

**BOARD OF EDUCATION SPECIAL BOARD MEETING
GUSTINE UNIFIED SCHOOL DISTRICT
1500 MEREDITH AVENUE
GUSTINE, CA 95322
WEDNESDAY, JUNE 28, 2017
6:00 P.M.**

I. CALL TO ORDER – 6:00 p.m.

A. Public Comment

The public may comment on any closed session agenda item.

B. Roll Call

Mrs. Crickett Brinkman, President

Mrs. Loretta Rose, Clerk

Mr. Kevin Cordeiro, Board Member

Mrs. Pat Rocha, Board Member

Trustee Area #5 - Vacant

II. CLOSED SESSION – 6:00 p.m.

A. Student Discipline

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

C. Conference with Labor Negotiator Bill Morones, Superintendent – GRTA/CSEA (Govt. Code 54954.5 (f) pursuant to Govt. Code 54957.6)

D. Conference with Legal Counsel/Consultant (Govt. Code 54956.9)

1. Borrelli Property

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

A. Pledge of Allegiance

B. Report from Closed Session

C. Revision/Adoption/Ordering of Agenda

D. Disability-Related Modifications

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

IV. REPORTS AND PRESENTATIONS

A. School Facility Program SB 50 Facility Funding – Elona Cunningham

V. CONSENT AGENDA

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

A. Personnel

1. Farnetti, Helen – Hire Read 180, ELD Teacher, GMS
2. Reynoso, Christina – Hire Bilingual Community Liaison, GES
3. Rubio, Ivette – Resignation, Instructional Aide, GES

B. Minutes

1. June 14, 2017, Regular Meeting
2. June 15, 2017, Special Meeting
3. June 20, 2017, Special Meeting

C. Yearly Renewals and Contracts

1. Consulting Contract with Curtis D. Pollock (Renewal - Measure P Consultant)
2. 2017-2018 Teacher Induction Program Memorandum of Understanding with MCOE (Renewal - Support for teachers to clearing credential)
3. Illuminate Data and Assessment Management System Contract (Renewal - Monitor and track student progress)
4. Yard Masters Grounds Maintenance Contract 2017-2018 (Renewal)

D. Donations

2. None

VI. INFORMATION

A. None

VII. COMMUNICATION FROM THE PUBLIC

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

VIII. ACTION

A. Approval of 2017-2020 LCAP

Recommendations:

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

B. 2017-2018 Budget Adoption

Recommendations:

It is recommended that the Board of Education approve 2017-2018 Budget Adoption.

C. GMS 2017-18 Student Handbook

Recommendations:

It is recommended that the Board of Education approve the GMS Student Handbook.

D. GMS Purchase of Computers

Recommendations:

It is recommended that the Board of Education approve the GMS Purchase of Computers.

E. 2017-2018 GHS Student Handbook and Athletic Code Updates

Recommendations:

It is recommended that the Board of Education approve the 2017-2018 GHS Student Handbook and Athletic Code Updates.

F. Chromebooks and Carts for GES

Recommendations:

It is recommended that the Board of Education approve Chromebooks and Carts for GES.

G. Resolution No 2016-17-09 Constituting Order of Election To Fill School Board Trustee Area #5 Vacancy

Recommendations:

It is recommended that the Board of Education approve Resolution No 2016-17-09 Constituting Order of Election To Fill School Board Trustee Area #5 Vacancy.

H. GUSD Requisition to Office Depot

Recommendations:

It is recommended that the Board of Education approve GUSD Requisition to Office Depot.

I. GES Requisition to Southwest School Supply

Recommendations:

It is recommended that the Board of Education approve GES Requisition to Southwest School Supply.

J. Appointment of Board Measure P Sub Committee Members

Recommendations:

It is recommended that the Board of Education approve the Appointment of Board Measure P Sub Committee Members.

1. Jarrett Martin
2. Rich Ford
3. Andrew Bloom
4. Leonard Acosta
5. Loretta Rose (Board Member)

K. 2017-2018 Consolidated Application for Funding (Title I, II, III, V, and EIA)

Recommendations:

It is recommended that the Board of Education approve the 2017-2018 Consolidated Application for Funding (Title I, II, III, V, and EIA).

L. 2017-2018 Paid lunch Equity (Lunch Price Increases)

Recommendations:

It is recommended that the Board of Education approve 2017-2018 Paid Lunch Equity Adjustments (Lunch Prices).

M. Appointment of Measure P Bond Oversight Committee Vacancy

Recommendations:

It is recommended that the Board of Education shall appoint a Bond Oversight Committee Member.

N. Measure P – DSA Requirements

Recommendations:

It is recommended that the Board of Education approve the Measure P – DSA Requirements.

O. Provisional Internship Program (PIP) – Voting separately on each

Recommendations:

It is recommended that the Board of Education approve the Provisional Internship Program (PIP).

1. Duran, Jennifer
2. Okamoto, Jennifer
3. Lopez, Sabrina
4. Maciel, Tiffany
5. Beevers, Craig
6. Johnson, Kayla

P. Revised Board Policy /Administrative Regulation 3551 Food Service Operations/Cafeteria Fund – Payments for Meals

Recommendations:

It is recommended that the Board of Education approve the Revised Board Policy/ Administrative Regulation 3551 Food Service Operations/Cafeteria Fund – Payments for Meals.

