program is web-based, and can be accessed from home.

Merced County Office of Education provides an afterschool program for students at Gustine Elementary School. The ASSETS program provides homework help and some extension lessons from classroom lessons.

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

Gustine Elementary School Site Council meets each quarter or more If necessary. The council is made up of parents, teachers, school staff, community members, and the principal. At each meeting, student progress is discussed; concerns and questions are addressed, and goals are reviewed and modified to reflect the needs of the students based on the achievement data for the school.

ELAC members review the Plan and review student data. Input is gathered from the ELAC group through meetings and surveys. This feedback is incorporated into the school plan goals for English Learners.

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

    These are outlined in our action plan. The budget summary shows how we are allocating specific funds to meet the needs of all students at GES.

18. Fiscal support (EPC)

    These are outlined in our action plan. The budget summary shows how we are allocating specific funds to meet the needs of all students at GES.

Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL: English Language Arts: All students at Gustine Elementary will meet or exceed the grade level standards in ELA for the 2015-16 school year.

SCHOOL GOAL: English Language Arts: By June 9, 2016, proficiency levels will improve school wide and for significantly numerical subgroups; 50% or more of students will perform at the proficient level as indicated on the district/site quarterly benchmark scores.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
2013 CST Results 2015 SBAC Results for ELA ELA/RCD Unit assessments 2014 CELDT Scores	The data reveals that our students school wide are not meeting state targets in ELA. Our EL, Hispanic, and SED subgroups have remained basically flat for the last several years. Our EL's progress seems to stall at the intermediate level.	Weekly, monthly, quarterly and yearly monitoring and evaluation of classroom instruction. Teachers will meet weekly in their Professional Learning Communities (PLC's) weekly to assess/analyze student learning. * see action plan

STRATEGY: Gustine Elementary School is a Tk-5 campus with approximately 580 students. K-3 focus is to delivery instruction that provides a strong foundation for learning. Grades 4-5 focus is on providing intervention "appropriate to the students' needs" to students that are below grade level, and providing an enriched challenging learning environment for all students. Student achievement and closing the gap for our non-proficient students will be the focus for GES. Two intervention programs will be implemented to address the needs of these students. Reading Mastery will be implemented in grades 1-3 and READ 180/System 44 will be implemented for students in grades 3-5. An intervention teacher will be hired to insure fidelity and continuity to the programs.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
(August 13, 2015-June 9, 2016) Reading Intervention Teacher will provide intervention to meet student needs as indicated from the DIBELS screening.	Principal Reading Intervention Teacher Read 180 Teacher	Reading Intervention teacher (RIT) will assess non proficient students in all grades with DIBELS, then place students in appropriate intervention groups based on student need. RIT will organize and teach intervention groups as well as assist teachers in classroom (UA) instruction delivery. RIT will monitor and evaluate student progress and report to Principal and classroom teachers by June 9, 2016.	Title I (3010), Part A Basic Grants Low-Income and Neglected **56,772** (50% of funding) LCFF (0824) **56,772** (50% of funding) Title I (3010) **54,835** (50% of funding) LCFF (0824) 54,835 (50% of funding)

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
(July 1, 2015-June 30-2016) Fund Library Clerk for 5 hours per day.	Principal	Renew funding for library clerk by July 1, 2015. The library at GES will be open five hours daily. All classes will be scheduled into the library either weekly or bi-monthly.	Title I (3010), Part A. Basic Grants Low-Income and Neglected **$17,000**
Action/Date	**Person(s) Responsible**	**Task/Date**	**Cost and Funding Source (Itemize for Each Source)**

(July 1, 2015- June 30, 2016) Students not at proficient levels in all grades will be assessed, then provided appropriate intervention based on student needs using Reading Mastery Curriculum, Read 180 and System 44 materials.	Principal Reading Intervention Teacher Teachers	We will purchase and expand the appropriate number of licenses needed to assess students with DIBELS; materials will also be purchased as needed for the intervention groups. Intervention coach, teachers, and classroom aides trained in latest assessment techniques and intervention will teach intervention groups for our most intensive students. Intervention Teacher will monitor and evaluate student progress and report to Principal and classroom teacher. Read 180 and System 44 curriculum will be implemented to achieve this action. By September 15, 2015.	**Licenses:** Microsoft Voucher K-12 $19,515 **Materials:** Lottery (1100) $16,909 $7000

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
(July 1, 2015-June 30, 2016) Purchase research based materials in order to provide daily intervention for students in grade 3, who are not proficient in ELA.	Principal Read 180 Teacher Teachers	System 44 licenses will be purchased for GES grade 3. Read 180 Teacher, teachers, and aides will be trained before school begins so that program can be implemented as soon as school begins, August 13, 2015.	**Licenses and Materials for 3rd Grade stand-alone System 44** LCFF (0824) **$19096**

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
(July 1, 2015-June 30, 2016) Fund five instructional aides (3.5 hrs. per day) for the 2015-16 school year.	Principal	Instructional aides will support classroom teachers in the implementation of Reading Mastery, READ 180, and all aspects of the instructional plan.	Title I (3010) $28,500 LCFF (0824) **28,500**

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)

(July 1, 2015- June 30, 2016) All Teachers will implement the created ELA RCD units in their daily classroom instruction. Instruction delivery will be shifted to student led discussion. All units created will have special emphasis on integration of ELD standards.	Principal Teachers	Units in ELA created in Rigorous Curriculum Design Training will be implemented in all classrooms. Teachers will continue to collaborate with their grade level teams on site and across district to revise and plan lessons, units, and assessments. Special dates will be set aside for grade level articulation with substitutes provided, by August 13, 2015.	Title I (3010), Part A, Basic Grants Low-Income and Neglected **$20839**

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
(July 1, 2015-June 30, 2016) Renew Follett Library License for 2014-15 school year.	Principal Library Clerk	Follett library program is used to manage our GES library. The library clerk manages it, and keeps the system updated each year.	Title I (3010), Part A. Basic grants Low-Income and Neglected. **2,500**

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. Hire two teachers for Fast Track summer session by July 1, 2015. 2. Hire two aides for Fast Track summer session by July 1, 2015.	Principal Teachers Aides	1. Hire two teachers and aides for Fast Track Kindergarten session 2. Purchase supplies by July 1, 2015.	Title 1 - $4500 total
Action/Date	**Person(s) Responsible**	**Task/Date**	**Cost and Funding Source (Itemize for Each Source)**
(July 1, 2015-June 9,2016) Continue to fund an SST Coordinator.	1.Reading Intervention Teacher 2. Principal	Fund an SST Coordinator to monitor, organize, and conduct SST meetings to help meet the needs of our neediest students who have not made improvements after Tier I Rtl.	LCFF (0824) $1,500

Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL: Technology

SCHOOL GOAL: All students and teachers at GES will have access to up to date technology and support needed for full implementation of the Common Core Standards.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Some of the E5 lab computers are no longer working or need updating. Teachers are working with laptops that are over 5 years old.	The findings reveal that there needs to be a system to determine when computers need to be rotated out due to aging.	Technology aides will inventory the computer lab(s) and document any issues with outdate/nonworking computers. A report will be given to the principal each quarter.

STRATEGY: We will continue to advance the use of technology in daily instructional activity throughout the grade levels.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
(July 1, 2015- June 30, 2016) Obtain quotes from Data Path to purchase 3 Chromebook Rolling Lab Carts and Chromebooks	Principal Computer Techs	Meet with Tim Britt, Data Path representative, to ensure purchased Rolling Lab Carts are prepared for immediate use by classroom teachers and their students.	**LCFF (0824)** Lab computers **$42,000**

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
(July 1, 2015-June 30, 2016) Computer Techs will oversee the computer lab and offer assistance when students are in the lab with the classroom. Tech will also offer assistance to teachers, as needed, in the classroom.	Principal	Continue to fund a Computer Lab Tech by July 1, 2015.	Title I, (3010) Part A, Basic Grants Low-Income and Neglected. **$15,000**
Action/Date	**Person(s) Responsible**	**Task/Date**	**Cost and Funding Source (Itemize for Each Source)**
(July 1, 2015- June 30, 2016) Provide Ongoing Tech Training for Teachers.	Principal Computer Techs Trained Teachers	Fund Professional Development opportunities for teachers to implement the Common Core infused with technology by June 9, 2016.	**Lottery (1100)** **$5,000**
Action/Date	**Person(s) Responsible**	**Task/Date**	**Cost and Funding Source (Itemize for Each Source)**
(July 1, 2015- June 30, 2016) Obtain quotes from Data Path replace tech supplies as needed.	Principal Computer Techs DataPath	Meet with Tim Britt, Data Path representative, to ensure purchased obsolete equipment is consistently replaced, by September 1, 2015.	**Lottery (1100)** **$5,000**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL: English Language Development: All EL's will increase at least one CELDT level each year. All English Language Learners will reach English proficiency by the end of grade 5.