IX. ADVANCED PLANNING

A. Regular Board Meeting, August 9, 2017 @ 6:00 p.m.

X. ADJOURN TO CLOSED SESSION (If needed)

XI. RECONVENE TO OPEN SESSION

XII. REPORT FROM CLOSED SESSION

XIII. ADJOURNMENT

REPORTS AND PRESENTATIONS



School Facility Program (SB 50 Facility Funding)

- Administered by the Office of Public School Construction (OPSC)
- Funds apportioned by the State Allocation Board (SAB)

Prepared by Jack Schreder & Associates, Inc.

| November 2016 Statewide Ballot Measure | | | | | |
|---|--------------------------|-----------------------|----------------|---|--|
| Authorizes \$9 billion in General Obligation Bonds (\$7 billion for K-12) | | | | | |
| | New Construction K-12 | Modernization K-12 | Charter School | Vocational Education K-12 & Career Technical Education | Total General Obligation Bonds Available |
| General Obligation Bonds Available | \$3,000,000,000 | \$3,000,000,000 | \$500,000,000 | \$500,000,000 | \$7,000,000,000 |
| Unfunded Approvals Beyond Current Bond Authority As of April 24, 2017 | \$ 178,460,543 | \$ 189,874,945 | \$ - | \$ - | \$ - |
| Projects Submitted to OPSC Workload List as of June 5, 2017 | \$ 1,584,284,412 | \$ 841,027,444 | \$ - | \$ - | \$ - |
| Estimated Available General Obligation Bond Funds | \$1,237,255,045 | \$1,969,097,611 | \$500,000,000 | \$500,000,000 | |

New Construction Funding

- Provides State funds on a 50/50 (state/local) basis
- Local funds may include, among other sources, local general obligation bonds & developer fees
- Funding based on need to provide housing for projected unhoused students
- Unhoused students are based on 5 or 10 year enrollment projection in comparison to District capacity
- K-6 State grant--\$11,104 per pupil

GUSTINE UNIFIED SCHOOL DISTRICT
2016/17 State New Construction Funding Estimate

Estimated 2016/17 Eligibility

| School Name | Estimated Eligibility* | | | | | | Base Grant | Fire Detection Alarm | Small Project | Project Assistance | State Share (50%) | District Share (50%) | Total Project Eligibility** | 60% Commensurate |
|--------------|------------------------|-----|------|----|----|-------|---------------|----------------------|---------------|--------------------|-------------------|----------------------|-----------------------------|------------------|
| | K-6 | 7-8 | 9-12 | NS | S | Total | | | | | | | | |
| Districtwide | 473 | 174 | 569 | 0 | 18 | 1234 | \$ 16,360,420 | \$ 27,359 | \$ - | \$ 6,791 | \$ 16,394,570 | \$ 16,394,570 | \$ 32,789,140 | \$ 19,673,484 |

*The estimated figures require the Office of Public School Construction review and approval of the 2016/17 eligibility update.

**Funding estimates do not include potential eligible site acquisition costs or additional eligible augmentations. The estimates require the Office of Public School Construction review and approval of funding application documents.

Proposed New Construction Projects

| School Name | Estimated Eligibility* | | | | | | Base Grant | Fire Detection Alarm | Small Project | Project Assistance | State Share (50%) | District Share (50%) | Total Project Eligibility** | 60% Commensurate |
|------------------------------|------------------------|------------|------------|----------|----------|------------|---------------------|----------------------|-------------------|--------------------|---------------------|----------------------|-----------------------------|----------------------|
| | K-6 | 7-8 | 9-12 | NS | S | Total | | | | | | | | |
| Gustine High Phase 2 (5 CR) | 0 | 0 | 135 | 0 | 0 | 135 | \$ 2,017,440 | \$ 4,050 | \$ 80,698 | \$ 6,791 | \$ 2,108,979 | \$ 2,108,979 | \$ 4,217,958 | \$ 2,530,775 |
| Gustine High Phase 3 (10 cr) | 0 | 0 | 270 | 0 | 0 | 270 | \$ 4,034,880 | \$ 8,100 | \$ - | \$ 6,791 | \$ 4,049,771 | \$ 4,049,771 | \$ 8,099,542 | \$ 4,859,725 |
| Romero Elem Phase 3 (4 CR) | 100 | 0 | 0 | 0 | 0 | 100 | \$ 1,110,400 | \$ 1,300 | \$ 133,248 | \$ 6,791 | \$ 1,251,739 | \$ 1,251,739 | \$ 2,503,478 | \$ 1,502,087 |
| Middle School Phase 3 (4 CR) | | 108 | | | | | \$ 1,268,352 | \$ 1,944 | \$ 50,734 | \$ 6,791 | \$ 1,327,821 | \$ 1,327,821 | \$ 2,655,642 | \$ 1,593,385 |
| Gustine Elem. Phase 3 (4 CR) | 100 | | | | | | \$ 1,110,400 | \$ 1,300 | \$ 133,248 | \$ 6,791 | \$ 1,251,739 | \$ 1,251,739 | \$ 2,503,478 | \$ 1,502,087 |
| Total | 200 | 108 | 405 | 0 | 0 | 505 | \$ 9,541,472 | \$ 16,694 | \$ 397,928 | \$ 33,955 | \$ 9,990,049 | \$ 9,990,049 | \$ 19,980,098 | \$ 11,988,059 |

Estimated Remaining Eligibility

| School Name | Estimated Eligibility* | | | | | | Base Grant | Fire Detection Alarm | Small Project | Project Assistance | State Share (50%) | District Share (50%) | Total Project Eligibility** | 60% Commensurate |
|-----------------------|------------------------|-----|------|----|----|-------|--------------|----------------------|---------------|--------------------|-------------------|----------------------|-----------------------------|------------------|
| | K-6 | 7-8 | 9-12 | NS | S | Total | | | | | | | | |
| Remaining Eligibility | 273 | 66 | 164 | 0 | 18 | 521 | \$ 6,818,948 | \$ 10,665 | \$ - | \$ 6,791 | \$ 6,836,404 | \$ 6,836,404 | \$ 13,672,808 | \$ 8,203,685 |

| Grade Level | 2017 Pupil Grant | 2017 Fire Detection | 2017 Auto Sprinkler |
|-------------|------------------|---------------------|---------------------|
| K-6 | \$ 11,104 | \$ 13 | \$ 186 |
| 7-8 | \$ 11,744 | \$ 18 | \$ 221 |
| 9-12 | \$ 14,944 | \$ 30 | \$ 230 |
| Non-Severe | \$ 20,867 | \$ 39 | \$ 395 |
| Severe | \$ 31,202 | \$ 56 | \$ 588 |

In order to submit SAB 50-04 New Construction Funding Applications to the Office of Public School Construction, the following documents are required:

- DSA approved plans and specifications
- DSA plan approval letter
- CDE final site approval letter (if applicable)
- CDE final plan approval letter
- Site development worksheets (service site, off site and utilities)
- Relocation costs that conform to Title 25, CA code of regulations (if applicable)
- DTSC Expenditures (if applicable)
- Appraisal (no more than 6 months old) (if applicable)
- District is required to have title to the property, entered into escrow for the property, or have a prejudgment order of possession (condemnation). District is required to submit escrow agreement which indicates the agreed upon purchase price. (if applicable)
- Construction cost estimate (must be a minimum of 60% of the total project cost)
- Career Technical Education Certification letter, JSA to provide sample
- SAB 50-04 Application for Funding
- Approved school board resolution authorizing the submittal of funding applications, JSA to provide sample

Modernization Funding

- Provides State funds on a 60/40 (state/local)
- Local funds may include, among other sources, local general obligation bonds & developer fees
- Funding based on pupils housed in portable classrooms over 20 years old and permanent classrooms over 25 years old.
- K-6 State grant--\$4,228 per pupil
- K-6 State grant (50 year old area)--\$5,874 per pupil

GUSTINE UNIFIED SCHOOL DISTRICT
2016/17 State Modernization Funding Estimate

| School Name | Estimated Eligibility* | | | | | | | | | | Regular Grant | 50 Year Old Grant | Project Assistance | Fire Detection | Small Size Project | 3% ADA Compliance | State Share (60%) | District Share (40%) | Total Project Cost** | |
|--------------|------------------------|-----|------|----|---|--------------------|-----|------|----|---|---------------|-------------------|--------------------|----------------|--------------------|-------------------|-------------------|----------------------|----------------------|--------------|
| | Regular Pupils | | | | | 50 Year Old Pupils | | | | | | | | | | | | | | Total |
| | K-6 | 7-8 | 9-12 | NS | S | K-6 | 7-8 | 9-12 | NS | S | | | | | | | | | | |
| Gustine High | 0 | 0 | 33 | 0 | 0 | 0 | 0 | 102 | 0 | 0 | 135 | \$ 193,215 | \$ 829,464 | \$ 3,621 | \$ 18,495 | \$ 40,907 | \$ 30,680 | \$ 1,116,382 | \$ 744,255 | \$ 1,860,637 |
| Romero Elem | 8 | 0 | 0 | 0 | 0 | 45 | 0 | 0 | 0 | 0 | 53 | \$ 33,824 | \$ 264,330 | \$ 3,621 | \$ 7,261 | \$ 35,778 | \$ 8,945 | \$ 353,759 | \$ 235,839 | \$ 589,598 |
| Totals | | | | | | | | | | | 188 | \$ 227,039 | \$ 1,093,794 | \$ 7,242 | \$ 25,756 | \$ 76,685 | \$ 39,625 | \$ 1,470,141 | \$ 980,094 | \$ 2,450,235 |

*The estimated figures require the Office of Public School Construction review and approval of the 2016/17 eligibility update.

**Funding estimates do not include potential additional eligible augmentations. The estimates require the Office of Public School Construction review and approval of funding application documents.

Proposed Modernization Projects

| School Name | Estimated Eligibility | | | | | | | | | | Regular Grant | 50 Year Old Grant | Project Assistance | Fire Detection | Small Size Project | 3% ADA Compliance | State Share (60%) | District Share (40%) | Total Project Cost** | |
|---|-----------------------|-----|------|----|---|--------------------|-----|------|----|---|---------------|-------------------|--------------------|----------------|--------------------|-------------------|-------------------|----------------------|----------------------|--------------|
| | Regular Pupils | | | | | 50 Year Old Pupils | | | | | | | | | | | | | | Total |
| | K-6 | 7-8 | 9-12 | NS | S | K-6 | 7-8 | 9-12 | NS | S | | | | | | | | | | |
| Gustine High Phase 1 reimbursement (locker room, stadium walkway) | 0 | 0 | 33 | 0 | 0 | 0 | 0 | 102 | 0 | 0 | 135 | \$ 193,215 | \$ 829,464 | \$ 3,621 | \$ 18,495 | \$ 40,907 | \$ 30,680 | \$ 1,116,382 | \$ 744,255 | \$ 1,860,637 |
| (classroom mod to include floors, wall coverings, lighting, doors, hardware, low voltage, fire alarm, HVAC, stage, gym, cafeteria, campus wide path of travel (POT) upgrades) | 8 | 0 | 0 | 0 | 0 | 45 | 0 | 0 | 0 | 0 | 53 | \$ 33,824 | \$ 264,330 | \$ 3,621 | \$ 7,261 | \$ 35,778 | \$ 8,945 | \$ 353,759 | \$ 235,839 | \$ 589,598 |
| Totals | | | | | | | | | | | 188 | \$ 227,039 | \$ 1,093,794 | \$ 7,242 | \$ 25,756 | \$ 76,685 | \$ 39,625 | \$ 1,470,141 | \$ 980,094 | \$ 2,450,235 |