SCHOOL GOAL: The EL's at GES will increase at least one CELDT level each year.

What data did you use to form this goal?	**What were the findings from the analysis of this data?**	**How will the school evaluate the progress of this goal?**
CELDT Scores ELD Assessments	EL's at GES are not meeting state proficiency goals.	GES will evaluate this goal by showing a 10% increase in the number of students advancing at least one CELDT level. Walkthroughs, teacher report, and discussions in weekly PLC's will be part of the monitoring system.

STRATEGY: GES teachers will attend intensive training in the new ELL Common Core standards. Teachers will incorporate EL strategies throughout the day in all areas of study. All GES teachers will participate in grade-level planning dates.

Action/Date	**Person(s) Responsible**	**Task/Date**	**Cost and Funding Source (Itemize for Each Source)**
1. Monitor EL strategies in regular ed. classrooms for the 2015-2016 school year, through an ELD Coordinator.	Principal ELD Coordinator Teachers	1. Monitor by walk-throughs and PLC discussions 2. Coordinator provides input and support through PLC's 3. Teachers work through PLC's to improve EL instruction and learning	Title III $1500.00

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. Fund two part-time, home/school liaisons for the 2015-2016 school year.	Principal	Include the home/school liaisons in the site budget. Get approval from School Site council. The home/school bilingual liaisons provide coverage for our Spanish-speaking students, and their families, in the school office. They are used to translate documents. They interpret for ELAC, DELAC, and site-based meetings. They are essential for effective, consistent home-school communication, by July 1, 2015.	Title III (4203) $18,750 (50%) LCFF (0824) $18,750 (50%)

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
(July 1, 2015-June 30, 2016) Provide ELD Common Core standards professional development opportunities for teachers.	Principal Consultants Teachers	Contract with various qualified providers to provide training/professional development for teachers with the new ELD Common Core standards, by June 9, 2016.	Title III (4203), $3918
Action/Date	**Person(s) Responsible**	**Task/Date**	**Cost and Funding Source (Itemize for Each Source)**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL: Increase Parental Involvement and support

SCHOOL GOAL: Increase parent involvement at GES by offering at least two additional parent opportunities for the 2014-2015 school year.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
2014-2015 parent surveys Parent input from SSC, ELAC, and DELAC meetings Parent Conferences	Parents indicated that they would like more opportunities for involvement at our school. Parents indicated that they would like more ways for students to get help with their homework.	The outcomes of the surveys will be shared with staff. Discussions will continue in regards to providing more opportunities for parents to be involved in their child's education.

STRATEGY: Gustine Elementary School will offer in addition to existing opportunities, at least one additional opportunity for parents to be involved with their child's education.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
(July 1, 2015-June 30, 2016) Plan and calendar Parent Institute, Abriendo Puertas for English and Spanish Speaking Parents	Coaches Secretary Principal Parent Volunteers	Form committees to determine duties/roles for events. Distribute calendar of events to all staff and parents.(Abriendo Puertas (Opening Doors), Second Cup of coffee), by September 1, 2015.	Title I (3010) Part A, Basic Grants Low –Income and neglected **$3,000**
Action/Date	**Person(s) Responsible**	**Task/Date**	**Cost and Funding Source (Itemize for Each Source)**
Renew InTouch contract for the 2015-2016 school year.	Principal	InTouch is used to send messages home from school in both English and Spanish. We communicate Parent Club messages as well as those coming directly from the school. Teachers can also send home messages regarding classroom updates, by July1, 2015.	Title 1 - $1,500

Action/Date	Person(s) Responsible	Tas ate	Source (Itemize for Each Sou

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
(July 1, 2015-June 30, 2016) Plan and calendar Family Reading Night and Family Math Night	Principal Teachers Parent Volunteers	Form Committees to determine duties/roles for events. Distribute calendar of events to all staff and parents.	**Lottery (1100)** **$6,000**

LEA GOAL: Mathematics: All students in the GUSD will attain proficiency in mathematics by the end of the 2014-2015 school year.

SCHOOL GOAL: All students in grades K-5 will meet or exceed their grade level standards in the area of mathematics for the 2015-2016 school year as measured by the SBAC. All significant subgroups will improve by at least 10% in proficiency level.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
2013 CST Data Quarterly benchmarks Classroom assessments	In the past, there has been some progress in the area of mathematics; students at GES have not met AYP targets. The Hispanic subgroup scores have not improved to meet standards	Teachers will meet weekly in PLC's to analyze and respond to student progress in math. Teachers will review and analyze RCD Unit task scores as well as pre and post test scores.

STRATEGY: During the 2014-2015 school year GES will implement a school-wide shift in mathematics instruction to align with the common core standards. Manipulatives and visuals will be available to ensure student success.

Action/Date	Persons Responsible	Task/Date	Cost and Funding Source
(July 1, 2015 – June 30, 2016) Eureka Math manipulatives will be purchased as needed to ensure fidelity to the Common Core units.	Principal InterventionTeachers Teachers	Principal, and Intervention/Teachers will identify materials needed for the units and submit requisitions, by July 1,2015.	Lottery Instructional Mat (6300) $16683

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
(July 1, 2015-June 30, 2016) Reflex Math Licenses will be purchased for a school-wide implementation.	Principal Teachers Computer Tech	Reflex math requisition will be submitted for purchase by July 1, 2015.	**LCFF (0824)** **$2,700**

Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

School Goal #:

Actions to be Taken to Reach This Goal[1] Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date[2] Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)

Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After–School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

Please duplicate this form as necessary.

[1] See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.
[2] List the date an action will be taken, or will begin, and the date it will be completed.

Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at http://www.cde.ca.gov/fg/aa/co/ca12sguiappcatprog.asp.

Of the four following options, please select the one that describes this school site:

☐ **This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).**

☐ **This site operates a SWP but does not consolidate its funds as part of operating a SWP.**

☐ **This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.**

☐ **This site operates a SWP and consolidates all applicable funds as part of operating a SWP.**

State Programs	Allocation	Consolidated in the SWP
☐ **Local Control Funding Formula (LCFF) – Base Grant** Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	$	☐
☒ **LCFF – Supplemental Grant** Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	$271343	☐
☐ **LCFF – Concentration Grant** Purpose: To provide an additional concentration grant equal to 50 percent of the adjusted LCFF base grant for targeted students exceeding 55 percent of an LEA's enrollment	$	☐
☐ **California School Age Families Education (Carryover only)** Purpose: Assist expectant and parenting students to succeed in school	$	☐
☐ **Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only)** Purpose: Help educationally disadvantaged students succeed in the regular program	$	☐

☐	**Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only)** Purpose: Develop fluency in English and academic proficiency of English learners	$	☐
☐	**Peer Assistance and Review (Carryover only)** Purpose: Assist teachers through coaching and mentoring	$	☐
☐	**Professional Development Block Grant (Carryover only)** Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	$	☐
☐	**Pupil Retention Block Grant (Carryover only)** Purpose: Prevent students from dropping out of school	$	☐
☐	**Quality Education Investment Act (QEIA)** Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	$	☐
☐	**School and Library Improvement Program Block Grant (Carryover only)** Purpose: Improve library and other school programs	$	☐
☐	**School Safety and Violence Prevention Act (Carryover only)** Purpose: Increase school safety	$	☐
☐	**Tobacco-Use Prevention Education** Purpose: Eliminate tobacco use among students	$	☐
☐	**List and Describe Other State or Local Funds** (e.g., Career and Technical Education [CTE], etc.)	$	☐
Total amount of state categorical funds allocated to this school		$	

Federal Programs		**Allocation**	**Consolidated in the SWP**
☒	**Title I, Part A: Allocation** Purpose: To improve basic programs operated by local educational agencies (LEAs)	$208,392	☐
☐	**Title I, Part A: Parental Involvement** (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	$	☐