| School Name | Additional area coverage in: |
|----------------------|---|
| Gustine Elem (old) | Site is used by the Continuation and Adult Ed |
| Gustine High | 2017 & 2023 |
| Gustine Middle (old) | Site is used by the Continuation and Adult Ed |
| Pioneer Cont. | Need age of facilities. |
| Romero Elem | Need age of Building D |

| Grade Level | 2017 Pupil Grant (Regular) | 2017 Pupil Grant (50 yr) | 2017 Fire Detection |
|-------------|----------------------------|--------------------------|---------------------|
| K-6 | \$ 4,228 | \$ 5,874 | \$ 137 |
| 7-8 | \$ 4,472 | \$ 6,212 | \$ 137 |
| 9-12 | \$ 5,855 | \$ 8,132 | \$ 137 |
| Non-Severe | \$ 9,015 | \$ 12,519 | \$ 253 |
| Severe | \$ 13,475 | \$ 18,721 | \$ 378 |

In order to submit SAB 50-04 Modernization Funding Applications, the following documents are required:

- DSA approved plans & specifications
- DSA plan approval letter
- DSA approved access compliance checklist, if applicable
- DSA approved fire life safety checklist, if applicable
- CDE final plan approval letter
- Career Technical Education Certification letter, JSA to provide
- SAB 50-04 Application for Funding, JSA to provide
- Detailed construction cost estimate
- Approved school board resolution authorizing the submittal of funding applications, JSA to provide sample

Potential Facility Funding Sources

- 2016 State school bond--\$7 billion for K-12 facilities
- New construction 50/50 (State/Local)
- Modernization 60/40 (State/Local)
- Local general obligation bonds
- Developer fees
- State funds maximize local funds

Financial Hardship Program

- District must be collecting maximum Level I fees and meet one of the following:
 - Successful bond election for at least the maximum amount allowed under Prop. 39 in the previous two years. (no)
 - District's current outstanding bonded or school facility related indebtedness is a minimum of 60% of total bonding capacity. (bonding capacity \$25.8 million, debt issued \$16.375 million) (63.4%-- yes)
 - District's total bonding capacity is less than \$5 million (no)

District may be eligible for financial hardship funding when bond funds have been encumbered via contract or expended.

Completed Projects, Proposed Projects, & Available Capital Facility Funds

Completed Projects (funding request pending)

| School | Scope | Pupil Request | Estimated State Share | Estimated District Share | Total Project Eligibility | Architect Cost Estimate |
|--------------|--|---------------|-----------------------|--------------------------|---------------------------|-------------------------|
| Gustine High | locker room modernization, stadium walkway | 135 | \$1,116,382 | \$744,255 | \$1,860,637 | \$2,995,418 |

| | | | | | | |
|--|--|--|--|--|--|--------------------|
| Available Capital Facility Funds | | | | | | \$5,041,326 |
| Bonds To Be Issued in 2019 (estimated date) | | | | | | \$4,500,000 |
| Total | | | | | | \$9,541,326 |

Phase 2 Proposed Projects

| School | Scope | Pupil Request | Estimated State Share | Estimated District Share | Total Project Eligibility | Architect Cost Estimate |
|----------------------------|--|---------------|-----------------------|--------------------------|---------------------------|-------------------------|
| Gustine High NC (phase 2) | construct 4 science labs, demolish 4 classrooms, courtyard development, convert storage space to 1 CR (total 5 CR) | 135 9-12 | \$2,108,979 | \$2,108,979 | \$4,217,958 | \$3,500,000 |
| Gustine High Mod (phase 2) | Bldg. A classrooms, science HVAC, doors, low voltage modernization, ejector pumps, sewer & | | \$0 | \$0 | \$0 | \$1,500,000 |
| Middle School (phase 2) | MP Building, fire alarm | | \$0 | \$0 | \$0 | \$4,400,000 |
| Fees to Architect | Fees to get in line for funding for Phase 3 projects | | | | | \$296,250 |
| Purchase HS property (TBD) | | | | | | <u>TBD</u> |
| Total | | | \$2,108,979 | \$2,108,979 | \$4,217,958 | \$9,696,250 |

Phase 3 Proposed Projects

| School | Scope | Pupil Request | Estimated State Share | Estimated District Share | Total Project Eligibility | Architect Cost Estimate (excluding design fees to get in line for funding) |
|------------------|---|---------------|-----------------------|--------------------------|---------------------------|--|
| Gustine High NC | cafeteria, parking, convert existing cafeteria to 2 CR, 8 CR, relocate softball field (total 10 CR) | 270 9-12 | \$4,049,771 | \$4,049,771 | \$8,099,542 | \$7,350,450 |
| Middle School | 4 CR | 108 7-8 | \$1,327,821 | \$1,327,821 | \$2,655,642 | \$1,562,950 |
| Romero NC | 4 CR | 100 K-6 | \$1,251,739 | \$1,251,739 | \$2,503,478 | \$1,767,750 |
| Gustine Elem. NC | 4 CR | 100 K-6 | \$1,251,739 | \$1,251,739 | \$2,503,478 | \$1,767,750 |
| Romero Mod | MP, classrooms | 53 K-6 | <u>\$353,759</u> | <u>\$235,839</u> | <u>\$589,598</u> | <u>\$1,154,850</u> |
| Total | | | \$8,234,829 | \$8,116,909 | \$16,351,738 | \$13,603,750 |

**Gustine Unified School District
State Funded Projects as of June 2017**

| Site | Project # | Application | Project Funding | | | |
|---|-----------|---------------|-----------------------|----------------------------------|------------------|---------------------------|
| | | | State's 50% SFP Share | State's Financial Hardship Share | District's Share | Total Project Eligibility |
| New Construction Approved Projects (Funds Released) | | | | | | |
| New Elem (2000) | 50/002 | 15 classrooms | \$2,193,384 | | \$2,193,384 | \$4,386,768 |
| Romero Elem (2002) | 50/003 | 9 classrooms | \$1,519,583 | \$1,482,452 | \$37,131 | \$3,039,166 |
| New Middle (2005) | 50/005 | 24 classrooms | \$6,071,680 | \$3,221,150 | \$2,850,530 | \$12,143,360 |
| Subtotal New Construction | | | \$9,784,647 | \$4,703,602 | \$5,081,045 | \$19,569,294 |

| Site | Project # | Application | Project Funding | | | |
|--|-----------|--|-----------------------|----------------------------------|------------------|---------------------------|
| | | | State's 80% SFP Share | State's Financial Hardship Share | District's Share | Total Project Eligibility |
| Modernization Approved Projects (Funds Released) | | | | | | |
| Gustine Elem (2002) | 57/001 | Alteration to Kindegarten, 2 CR and Admin at Gustine Elementary | \$245,986 | \$61,496 | \$0 | \$307,482 |
| Romero Elem (2002) | 57/002 | Alteration to Science Bldg, Admin Bldg | \$378,088 | \$90,523 | \$0 | \$468,611 |
| Gustine Middle (2002) | 57/003 | Alteration to Kindegarten, 2 CR and Admin at Gustine Middle School | \$934,103 | \$233,526 | \$0 | \$1,167,629 |
| Gustine High (2002) | 57/004 | Alteration to Science Bldg, Admin Bldg at Gustine HS | <u>\$1,159,688</u> | <u>\$289,922</u> | <u>\$0</u> | <u>\$1,449,610</u> |
| Subtotal Modernization | | | <u>\$2,717,865</u> | <u>\$675,467</u> | <u>\$0</u> | <u>\$3,393,332</u> |

| | | | | |
|--|---------------------|--------------------|--------------------|---------------------|
| New Construction & Modernization Total: | \$12,502,512 | \$5,379,069 | \$5,081,045 | \$22,962,626 |
|--|---------------------|--------------------|--------------------|---------------------|

| | |
|-----------------------|---------------------------|
| State Funding | \$17,881,581 |
| District Share | <u>\$5,081,045</u> |
| Total | \$22,962,626 |

Questions

Elona Cunningham

Jack Schreder & Associates, Inc.

2230 K Street

Sacramento, CA 95816

916-441-0986

CONSENT AGENDA

MINUTES

**MINUTES OF THE REGULAR MEETING GOVERNING BOARD
GUSTINE UNIFIED SCHOOL DISTRICT
JUNE 14, 2017**

TIME AND PLACE

The regular meeting of the Gustine Unified School District Board of Education was held on Wednesday, June 14, 2017. The meeting was held in the Board Room, 1500 Meredith Avenue, Gustine, California.

CALL TO ORDER

The meeting was called to order at approximately 6:00 p.m. by Board President Crickett Brinkman. The Board went into Closed Session and reconvened to Open Session at approximately 7:06 p.m.

BOARD MEMBERS PRESENT

Mrs. Crickett Brinkman, Board President, Mrs. Loretta Rose, Mrs. Pat Rocha, and Mr. Kevin Cordeiro.

REPORT FROM CLOSED SESSION

Nothing to Report

REVISION/ADOPTION/ORDERING OF AGENDA

Mr. Morones amended the agenda with the following changes: Under Reports and Presentations A. Bond Oversight Committee – will be moved after the Superintendents Report. Also, rename Action Item D. to “It is recommended that the Board of Education approve the required AB 1200 Disclosure Statement of the proposed GUSD/GRTA Tentative Agreement for fiscal year, 2017-2018.”

APPROVAL OF AGENDA

Mrs. Rocha made a motion to approve the agenda as amended, seconded by Mr. Cordeiro. Motion carried, 4-0.

REPORTS AND PRESENTATIONS

The Board thanked Adriana Toste for being the student representative for this school year and presented her with a gift.

B. Board Student Reports – Mrs. Rose is glad that graduations are over. She wanted to acknowledge that they have received a letter from a community member in regards to some issues.

Mrs. Rocha attended the graduations and said they were all very nice. They were a pleasure to attend. Congratulated Mr. Bettencourt and Mr. Cano for having the largest graduating class in the history of Pioneer High School. She thanked Cheryl for the very informative Transportation Report.

Mrs. Brinkman – She thanked the Board for working together. She had the pleasure of sitting

in the AVID Interviews. She attended the Romero Games, GES Lip Sync, and FFA Banquet. She also attended all the graduations.

C. Attendance Report – Mrs. Aguilar presented her GUSD Attendance Summary for Month 10. At the end of Month 10, it reflected a total average attendance district-wide of 94.71%. GES had the highest attendance percentage for Month 10 at 95.52%.

E. Superintendent Report – Mr. Morones commended the staff and Russell for getting all the sites ready for graduation. They were outstanding. He attended Romero Games as well as the GES Lip Sync.

A. Bond Oversight Committee – Debbie Lopes presented the June 2017 Annual Bond Oversight Committee Report. Mr. Cordeiro asked when another audit takes place. Lizett replied that the auditors would come in the fall. They do the wrap after year-end is closed then bring it to the Board beginning of 2018.