☐	**For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development** (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	$		☐
☐	**Title II, Part A: Improving Teacher Quality** Purpose: Improve and increase the number of highly qualified teachers and principals		$	☐
☒	**Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students** Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards		$24168	Title III funds may not be consolidated as part of a SWP[3]
☐	**Title VI, Part B: Rural Education Achievement Program** Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs		$	☐
☐	**For School Improvement Schools only: School Improvement Grant (SIG)** Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement		$	☐
☐	**Other federal funds** (list and describe)		$	☐
☐	**Other federal funds** (list and describe)		$	☐
☐	**Other federal funds** (list and describe)		$	☐
Total amount of federal categorical funds allocated to this school			$232560	
Total amount of state and federal categorical funds allocated to this school			$580569	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

[3] Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.[4] The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Ismael Munoz	x☐	☐	☐	☐	☐
Mario Pantoja	☐	☐	☐	x☐	☐
Angelica Curtis	☐	☐	☐	x☐	☐
Stacy Lopes	☐	x☐	☐	☐	☐
Ray Morris	☐	x☐	☐	☐	☐
Kathy Orozco	☐	☐	x☐	☐	☐
Kim Medeiros	☐	☒	☐	x☐	☐
	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐
Numbers of members in each category	1☐	3☐	1☐	2☐	☐

[4] *EC* Section 52852

Form E: Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

   ☐ State Compensatory Education Advisory Committee _____ Signature

   x☐ English Learner Advisory Committee Cathy Filippini Signature

   ☐ Special Education Advisory Committee _____ Signature

   ☐ Gifted and Talented Education Advisory Committee _____ Signature

   ☐ District/School Liaison Team for schools in Program Improvement _____ Signature

   ☐ Compensatory Education Advisory Committee _____ Signature

   ☐ Departmental Advisory Committee (secondary) _____ Signature

   x☐ Other committees established by the school or district (list) _____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on:6/1/2015

Attested:

Ismael Munoz Typed name of School Principal	Signature of School Principal	Date 6/1/2015
Stacy Lopes Typed name of SSC Chairperson	Signature of SSC Chairperson	Date 6/1/15

2015 Single Plan for Student Achievement

Part II: The Single Plan for Student Achievement

A Resource for the School Site Council

Prepared by: GHS Site Council

June 2015

Part II: The Single Plan for Student Achievement

School: Gustine High School

District: Gustine Unified School District

County-District School (CDS) Code: 24-73619- 2431807

Principal: Dr. John Petrone

Date of this revision: 06-2015

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Dr. John Petrone

Position: Principal

Telephone Number: 209-854-6414

Address: 501 North Ave., Gustine, CA 95322

E-mail Address: jpetrone@gustineusd.org

The District Governing Board approved this revision of the SPSA on 6/2015.

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Table 1: 2013 API by Student Group

	ACADEMIC PERFORMANCE INDEX (API) DATA BY STUDENT GROUP																			
	NUMERICALLY SIGNIFICANT STUDENT GROUPS																			
	All Students				Hispanic				White				English Learner				Economically Disadvantaged			
	Y1	Y2	Y3	Sum	Y1	Y2	Y3	Sum	Y1	Y2	Y3	Sum	Y1	Y2	Y3	Sum	Y1	Y2	Y3	Sum
API Growth Values	731	710	748	2189	694	677	728	2099	794	779	809	2382	659	630	677	1966	716	675	717	2108

Trends indicated by the data: possible challenges, if any, and additional information needed

1. API levels for Hispanic, English Learner, White, and Economically Disadvantaged subgroups showed significant API gains for 2013 (+51, +47, +30, +42 respectively).
2. More data is needed to determine which performance level(s) had the greatest gains.
3. Improving EL achievement is our district wide as well as site goal, PD in this area is expected to continue into the next school year.

Table 2: 2012- 2014 English-Language Arts AYP

AYP PROFICIENCY	All Students				NUMERICALLY SIGNIFICANT STUDENT GROUPS															
					Hispanic				White				English Learner				Economically Disadvantaged			
	Y1	Y2	Y3	Dif	Y1	Y2	Y3	Dif	Y1	Y2	Y3	Dif	Y1	Y2	Y3	Dif	Y1	Y2	Y3	Dif
AYP Target	66.7	77.8	88.9	+22.2	66.7	77.8	88.9	+22.2	66.7	77.8	88.9	+22.2	66.7	77.8	88.9	+22.2	66.7	77.8	88.9	+22.2
Percent at or Above Proficient	46.8	54.5	46.5	-.3	31.3	47.9	35.8	+4.5	71.8	67.6	80.0	+8.2	31.7	35.4	16.7	-15.0	45.7	44.9	34.1	-11.6
Met AYP Criteria	N	N	N		N	N	N		N	-	-		Y	N	N		N	N	-	

Trends indicated by the data: possible challenges, if any, or additional information needed

1. AYP target continues to increase, 22.2 points the last three years (66.7-88.9).

2. Last year our overall Hispanic and White groups increased in their ELA proficiency percentages while our ELL and SED groups decreased.

Table 3: 2012-2014 Mathematics AYP

AYP PROFICIENCY	All Students				NUMERICALLY SIGNIFICANT STUDENT GROUPS															
					Hispanic				White				English Learner				Economically Disadvantaged			
	Y1	Y2	Y3	Dif	Y1	Y2	Y3	Dif	Y1	Y2	Y3	Dif	Y1	Y2	Y3	Dif	Y1	Y2	Y3	Dif
AYP Target	66.1	77.4	88.7	+22.6	66.1	77.4	88.7	+22.6	66.1	77.4	88.7	+22.6	66.1	77.4	88.7	+22.6	66.1	77.4	88.7	+22.6
Percent At or Above Proficient	50.9	48.6	48.4	-2.5	45.5	42.5	39.6	-5.9	59.0	60.0	76.7	+17.7	42.4	31.3	31.1	-11.3	50.7	43.0	40.0	-10.7
Met AYP Criteria	Y	N	N		N	N	N		N	-	-		N	-	N		Y	N	N	

Trends indicated by the data: possible challenges, if any, or other information needed

1. The White Group showed a 17.7 % increase in proficient or above last year, while Hispanic (-5.9), ELL (-11.3), and SED (-10.7) decreased.

Table 4: CELDT Data
Note: The English Learner Subgroup Self-Assessment (ELSSA) will provide a better snapshot of English learner cohort data.

Grade	CELDT Results 2012										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Total Number by Grade
9	1	7%	3	20%	8	53%	1	7%	2	14%	15
10	0	-	5	24%	10	48%	3	14%	3	14%	21
11	5	24%	3	14%	3	14%	7	33%	3	14%	21
12	4	31%	5	39%	2	15%	2	15%	0	-	13
Total	10	7%	16	23%	23	33%	13	19%	8	11%	70

Grade	CELDT Results 2013										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Total Number by Grade
9	1	6%	3	18%	8	47%	2	12%	3	18%	17
24	24	14	6	25%	11	46%	5	21%	2	8%	24
11	5	21%	4	17%	4	17%	7	29%	4	17%	24
12	4	29%	5	36%	2	14%	3	21%	0	-	14
Total	10	13%	18	23%	25	32%	17	22%	9	11%	79

Grade	CELDT Results 2014										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Total Number by Grade
9	1	4%	5	19%	13	48%	3	25%	5	19%	27
10	0	0%	2	14%	7	50%	4	29%	1	7%	14
11	1	5%	6	29%	7	33%	3	33%	4	19%	21
12	2	13%	5	31%	4	25%	3	14%	2	13%	16
Total	4	5%	18	23%	31	40%	13	26%	12	15%	78

Conclusions indicated by the data:

1. The percentages of students scoring at Advanced increased and Early Advanced remained the same the last two years.

2. Our largest EL population is in the Intermediate level. This is a level where many students seem to stay "stuck."

3. GHS must focus on the Intermediate group to move them to the next level. PD will continue to be provided to help teachers learn strategies to increase language for our English Learners.

Appendix C: Demographic Data Summary

Grade	Students Continuously Enrolled Since Kindergarten or Grade one by Number (#) and Percent (%)															
	All Groups		White		African-American		Asian		Hispanic		English Learners (EL)		Redesignated - Fluent English Proficient		Socioeconomic Disadvantaged		Students w/Disabilities	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
9	93	29	22		1		2		68		15		50		66		8	
10	87	27	18		0		0		69		9		51		62		8	
11	67	21	13		0		1		53		5		39		53		4	
12	76	24	15		0		2		59		5		46		44		6	
Total	323	100	68	22	1	.32	5	1.5	249	77	34	11	186	58	225	70	26	8

Conclusions indicated by the data:

1. 77% of students who have been enrolled since Kindergarten are Hispanic.