CONSENT AGENDA

Mr. Cordeiro made a motion to approve the Consent Agenda, seconded by Mrs. Rose. Motion carried, 4-0.

INFORMATION

Measure P Ad Hoc Advisory Committee: Assemble of Ad Hoc Committee – Mr. Morones explained that they would be having a special board meeting, a workshop tailored to the Board, on the Ad Hoc Measure P Advisory Committee. He wanted to let the Board and community know the purpose of this committee is going to be.

1. To clarify the purpose of the committee, whom do they advise? Are they going to advise the Board or the Superintendent?
2. The assembly of the committee. Are there going to be Board Members and how many community members?
3. Role of District Staff: He, Russell, Lizett and the future Project Manager, what will their role be. Will they be attending every meeting or just be a support system providing information and backup to this committee.
4. Responsibilities: What will their role be?

Hopefully all the Board will come to an agreement.

COMMUNICATION FROM THE PUBLIC

Jarrett Martin, 1597 Via Del Pettoruto – He stated that the original purpose of this workshop is where has the Project been, where is the Project now and where is the Project going? Without knowing that he doesn't know if the Board can make a more educated decision than they could right now on the assembly of this committee. Is that going to happen at this workshop? Are they just going to discuss who's going to be on this committee, they are going to report to the Board, going to have one Board Member? Or are they going to get into the meat and potatoes of what Measure P is? Second, the District has spent a lot of money on the design company through March 15, about 1 million dollars. He wondering, they was promised several months ago, in June they were going to apply for grant funding and have all these projects in line so he is

wondering what the status is on that. Where is the District at with the design projects? Are they 10% complete or 90% complete? They were promised that in June that the District was going to be in line for state funding. Mr. Morones will provide an update tomorrow.

Andrew Bloom – He just wanted to bring up something in the Bond Report. They, as the oversight committee, want clarification as how they classify the projects that the District is moving forward with in Measure P. What category do they fall in to on the actual Bond label language? The need clarification on that to be able to do their job better. He is hoping this would be added as an agenda item at the next Board Meeting.

Craig Christenson, 657 West Ave. – He's been reading a lot of things in the newspaper that upset him. He cannot understand how the auditor could find that there weren't any misappropriation of funds. The District has paid 10 times the normal fee for the concrete work on the stadium, 20 times what he has charged the District in the past. He is concerned about the Superintendent's renewal contract and all the thing that went on with that. He is concerned about the Bond Committee and the sugarcoated report that they just heard. The words that she said in the newspaper about not wanting to say anything negative. He thinks you need to state the negative. You hire somebody to help you figure it out now you spent 1 million dollars in design work. He also remembers over a year ago, before the Bond passed, there was a design drawn up with the grand scheme of things if they got the extra money. It showed the football field, the farm being moved, buildings being built. None of that was any part of the original bond. He wants to know where the money came from that paid for that design work. There are plenty of things that have gone wrong with this Bond and the committee didn't state one of them. Why even have a report? The report that you are quoting is over a year old. He would like to know who signs the contracts that allows these people to take all the money from the taxpayers of Gustine for the next 20 years. He pushed to get this bond passed, he has many people questioning him about it and he doesn't know. It's a catastrophe, nobody knows who to spend 14 million dollars in this town. Three million dollars for locker rooms? They better be plated with gold. He is sorry but that's how he feels.

ACTION ITEMS

A. Warrants – Mrs. Rose made a motion to approve the warrants as presented, seconded by Mrs. Mrs. Rocha. Motion carried, 4-0.

B. 2017-2018 LCAP, Public Hearing – Mrs. Medeiros presented the 2017-2018 LCAP Report to the Board. Mrs. Brinkman opened the Public Hearing at 8:05 p.m.

Jennifer Pacheco commented that she did receive a couple of surveys but it was unclear as to which student she was answering the questions for. She has three students but only received two surveys. She wanted to suggest an electronic survey in the future and have each students' name listed. Mrs. Medeiros replied that there was an electronic version. The information was on the cover sheet that was mailed. She agreed that it was confusing because it was mailed to the oldest child at each school site so some families received several. Jennifer stated that she wasn't trying to be negative about the survey; she would have like to give more input because she has a lot of positive things to say about the District.

The Public Hearing was closed at 8:07 p.m.

C. Education Protection Account, Resolution No. 2016-17-08, Public Hearing – Mrs. Brinkman opened the Public Hearing at 8:09 p.m. There being no comments, the Public Hearing was closed at 8:10 p.m.

Mrs. Rocha made a motion to waive the reading of the Education Protection Account, Resolution No. 2016-17-08, Public Hearing, seconded by Mrs. Rose. Resolution passes, 4-0.

Mrs. Rocha made a motion to approve the Education Protection Account, Resolution No. 2016-17-08, seconded by Mrs. Rose. Motion carried, 4-0.

D. AB 1200 Disclosure Statement of the proposed GUSD/GRTA Tentative Agreement for fiscal year, 2017-2018, Public Hearing – Mrs. Brinkman opened the Public Hearing at 8:13 p.m. There being no comments, the Public Hearing was closed at 8:14 p.m.

E. Ratification of GUSD/GRTA Tentative Agreement for 2017-2018 – Mrs. Rocha made a motion to approve the Ratification of GUSD/GRTA Tentative Agreement for 2017-2018, seconded by Mr. Cordeiro. Motion carried, 4-0.

F. Disclosure Statement of Proposed Agreement with CSEA, Public Hearing – Mrs. Brinkman opened the Public Hearing at 8:16 p.m. There being no comments, the Public Hearing was closed at 8:17 p.m.

G. Ratification of CSEA Tentative Agreement for 2017-2018 – Mr. Cordeiro made a motion to approve the Ratification of CSEA Tentative Agreement for 2017-2018, seconded by Mrs. Rocha. Motion carried, 4-0.

H. Disclosure Statement of Proposed Agreement with Confidential-Management-Administrators and Unrepresented Groups, Public Hearing - Mrs. Brinkman opened the Public Hearing at 8:18 p.m. There being no comments, the Public Hearing was closed at 8:19 p.m.

Mrs. Rocha asked that in the “me too” practice, would that be including or excluding the Superintendent. Mr. Morones confirmed that it would be excluding.

Mr. Cordeiro made a motion to approve the Disclosure Statement of Proposed Agreement with Confidential-Management-Administrators and Unrepresented Groups, seconded by Mrs. Rocha. Motion carried, 4-0.

I. New Bus Purchase – Mrs. Rocha made a motion to approve the New Bus Purchase, seconded by Mr. Cordeiro. Motion carried, 4-0.

J. Update Board Policy Bylaws BP 5141.52 & AR 5141.52 (Suicide Prevention) – Mrs. Rocha made a motion to approve the Update Board Policy Bylaws BP 5141.52 & AR 5141.52 (Suicide Prevention), seconded by Mrs. Rose. Motion carried, 4-0.

K. Aeries SIS – Services Proposal (Aeries Loop Communication) – Mrs. Rocha made a motion to approve Aeries SIS – Services Proposal (Aeries Loop Communication), seconded by Mrs. Brinkman. Motion carried, 4-0.

L. Single Plan for Student Achievement (SPSA) – GES, RES, GMS and GHS – Mrs. Rocha made a motion to approve Single Plan for Student Achievement (SPSA) – GES, RES, GMS and GHS, seconded by Mrs. Rose. Motion carried, 4-0.

M. GHS Agriculture Department Grant Approval – Mr. Cordeiro made a motion to approve GHS Agriculture Department Grant Approval, seconded by Mrs. Rose. Motion carried, 4-0.

N. 2017-2018 Budget Adoption, Public Hearing – District Business Officer Lizett Aguilar presented information to the Board regarding the 2017-2018 Estimated Actuals, the 2017-2018 Adopted Budget, and the 2018-2019 and 2019-2020 Multi-Year Projections. Mrs. Brinkman opened the Public Hearing at 9:06 p.m. There being no comments, the Public Hearing was closed at 9:07 p.m.

O. School Board Vacancy, Determination to Appoint or Call for Election – After much discussion and listening to community comments the Board decided to call for a special election to fill the vacancy in the office of Trustee Area #5. Mr. Cordeiro made a motion to approve the decision to call for a special election, seconded by Mrs. Brinkman. Motion carried, 4-0.

P. Gustine FFA 2017-2018 Overnight Trips – Mrs. Rose made a motion to approve the Gustine FFA 2017-2018 Overnight Trips, seconded by Mrs. Rocha. Motion carried, 4-0.

Q. Edlio Web Design Hosting Contract – Mrs. Rose made a motion to approve the Edlio Web Design Hosting Contract, seconded by Mr. Cordeiro. Motion carried, 4-0.

R. Reappointment of Measure P Bond Committee Members – Mr. Cordeiro made a motion to approve the Reappointment of Measure P Bond Committee Members (1. Andrew Bloom, 2. Dennis Brazil, 3. John A. Lawrence, 4. Debbie Lopes, and 5. Sherri Marsigli), seconded by Mrs. Brinkman. Motion carried, 3-1(Mrs. Rocha).

S. New Special Ed / Wheelchair Bus Purchase – Mrs. Rose made a motion to approve the New Special Ed / Wheelchair Bus Purchase with the condition that it is put on hold until MCOE finalizes the agreement to put a special education classroom at a GUSD campus, seconded by Mrs. Rocha. Motion carried, 4-0.

ADVANCED PLANNING

A. Special Board Meeting (Workshop on Measure P Ad Hoc Advisory Committee), June 15, 2017, 4:00 p.m.

B. Special Board Meeting, June 28, 2017, 6:00 p.m. - LCAP & Budget Adoption

ADJOURNMENT

Mr. Rocha made a motion to adjourn the meeting, seconded by Mrs. Cordeiro. Motion carried,

4-0. Meeting adjourned at 10:19 p.m.

APPROVED AND ADOPTED

Loretta Rose, Clerk

**MINUTES OF THE SPECIAL MEETING GOVERNING BOARD
GUSTINE UNIFIED SCHOOL DISTRICT
JUNE 15, 2017**

TIME AND PLACE

The special meeting of the Gustine Unified School District Board of Education was held on Thursday, June 15, 2017. The meeting was held in the Board Room, 1500 Meredith Avenue, Gustine, California.

CALL TO ORDER

The meeting was called to order at approximately 4:04 p.m. by Board President Crickett Brinkman.

BOARD MEMBERS PRESENT

Mrs. Crickett Brinkman, Board President, Mrs. Loretta Rose, Mrs. Pat Rocha, and Mr. Kevin Cordeiro.

REVISION/ADOPTION/ORDERING OF AGENDA

None

COMMUNICATION FROM THE PUBLIC

Community members were able to give input to the Board regarding the Ad Hoc Committee.

WORKSHOP ON MEASURE P AD HOC ADVISORY COMMITTEE

Mr. Morones explained that the purpose of this meeting is to provide clarification to the Board and to the community regarding the Measure P Ad Hoc Advisory Committee. There are five discussion points to help guide the conversation.

1. Purpose
2. Make up of Ad Hoc Committee
3. Role of Staff Members on Committee
4. Responsibilities
5. Brown Act

Purpose – The Ad Hoc Committee will be advising the Board.