2. 58% of students enrolled since Kindergarten have been redesignated

3. 34 students who have been enrolled since Kindergarten are still not redesignated

Grade	2014-2015 Demographic Data															
	All Groups		White		Hispanic		Other		English Learners (EL)		Students w/Disabilities		Socioeconomic Disadvantaged		Redesignated Fluent English Proficient *	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
9	157	26	42		109		6		6		16		114		63	
10	143	26	30		109		4		4		14		101		68	
11	126	23	28		93		5		5		7		90		61	
12	127	23	29		96		2		2		9		79		67	
Total	553	100	129	23	407	74	17	3	17	13	46	13	384	69	259	47

1. 47 % of our entire school population are redesignated students.

2. 69% of our students are considered socioeconomically disadvantaged.

Analysis of Current Instructional Program

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

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

Local Educational Agencies (LEAs) initially identified for Program Improvement (PI) must use applicable state tools, the Academic Program Survey (APS), the District Assistance Survey (DAS), the English Learner Subgroup Self-Assessment (ELSSA), and the Inventory for Services and Supports for students with disabilities (ISS) to determine current instructional practice. All LEAs may use these tools to enhance systems in district schools. Tools are located at the California Department of Education State Program Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp.

Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessments, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA).
   Local site based and district assessments (if applicable) and academic program surveys will be evaluated to modify and/or improve instruction. State assessments will include Smarter Balanced and the revised CELDT.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)
   Data will be collected and analyzed from CCSS/standards based formative and summative assessments. Throughout the year scheduled early release and minimum day time will be made available for teachers to analyze data from these assessments and plan instruction based on the outcome of the analysis (in addition to teachers own time spent analyzing data as expected).

   Professional development will continue in Rigorous Curriculum Design (RCD), as well as with CELD strategy in-services.

3. Status of meeting requirements for highly qualified staff (ESEA)

   96% of teachers at Gustine High School are highly qualified (GHS currently employs two teacher interns).

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

   All teachers at Gustine High School are appropriately credentialed. All of the English and Math teachers have been attending RCD training in their respective subject areas. This professional development will continue on a limited basis into 2015-2016. Additionally PD opportunities will be explored in regards to Common Core State Standards integration assistance into non ELA and Math content areas. All teachers at Gustine High School will receive PD days in CELD strategies and other related PD opportunities as they emerge.

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

   Teachers at Gustine High School have received training in, PBL, RCD, Common Core, and CELD Strategy training. Staff has had and will continue to have If applicable personal training/coaching in Effective Behavior Management from Noah Salzman.

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

   PLC's offer collaboration time for teachers to hone their craft, discuss successful delivery of instruction, and plan together. PLC's will be utilized more cohesively in the 2015-2016 school year.

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

   One weekly early release day is scheduled for the academic year. Additionally, one monthly minimum day is scheduled for staff development and collaboration opportunities. There will also be 2 professional development days in the 2015-2016 school year.

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

   District and state adopted materials are used for instruction in all classrooms. Teachers have had SB472 training.

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

   Intervention opportunities take place in the classroom (Universal Access). Several strategy courses are available for students needing intervention within the school day. CAHSEE interventions are also available

for students who have failed or have been determined to be at risk for failing. New for 2015-2016 is a Read 180 intervention class for students reading multiple levels below their grade levels.

10. Availability of standards-based instructional materials appropriate to all student groups (ESEA & CCSS)
Every student has access to standards-based, GUSD Governing Board-adopted instructional materials in ELA, math, science, history and ELD, if applicable.

11. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned (ESEA, CCSS) core courses (EPC)
All subject areas use SBE and district adopted materials including intervention for all core courses.

Opportunity and Equal Educational Access

12. Services provided by the regular program that enable underperforming students to meet standards (ESEA)
Underperforming students are provided opportunities for intervention during Universal Access, after school tutorials, and identified Read 180 students.

13. Research-based educational practices to raise student achievement
To increase student achievement, the focus at Gustine High School will continue to be student engagement/involvement, academic language, and EL strategies. CELD Strategies training will continue as well RCD training and Common Core integration strategies across all disciplines will continue. All teachers will have PLC time for collaboration.

Parental Involvement

14. Resources available from family, school, district, and community to assist under-achieving students (ESEA)
Teachers offer tutoring to all students if requested, after hours computer lab time will be made available, in class AVID tutorials also conducted twice weekly.

15. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of Con App programs (5 *California Code of Regulations* 3932)
Gustine High School Site Council meets quarterly or more if necessary. The council is made up of parents, teachers, students, school staff, community members, and the principal. At each meeting, student progress is discussed; concerns and questions are addressed. The review process is most active in the spring and fall when data is reviewed and the plan is revised to address student achievement.

16. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)
    - Please see the attached GHS Budget Summary

17. Fiscal support (EPC)
    - Please see the attached GHS Budget Summary

Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL: English Learners will progress to redesignation within 6 years.

SCHOOL GOAL:

- Redesignate 22% of EL students (level 4's & 5's) by fall of 2015.
- Reach 40% EL's proficient in ELA on the Smarter Balanced
- Reach 40% EL's proficient on the Math Smarter Balanced
- Increase the passing rate for 10th grade EL's to 50% on the February 2015 CAHSEE.
- Move 10% of our level 3 EL's to a 4 or 5 on the fall 2015 CELDT testing.
- Decrease to 20% EL's receiving a D or F in English by spring 2015

What data did you use to form this goal?	**What were the findings from the analysis of this data?**	**How will the school evaluate the progress of this goal?**
*CST, CELDT, CAHSEE, English grades *In the future Smarter Balanced Assessment data will be utilized	• 49% of EL students are at a CELDT level 3 and above and have not been redesignated • 40% of EL students are at a CELDT level 3 • 15% of EL students are CELDT level 1 or • 31.1% scored proficient or above in Math on the 2013 CST • 16.7% scored proficient or above in ELA on the 2013 CST • 8% passed CAHSEE ELA in 10th grade	Grades for level's 4 & 5's quarterly, CELDT, Smarter Balanced Assessment, CAHSEE, EDGE internal assessments, and the Scholastic Reading Inventory (SRI).

	• 0% passed CAHSEE Math in 10th grade • 22% of EL's received a D or F in English	

STRATEGY: Create an instructional plan that will guide and sustain improved academic performance across the curriculum.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. Create a tracking chart/log to monitor progress and set goals of EL CELDT levels 3, 4, and 5's.	• Site administration • ELD teachers	• Have a log developed by the end of 3rd quarter (March 2016) • Meet with all students by the end of the 2nd week of the 4th quarter • Continue quarterly meetings with all students	LCFF/LCAP
2. Cluster identified students (CELDT level 3, 4, and 5's) in English classes	• Director of Student Services • English teachers	• Plan with English department Spring of 2016 • Summer 2015 • Ongoing Monitoring through 15-16 school year	LCFF/LCAP
3. Improve the development of academic language of English Learner students	• Site Administration • All school staff • MCOE staff	• Review rubrics on occasion with staff at early release/minimum days	LCFF/LCAP

4. Continued use of Hampton-Brown Edge: Reading, Writing, & Language* for CELDT level 3, 4, and 5's	• Selected teachers • Site Administration	• Review EDGE data quarterly	LCFF/LCAP *Pending adoption
5. Continue Summer 2015 Migrant/EL STEAM academy	• MCOE/GHS Staff • Academy Instructors • Administration	• Summer 2015	MCOE Migrant Program
6. Implement the use of SRI on a quarterly basis to monitor EL progress	• ELD Teachers	• 2015-2016 school year	LCFF/LCAP

LEA GOAL: Increase the percentage of all students passing the CAHSEE and scoring proficient Smarter Balanced Assessment.

SCHOOL GOAL:

- Increase the percentage of 10th graders passing the 2015 CAHSEE ELA and CAHSEE Math from 76% and 78% respectively to 85%.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
CAHSEE	• 76 % of 10th graders passed the CAHSEE Math • 78% of 10th graders passed the CAHSEE ELA	SBAC and CAHSEE results, Benchmarks, RCD assessments

STRATEGY: Implement specific strategies consistently in order to increase student achievement.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. Integrate technology into the classroom (students and staff) 2. Continue implementing Rigorous Curriculum Design (RCD), which is aligned with the Common Core. 3. Continue to emphasize cross content Common Core requirements 4. Implementation of Expository Writing Reading Curriculum (EWRC)	• Forge Integration (Alan Gwynn) • Superintendents • Site Administrators • Leadership and Learning Center • All teachers • RCD	• RCD training/PD ongoing • RCD framework in ELA/Math ongoing • Utilization of EWRC curriculum	LCFF/LCAP

5. Monitor the use of agreed upon instructional strategies (call on non-volunteers, student led instruction, re-teaching, checking for understanding)	• Administrative staff	• walkthrough's/observations	LCFF/LCAP
6. Provide opportunities for remediation during the school day • Teacher assigned intervention • Teacher Aide intervention	• Site Administrators • Teaching staff • Designated classified staff	• August 2015-June 2016	LCFF/LCAP Title III
7. Provide additional opportunities outside of the school day for increased student achievement • Summer STEAM Academy • Online learning for credit accrual(super seniors) and acceleration	• Site administration • Teaching staff • MCOE staff • Director of Student Services • Teaching staff	• Summer 2015 • 2015-2016 School year	

LEA GOAL: Increase the number of students graduating GHS ready for the world of work, college, and citizenship.

SCHOOL GOAL:

- Decrease failure rates by 20% in each individual content area
- Raise the number of students meeting the UC/CSU requirements by 10%
- Increase the percentage of students bound to a four year college by 10%.
- Increase percentage of students "conditionally exempt" from taking the ELM (Entry-Level Mathematics) for CSU and ready for college level Math to 20%
- Increase percentage of students exempt from taking the EPT (English Placement Test) for CSU and ready for college level English to 20%
- Increase performance on SAT critical reading to 450 and math to 475
- Increase performance on ACT to 20
- Increase AP enrollment to numbers enabling one full section in each discipline

What data did you use to form this goal?	**What were the findings from the analysis of this data?**	**How will the school evaluate the progress of this goal?**
Grades, students meeting A-G requirements, students going to a 4 year college, SAT & ACT scores, EAP scores, AP enrollment numbers	• Number of students failing 1st semester of the 2014-15 school year by department: Math – 27; English – 55; Social Science – 5;Science – 13; Spanish – 16; Health/PE – 8 • 38.2% of the 2015 graduating class will meet the A-G requirements for the CSU/UC, statewide in 2014 29.9% met this requirement • 27% of the class of 2015 reported going on to a 4yr college	Progress reports, semester grades, SAT, ACT, and EAP scores, number of college bound seniors, number of AP students.

	• Average 2013-14 SAT score in critical reading was 440 and math was 463 compared to 20132014 -2013 statewide 412 and 450 respectively • Average 2014 ACT score was 19.3 compared to 2013 statewide of 20.1 • AP class sizes	

STRATEGY: Use specific tasks and staff development to create a college going career ready culture.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. Administer career interest surveys in all 9th and 10th grade classes. 2. Create four year plans in freshman classes and re-visit yearly. 3. Develop a system to track students after graduation in regards to their college/career pathways	• Director of Student Services • College Councilor • Career Technician • AVID Coordinator	• Administer surveys in the fall to 9th graders and in February for 10th graders • Create 4 year plan in fall for 9th graders • Re-visit 4 year plans in the spring when students are registering for the next year's classes	LCAP/LCFF

4. Monitor school wide utilization of AVID college- bound classroom strategies	• AVID teachers • All teaching staff • Site Administration	• Train staff in AVID instructional strategies in fall of 2015 • Weekly walkthroughs that look for AVID instructional strategies	LCAP/LCFF
5. Develop, implement, and monitor rollout of Rigorous Curriculum Design (RCD of Common Core) framework.	• Administration • ELA and Math teachers • Leadership and Learning Center Professional development	• RCD Framework ongoing modifications • Implementation ongoing 2015-2016	LCAP/LCFF
6. Continue to create opportunities to foster a college going culture	• All certificated and classified school staff	• Continue college visitations 2015 and 2016; Attend College admissions department presentations • Attend MCOE Career/College fair Fall 2015 • Schedule college application workshops fall 2015 for CSU's and UC's • Schedule community college workshops for spring 2015 and spring 2016 • Accuplacer Exams, Spring 2016 • Monthly senior bulletin discussions by GHS Career tech • AVID • ASB • ROP • CSF • Financial Aid Workshops • Renaissance	LCAP/LCFF

LEA GOAL: Establish frameworks to measure the effectiveness of GHS professional development initiatives

SCHOOL GOAL: Measure ongoing professional development initiatives including RCD, PLC's, 21st century skill development, and EL instructional strategies

What data did you use to form this goal?	**What were the findings from the analysis of this data?**	**How will the school evaluate the progress of this goal?**
CELDT, CAHSEE, stakeholder feedback, and grades	• Some improvement, but continued need for EL progress based on multiple assessment data • Ongoing Common Core State Standards Initiative	• Observations • Feedback from professional developers • Grades • Assessment scores • PLC data analysis (intro of Data Teams)

STRATEGY: Continue to improve on our curriculum and instruction to increase student achievement

Action/Date	**Person(s) Responsible**	**Task/Date**	**Cost and Funding Source (Itemize for Each Source)**
1. Continue to Develop a site leadership team	• Principal • Assistant Principal • Director of Student Services	• Recruit leadership members by August 2015 • Calendar monthly leadership team meetings • Create agendas	LCAP/LCFF
2. Create and maintain a staff development log	• Principal	• Update log as professional development occurs (ongoing) • Identify stakeholders participating	LCAP/LCFF

3. Use the SPSA while creating monthly school site council agendas	• Principal	• Analyze 2015 SPSA • Test Results • Look at budget expenditures of funds monitored by School Site Council monthly	LCAP/LCFF
4. Ongoing staff development with RCD	• Superintendent • Principal • Teachers • Leadership and Learning Institute developers	• Continue developing, designing, creating, integrating, rigorous curriculum aligned with the Common Core State Standards through 2015-16 school year	LCAP/LCFF
5. Schedule adequate time for PLC meetings	• Principal	• Modified school schedule for the 2015-16 school year to incorporate early release Mondays, and occasional monthly minimum days specifically for the purpose of conducting PLC activities	LCAP/LCFF

LEA GOAL: Ensure equity for all students

SCHOOL GOAL: Establish cross content continuity in foundational grading policies

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
• Individual teacher grading policies • Teacher assessments	• Discrepancies in grading consistency within courses • Lack of course syllabi • Lack of common summative assessments*	• Correcting discrepancies in grading consistency • Continue creation of course syllabi • Continue creating common assessments

	*being addressed within courses for 2015-2016 school year	

STRATEGY: During 2015-16, the school will implement a school wide initiative to address grading, assessments and course content.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
• Agree upon an acceptable school/district wide grading policy	• District • Curriculum Council • Principal • Leadership Team • Teachers	• Continue moving towards establishing department/site/district grading policy guidelines by June 2016 • Ensure consistent interpretation of GHS rubrics • Continue to research, explore and utilize standard`s based grading rubrics (ongoing 2015-2016)	LCAP/LCFF
• Establish common interim assessments	• Teaching staff	• Continue to create common interim assessments prior to the end of the 1st quarter of the 2015-2016 school year where applicable	LCAP/LCFF

Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: for many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at: http://www.cde.ca.gov/fg/aa/co/ca12sguiappcatprog.asp

Federal Programs			Allocation
☐	**Title I, Part A: Allocation** Purpose: To improve basic programs operated by local educational agencies (LEAs)		$
☐	**Title I, Part A: Parental Involvement** (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	$	[redacted]
☐	**For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development** (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	$	
	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals		$
X	**Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students** Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards		$13,979.00
☐	**Title VI, Part B: Rural Education Achievement Program** Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs		$
☐	**For School Improvement Schools only: School Improvement Grant (SIG)** Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement		$
☐	**Other federal funds** (list and describe)		$
☐	**Other federal funds** (list and describe)		$
☐	**Other federal funds** (list and describe)		$
	Total amount of federal categorical funds allocated to this school		$

Total amount of state and federal categorical funds allocated to this school	$ 13,979.00

Note 1: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.
Note 2: See Cat Wizard for additional specific information on programs

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.[1] The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Dr. John Petrone	X	☐	☐	☐	☐
Mrs. Sara Gomez	☐	☐	X	☐	☐
Mrs. Melody Noceti	☐	X	☐	☐	☐
Mrs. Chandra Brace		X			
Mrs. Sheri Marsigli	☐	☐	☐	X	☐
Mrs. Barbara Azevedo		X			
Mrs. Yaneli Ledezma		X			
Mrs. Jennyfer Alamo	☐	☐	☐	X	☐
Miss Nicole Cunha	☐	☐	☐	☐	X
Miss Stephanie Cary	☐	☐	☐	☐	X
Numbers of members in each category	1	4	1	2	2

[1] *EC* Section 52852

Form E: Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

   ☐ State Compensatory Education Advisory Committee _____ Signature

   X English Learner Advisory Committee _____ Signature

   ☐ Special Education Advisory Committee _____ Signature

   ☐ Gifted and Talented Education Advisory Committee _____ Signature

   ☐ District/School Liaison Team for schools in Program Improvement _____ Signature

   ☐ Compensatory Education Advisory Committee _____ Signature

   ☐ Departmental Advisory Committee (secondary) _____ Signature

   ☐ Other committees established by the school or district (list) _____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This 2015 SPSA was adopted by the SSC at a public meeting on:06/22/15.

Attested:

Dr. John Petrone Typed name of School Principal		Signature of School Principal	Date 6/22/15
Mrs. Barbara Azevedo Typed name of SSC Chairperson		Signature of SSC Chairperson	Date

GUSTINE UNIFIED SCHOOL DISTRICT

Meeting of the Board of Trustees
MEETING DATE:
June 24, 2015

AGENDA ITEM TITLE: Cafeteria Equipment Purchases

AGENDA SECTION: Action

PRESENTED BY: Dr. Ronald Estes, Superintendent

SUMMARY:

There is a need to purchase additional equipment for the cafeteria, as per the recommendations of Chartwells. We would like to request the purchase of one (1) convection oven and two (2) heated cabinets (hot boxes). This equipment will improve production, create an improved work-flow for staff and compliance with safety standards. We will work with Chartwells to select the specific items from the attached choices and get the items delivered and installed by the start of the new school year.

FISCAL IMPACT: Not to exceed $15,000

BUDGET CATEGORY: Cafeteria Fund

RECOMMENDED ACTION: Approve

R.W. SMITH & CO.

An Employee Owned Company • Established 1935

Quote

05/27/2015

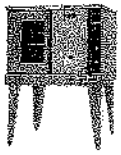
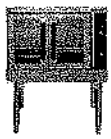
Project:
Michael Murphy @ Ch Gustine USD - Convection Ovens 5-27-15

3-6 wks Delivery

From:
RWS - General
Karson Bleile
8555 Miralani Dr.
P.O. Box 26160
San Diego, CA 92126-4352
800-942-1101
(858)530-1800 (Contact)

Project Code: KB527151

Please See Footnotes for Order Information

Item	Qty	Description	Sell	Sell Total
		SINGLE DECK		
1	1 ea	**CONVECTION OVEN**	$4,197.80	$4,197.80
		 Garland/US Range Model No. SUME-100 Summit Series Convection Oven, electric, single-deck, solid state controls with 150° - 500° F, electromechanical thermostat and 60 minute timer, (5) chrome plated (10) position oven racks per deck, dependant 60/40 doors with double paned thermal window in left hand door, stainless steel front, sides, top, 25-1/2" legs, porcelain cavity, 10.4 kW, UL, cUL, NSF (USRange), UL, cUL, NSF		
	1 ea	(1) year limited parts warranty & (1) year labor warranty, Door warranty (5) year limited parts except window, covers products purchased and installed in the USA only, standard		
	1 ea	208v/60/1-ph, 10.4kW, 3/4 hp, 50 amps, direct, standard		
2	1 ea	**CONVECTION OVEN**	$4,612.50	$4,612.50
		 Vulcan Model No. VC4ED Convection Oven, electric, 1-deck, standard depth, solid state controls, 60 minute timer, 25-3/4" high legs, stainless steel front, top and sides, stainless steel door with window, 12.5 kW		
	1 ea	1 year limited parts & labor warranty, standard		
	1 ea	208v/60/3-ph, 35 amps, standard		
3	1 ea	**CONVECTION OVEN**	$4,860.36	$4,860.36
		Southbend Model No. ES/10SC MarathonerGold Convection Oven, electric, single-deck, standard depth, solid state controls, stainless steel front, sides, top, & rear jacket, 26" legs, CSA, NSF		
	1 ea	3 year parts & labor, 5 years warranty on doors (parts only, excluding door glass), std		
	1 ea	208v/60/3-ph, 34 amps, standard		
		DOUBLE DECK		

One of these

Item	Qty	Description	Sell	Sell Total
4	1 ea	**CONVECTION OVEN** Garland/US Range Model No. SUME-200 Summit Series Convection Oven, electric, double-deck, solid state controls with 150° - 500° F, electromechanical thermostat and 60 minute timer, (5) chrome plated (10) position oven racks per deck, dependant 60/40 doors with double paned thermal window in left hand door, stainless steel front, sides, top, 6-1/2" legs, porcelain cavity, 20.8 kW, UL, cUL, NSF (USRange), UL, cUL, NSF	$8,202.79	$8,202.79
	1 ea	(1) year limited parts warranty & (1) year labor warranty, Door warranty (5) year limited parts except window, covers products purchased and installed in the USA only, standard		
	2 ea	(2) 208v/60/1-ph, 10.4kW, 3/4 hp, 50 amps, standard direct		
5	1 ea	**CONVECTION OVEN** Vulcan Model No. VC44ED Convection Oven, electric, double-deck, standard depth, solid state controls, 60 minute timer, 8" high stainless steel legs, stainless steel front, top and sides, stainless steel doors with windows, 12.5 kW each section, cUL, NSF	$9,225.00	$9,225.00
	1 ea	1 year limited parts & labor warranty, standard		
	1 ea	(2) 208v/60/3-ph, 70 amps total, standard		
6	1 ea	**CONVECTION OVEN** Southbend Model No. ES/20SC MarathonerGold Convection Oven, electric, double-deck, standard depth, solid state controls, stainless steel front, sides, top, and rear jacket, 6" legs, CSA, NSF	$9,720.20	$9,720.20
	1 ea	3 year parts & labor, 5 years warranty on doors (parts only, excluding door glass), std		
	1 ea	(2) 208v/60/3-ph, 34 amps standard		
		Total		$40,818.65

Compass Quotes:

- This quote is good for 30 days.
- Unless specifically stated in the quote, tax, freight & installation are NOT included in the quote.
- Inside delivery and lift gate truck quotes available upon request.
- To avoid any broken carton charges please order by case pack.

Compass Order Policy

- $50 minimum order
- For orders over $375, product from our warehouse will ship prepaid
- All special order and equipment items will be charged freight
- Safety items have no minimum and freight will be added to each order
- Equipment purchases with any individual item over $750 require a Compass purchase order
- Smallwares for New Openings require a Compass purchase order
- Returns will be accepted up to the 7th day from receipt

Thanks!

RETURNS: It is the responsibility of the recipient to inspect all goods before accepting a delivery. (Note: signing the packing paperwork/ bill of lading is accepting responsibility for the shipment). If there are damages or shortages of any kind, please report by documenting it on the packing paperwork/bill of lading and immediately notify R.W. Smith & Co. The delivered goods were counted and checked before shipping to avoid any errors. If you sign for damages, or shortages without documentation, you do so at your own risk.

Returns will be accepted only up to the 30th day from receipt. All returns require pre-approval and authorization from your R.W. Smith & Co. representative. Once approval for your return is issued, you may return the goods with the appropriate paperwork for credit. All returned items must be new and unused in the original packaging, with the original manufacturer's packaging and protective materials in place. Non-stock merchandise is subject to a 30% restocking fee. A $25 handling fee will be charged for return of Stock product.

R. W. Smith & Co. does not accept returns for the following items:

- Items from orders older than 30 days.
- Hazardous items or flammable liquids.
- Custom merchandise. Logoed merchandise.
- Items that have been used.
- Any item not returned in the condition it was received.
- Any item not in the original manufacturer's packaging.

Acceptance: _____ Date: _____

Printed Name: _____

Project Grand Total: $40,818.65

R.W. SMITH & CO.

An Employee Owned Company • Established 1935

Quote

05/26/2015

Project:
Michael Murphy @ Ch Gustine USD - Heated Cabinets 5-26-15

From:
RWS - General
Karson Bleile
8555 Miralani Dr.
P.O. Box 26160
San Diego, CA 92126-4352
800-942-1101
(858)530-1800 (Contact)

Project Code: KB526155

Please See Footnotes for Order Information

Item	Qty	Description	Sell	Sell Total
1	1 cs	**REACH-IN HEATED CABINET** Delfield Model No. SMH1-S Specification Line Series® Hot Food Cabinet, Reach-in, single-section, 24.96 cubic feet, stainless steel front, aluminum sides and interior, digital thermometer, (3) epoxy coated wire shelves, solid hinged full height door, stainless steel legs, cUL, UL, NSF	$3,440.70	$3,440.70
	1 cs	(3) Year parts & labor warranty, standard (USA)		
	1 cs	208-240v/60/1, 6.0 amps, NEMA 6-20P, standard		
	1 cs	Door hinged on right standard		
	1 cs	AS000-AXD-0054 6" polyurethane casters in lieu of standard legs	$166.27	$166.27
			ITEM TOTAL:	**$3,606.97**
2	1 ea	**HEATING HOLDING CABINET, THREE QUARTER HEIGHT** Metro Model No. C567L-SFS-UA C5™ 6 Series Heated Holding Cabinet, mobile, 3/4 height, insulated, solid doors, top mount controls & analog thermometer, ducted heating system, thermostat 70° to 200°F temp, universal wire slides (13) 18" x 26" or (26) 12" x 20" x 2-1/2" pan capacity, 3" O.C. (adjustable on 1-1/2" increments), 5" casters (two with brakes), 304 stainless steel, 120v/60/1-ph, 1440 watts, 12 amps, NEMA 5-15P, UL, CUL, NSF, ENERGY STAR®	$3,732.21	$3,732.21
	1 ea	Right hand hinging, standard		
	1 ea	C5-BUMPDRIP Corner Bumper/Drip Trough, for 8 series, 6 series	$86.25	<Optional>
			ITEM TOTAL:	**$3,732.21**

Items 1-4, we would select 2 of these.

Item	Qty	Description	Sell	Sell Total
3	1 ea	**HEATED HOLDING CABINET, FULL HEIGHT**	$4,146.73	$4,146.73
		Metro Model No. C569L-SFS-UA C5™ 6 Series Heated Holding Cabinet, mobile, full height, insulated, solid doors, top mount controls & analog thermometer, ducted heating system, thermostat 70° to 200°F temp, universal wire slides (18) 18" x 26" or (34) 12" x 20" x 2-1/2" pan capacity, 3" O.C. (adjustable on 1-1/2" increments), 5" casters (two with brakes), 304 stainless steel, 120v/60/1-ph, 1440 watts, 12 amps, NEMA 5-15, UL, CUL, NSF, ENERGY STAR®		
	1 ea	Right hand hinging, standard		
	1 ea	C5-BUMPDRIP Corner Bumper/Drip Trough, for 8 series, 6 series	$86.25	<Optional>
			ITEM TOTAL:	**$4,146.73**
4	1 ea	**HEATED CABINET, MOBILE**	$4,429.00	$4,429.00
		Cres Cor Model No. H-138-NS-CC3MC5Q Cabinet, Mobile Heated, insulated, top-mount heater assembly, (3) adjustable gravity-fed wire shelves and (9) sets of angles on 3" centers, adjustable on 1-1/2" centers, holds (12) 18" x 26" pans or (9) wire shelves, stainless steel construction, field reversible dutch doors on front with anti-microbial pull handles and self-closing hinges, top door with tempered glass window, (4) 5" swivel casters (2) braked, NSF, CSA		
	1 ea	Standard Warranty: 1 yr labor, 2 yrs parts warranty		
	1 ea	120v/60/1-ph, 20.0 amps, 2000 watts, standard		
	1 ea	Right-hand door swing, standard		
			Total	$15,914.91

Compass Quotes:

- This quote is good for 30 days.
- Unless specifically stated in the quote, tax, freight & installation are NOT included in the quote.
- Inside delivery and lift gate truck quotes available upon request.
- To avoid any broken carton charges please order by case pack.

Compass Order Policy

- $50 minimum order
- For orders over $375, product from our warehouse will ship prepaid
- All special order and equipment items will be charged freight
- Safety items have no minimum and freight will be added to each order
- Equipment purchases with any individual item over $750 require a Compass purchase order
- Smallwares for New Openings require a Compass purchase order
- Returns will be accepted up to the 7th day from receipt

Thanks!

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Returns will be accepted only up to the 30th day from receipt. All returns require pre-approval and authorization from your R.W. Smith & Co. representative. Once approval for your return is issued, you may return the goods with the appropriate paperwork for credit. All returned items must be new and unused in the original packaging, with the original manufacturer's packaging and protective materials in place. Non-stock merchandise is subject to a 30% restocking fee. A $25 handling fee will be charged for return of Stock product.

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- Items from orders older than 30 days.
- Hazardous items or flammable liquids.
- Custom merchandise. Logoed merchandise.
- Items that have been used.
- Any item not returned in the condition it was received.
- Any item not in the original manufacturer's packaging.

Acceptance: _____ Date: _____

Printed Name: _____

Project Grand Total: $15,914.91

GUSTINE UNIFIED SCHOOL DISTRICT

Meeting of the Board of Trustees
MEETING DATE:
June 24, 2015

AGENDA ITEM TITLE: Replacement Vehicles for Maintenance Department

AGENDA SECTION: Action

PRESENTED BY: Dr. Ron Estes, Superintendent

SUMMARY:

The Maintenance Department currently has one truck due for replacement this year. We will also be transferring our van to the food service department this summer. The truck due for replacement is the 1996 Ford F250 utility box. This truck is constantly in the shop and we currently have it parked due to an overheating issue. Being down a vehicle is extremely tough when we have multiple projects going on at different sites (especially during the school year). Attached is the out the door pricing for two Ford trucks to replace the 1996 F250 and the Ford van. Both quotes are State of California government pricing. This is also in keeping with our vehicle replacement program for the District.

FISCAL IMPACT: $60,918.63

BUDGET CATEGORY: Transportation

RECOMMENDATION: Approve

Final Out The Door Pricing

F-250 REG CAB W/ SCELZI CROWN SERVICE BODY

PURCHASE PRICE: 29,475.00
SALES TAX (7.5%): 2,216.63
DOCUMENT FEE: 80.00
TIRE TAX: 8.75
ELECTRONIC VEH REG: 20.00

TOTAL PRICE: 31,800.38

F-250 SUPER CAB PICKUP

PURCHASE PRICE: 26,980.00
SALES TAX (7.5%): 2,029.50
DOCUMENT FEE: 80.00
TIRE TAX: 8.75
ELECTRONIC VEH REG: 20.00

TOTAL PRICE: 29,118.25

T0TAL: 60,918.63

MERCED, CA I WWW.RAZZARI.COM

Russell Hazan
Director Of Maintenance And Operations
Gustine Unified 5chaal District
1500 Meredith Ave.
Gustine Ca. 95322
Cell (209) 587-0561

PRICE QUOTATION JUNE 8, 2015

2015 FORD F-250 REGULAR CAB
6.2L EFI V-8 ENGINE
6 SPEED AUTOMATIC TRANSMISSON
SCELZI CROWN SERIES SERVICE BODY

M.S.R.P.: 41,229.00

YOUR PRICE 29,475.00 PLUS FEES

UNIT IN STOCK

Razzari Auto Centers
Chris Laveglia, Commercial Accounts Manager
1234 Auto Center Drive
Merced, CA 95340

Phone: (209)383-3673
Fax: (209)354-2064
Cell: (209)564-6409
E-mail: claveglia@razzari.com

MERCED, CA I WWW.RAZZARI.COM

Russell Hazan
Director Of Maintenance And Operations
Gustine Unified 5chool District
1500 Meredith Ave.
Gustine Ca. 95322
Cell (209) 587-0561

PRICE QUOTATION JUNE 8, 2015

2015 F-250 SRW 4X2 SUPERCAB PICKUP
6.2L EFI V-8 ENGINE
6 SPEED AUTOMATIC TRANSMISSON

M.S.R.P.: 37,605.00

YOUR PRICE WITH VALID FIN CODE: 26,980.00 PLUS FEES

CONTINGENT ON OBTAING UNIT

Razzari Auto Centers
Chris Laveglia, Commercial Accounts Manager
1234 Auto Center Drive
Merced, CA 95340

Phone: (209)383-3673
Fax: (209)354-2064
Cell: (209)564-6409
E-mail: claveglia@razzari.com

KTP-001456 CA 9-NORMAL,NB,101456,FD271 871

UTC			U	R		C		
CERT	CERT	CERT	TRD	RAMP	BUMP	CAMP	BOOK	EXPL

1FT7X2A62 FED55448 NB BU09

Ford
Go Further
ford.com

VEHICLE DESCRIPTION

SUPER DUTY

FE D55448

2015 F250 SRW 4X2 SUPERCAB
XL 158" WB STYLESIDE
6.2L EFI V-8 ENGINE
6 SPEED AUTOMATIC TRANS

EXTERIOR
OXFORD WHITE
INTERIOR
STEEL VINYL

STANDARD EQUIPMENT INCLUDED AT NO EXTRA CHARGE

EXTERIOR
- GRILLE - BLACK
- LOCKING REMOVABLE TAILGATE W/LIFT ASST-NA W/BOX DLT
- PICKUP BOX TIE DOWN HOOKS -NA W/BOX DLT
- SPARE TIRE AND WHEEL LOCK -NA W/BOX DLT
- TOW HOOKS

INTERIOR
- 60/40 FOLD-UP REAR BENCH SEAT
- AIR COND, MANUAL FRONT
- AM/FM STEREO W/CLOCK
- BLACK VINYL FLOOR COVERING
- DAY/NIGHT REARVIEW MIRROR
- TILT/TELESCOPE STR COLUMN
- VINYL SUN VISORS

FUNCTIONAL
- FIXED INTERVAL WIPERS
- HILL START ASSIST
- MANUAL TELESCOPING TT MIRRORS, MANUAL GLASS
- MANUAL WINDOWS / LOCKS
- TRAILER SWAY CONTROL
- TRAILER TOW PKG
- TWIN I-BEAM INDEPENDENT FRT SUSPENSION W/STAB BAR

SAFETY/SECURITY
- 4-WHEEL ABS
- AIRBAGS - SAFETY CANOPY
- DRIVER/PASSENGER AIR BAGS
- MYKEY
- SECU/ILOCK PASS ANTI THEFT
- SOS POST CRASH ALERT SYS

WARRANTY
- 3YR/36,000 BUMPER / BUMPER
- 5YR/60,000 POWERTRAIN
- 5YR/60,000 ROADSIDE ASSIST

INCLUDED ON THIS VEHICLE	(MSRP)
OPTIONAL EQUIPMENT/OTHER	
PREFERRED EQUIPMENT PKG 600A	
6 SPEED AUTOMATIC TRANS	NO CHARGE
3.73 RATIO REGULAR AXLE	NO CHARGE
POWER EQUIPMENT GROUP	895.00
XL DECOR PACKAGE	NO CHARGE
10000# GVWR PACKAGE	
CALIFORNIA EMISSIONS SYSTEM	NO CHARGE
SPARE TIRE AND WHEEL	NO CHARGE
12.5K TRAILER HITCH	NO CHARGE
TELESCPNG TT MIRR-POWR/HTD	
JACK	
STEERING WHEEL AUDIO CONTROLS	70.00
DROP-IN BEDLINER	350.00
AUX AUDIO INPUT JACK	
SYNC VOICE ACTIVATED SYSTEMS	295.00
XL VALUE PACKAGE	595.00
CRUISE CONTROL	
AM/FM STEREO CD/CLK	

PRICE INFORMATION	(MSRP)
BASE PRICE	$34,205.00
TOTAL OPTIONS/OTHER	2,206.00
TOTAL VEHICLE & OPTIONS/OTHER	36,410.00
DESTINATION & DELIVERY	1,195.00

	RAMP ONE: CL76		**TOTAL MSRP $37,605.00**
	RAMP TWO:	FINAL ASSEMBLY PLANT: KENTUCKY	This label is affixed pursuant to the Federal Automobile Information Disclosure Act. Gasoline, License, and Title Fees, State and Local taxes are not included. Dealer installed options or accessories are not included unless listed above.
	METHOD OF TRANSP: CONVOY	ITEM 1: 72-5215 O/T 2	
		FD271 N RB 2X 530 001456 04 27 15	

EPA DOT Fuel Economy and Environment

FUEL ECONOMY RATINGS NOT REQUIRED ON THIS VEHICLE

fueleconomy.gov
Calculate personalized estimates and compare vehicles

GOVERNMENT 5-STAR SAFETY RATINGS

Overall Vehicle Score Not Rated
Based on the combined ratings of frontal, side and rollover.
Should ONLY be compared to other vehicles of similar size and weight.

Frontal Crash	Driver	Not Rated
	Passenger	Not Rated

Based on the risk of injury in a frontal impact.
Should ONLY be compared to other vehicles of similar size and weight.

Side Crash	Front seat	Not Rated
	Rear seat	Not Rated

Based on the risk of injury in a side impact.

Rollover ★★★★
Based on the risk of rollover in a single-vehicle crash.

Star ratings range from 1 to 5 stars (★★★★★), with 5 being the highest.
Source: National Highway Traffic Safety Administration (NHTSA).
www.safercar.gov or 1-888-327-4236

38 YEARS FORD F-SERIES AMERICA'S BEST SELLING TRUCK

1FT7X2A62FED55448

Extended Service Plan
Ford ESP is the only extended service plan honored at every Ford dealership in the U.S. and Canada. See your dealer for additional details or visit www.FordOwner.com for more information.

FORD CREDIT
Choose the vehicle you want. Whether you decide to lease or finance, you'll find the choices that are right for you. See your Ford Dealer for details or visit www.FordCredit.com.

GUSTINE UNIFIED SCHOOL DISTRICT

Meeting of the Board of Trustees
MEETING DATE:
6/24/15

AGENDA ITEM TITLE: Contracted Janitorial Services

AGENDA SECTION: Action

PRESENTED BY: Russell Hazan

SUMMARY:

Attached is the bid and cd contract for maintenance of the floors/carpets for Gustine High School
As in the past EGM will perform all of the floor maintenance on carpeted, wood and resilient flooring throughout the campus. Due to the drought we will not be pressure washing the campus.
The company supplies all of the products to perform the services.

FISCAL IMPACT: $17,500

BUDGET CATEGORY: General Fund- Maintenance & Operations

RECOMMENDED ACTION: Approve

EGM Franchise System-Modesto
EGM Service Network of Modesto
PO Box 141
Patterson, CA 95363
Phone: 209-892-3421 FAX: 209-892-3991

EGM FMR/MR
ID: 29973
1
Refered by: SMP
Date: 2015-04-21

Service Location:
Gustine High School
501 North Ave
Gustine,CA
John Patrone

GUS500
Work Order#:
Client Service Phone: 209-854-3784
Client Service FAX: 209-854-6349
Client Billing FAX: 209-854-6349

We have noticed a few items that we would like to bring to your attention. Please indicate by checking the appropriate box if you would like us to schedule to repair/fix the items listed (with the Not-to-Exceed Amount if indicated).

Description:
Clean/Buff/Wax VCT, Wood floors and Clean carpets throughout school (Not including the Basketball court floor) = $17,500.00

Authorization given? YES ☐ NO ☐ Labor NTE Hrs: at **Normal Rate**
Plus Materials
Take Pictures Before? YES ☐ NO ☐ # 0 Upload to EGM Website FREE
Take Pictures After? YES ☐ NO ☐ # 0 *or* Email= $2.00 Per Picture

Yes Date: Signature:
I authorize EGM to perform the services indicated above with the Not-to-Exceed Amount. I agree to pay EGM within 30days of completion of service.

No - Thank You Date: Signature:

If there is any other service we may assist you with, please circle:
Carpet Cleaning * Window Washing * Floor Service * Gardening
Parking lot Sweeping * Handyman Service * Pressure Washing
Janitorial Supplies * Asphalt Seal Coat and Striping