Make up of Ad Hoc Committee – This committee will consist of four community members and one Board Member. Staff members, Lizett, Russell, and site administrators would attend only when needed. The Project Manager should also attend these meetings as a resource.

Role of Staff Members on Committee – Staff members such as Lizett, Russell, and site administrators should attend only when needed.

Responsibilities – This committee will be providing additional viewpoints, insights with Boards consideration in planning in prioritizing the next phase of projects for Measure P facility projects. Mr. Cordeiro asked if they would have the same information as the Board does. Mr. Morones replied yes, and that they would me meeting on a consistent basis looking at the

projects meeting with staff, Russell, Lizett, himself, the architect, consultants and the project Manager. They have a deeper understanding of projects. The Board would have the same information but would not be meeting as often. Then they would be advising what they feel what the next phase of projects would be. Mrs. Brinkman asked if they would meet and discuss these things then they would have a report to the Board before the Board would vote on things. Mr. Morones replied yes. They will be providing insights, looking at all the background information for Measure P, and prioritizing all the projects for the next phase of Measure P in an advisory role to the Board. The Board will decide on the subject matter so the committee can discuss how to go about structuring them for instance how are you going to get the right design, engineering, construction, going through DSA, do you need to buy property, and do you need to clear up title, all those technical things.

Brown Act – This committee will follow Brown Act Rules, agendas, minutes, and allow public comment. No quorum will be needed.

The following were selected to be on this committee and will be on the June 28, 2017 Board Meeting as an action item:

1. Jarrett Martin
2. Rich Ford
3. Andrew Bloom
4. Leonard Acosta
5. Loretta Rose (Board Member)

One of the applicants has been disqualified because of having a prior project that have not been closed out.

This committee will have a new title: **Board Measure P Sub Committee.**

ADJOURNMENT

Mr. Cordeiro made a motion to adjourn the meeting, seconded by Mrs. Rocha. Motion carried, 4-0. Meeting adjourned at 5:31 p.m.

APPROVED AND ADOPTED

Loretta Rose, Clerk

**MINUTES OF THE SPECIAL MEETING GOVERNING BOARD
GUSTINE UNIFIED SCHOOL DISTRICT
JUNE 20, 2017**

TIME AND PLACE

The special meeting of the Gustine Unified School District Board of Education was held on Tuesday, June 20, 2017. The meeting was held in the Board Room, 1500 Meredith Avenue, Gustine, California.

CALL TO ORDER

The meeting was called to order at approximately 6:00 p.m. by Board President Crickett Brinkman. The Board went into Closed Session and reconvened to Open Session at approximately 7:00 p.m.

BOARD MEMBERS PRESENT

Mrs. Crickett Brinkman, Board President, Mrs. Loretta Rose, Mrs. Pat Rocha, and Mr. Kevin Cordeiro.

REPORT FROM CLOSED SESSION

Nothing to Report.

REVISION/ADOPTION/ORDERING OF AGENDA

None

CONSENT AGENDA

Mrs. Rocha made a motion to approve the Consent Agenda as presented, seconded by Mrs. Rose. Motion carried, 4-0.

ADVANCED PLANNING

A. Special Board Meeting, June 28, 2017, 6:00 p.m. – LCAP & Budget Adoption

ADJOURN TO CLOSED SESSION

The Board adjourned to Closed Session at 7:14 p.m.

RECONVENE TO OPEN SESSION

The Board reconvened to Open Session at 9:51 p.m.

REPORT FROM CLOSED SESSION

Nothing to Report

ADJOURNMENT

Mrs. Rocha made a motion to adjourn the meeting, seconded by Mr. Cordeiro. Motion carried, 4-0. Meeting adjourned at 9:52 p.m.

APPROVED AND ADOPTED

Loretta Rose, Clerk

YEARLY CONTRACT RENEWALS

CONSULTING CONTRACT

This is an agreement between the **GUSTINE UNIFIED SCHOOL DISTRICT**, hereinafter referred to as "Client," and **CURTIS D. POLLOCK**, hereinafter referred to as "Consultant," entered into as of September 1, 2017.

RECITALS

WHEREAS, the Client needs assistance regarding the support of a financial accounting system, associated fiscal monitoring, fiscal oversight, and report development; and

WHEREAS, Consultant, is professionally and specially trained and competent to provide these services; and,

WHEREAS, the authority for entering into this agreement is contained in Section 53060 of the Government Code and such other provisions of California law as may be applicable;

NOW, THEREFORE, the parties to this agreement do hereby mutually agree as follows:

1. The Consultant agrees to assist the Client in supporting a financial accounting system, associated fiscal monitoring, fiscal oversight, and report development.

Services to be provided include:

- Monitoring individual project budget spreadsheets detailing the various revenue sources funding the project and the individual expenditure codes for use by the CBO.
 - Oversee final financial close out of all projects including any meetings and correspondence with the Office of Public School Construction
 - Additional related services to be provided as agreed upon by the consultant and the CBO. If additional related services exceed base agreement, additional compensation will be agreed upon prior to the start of the additional services.
2. The Client agrees to pay the Consultant a rate of \$100 per hour and \$50 per hour for travel time not to exceed \$13,500, plus expenses, upon receipt of billing from Consultant. "Expenses" are defined as actual cost of lodging and mileage based on the current IRS allowable rate.

3. This Agreement shall be for the period commencing September 1, 2017 and ending August 31, 2018. The contract can be renewed annually by mutual agreement of both parties. It may be terminated at any time prior to August 31, 2018, by either party on thirty (30) days written notice. In case of cancellation, the Client shall be liable for any costs accrued to date of cancellation.
4. It is expressly understood and agreed to by both parties that Consultant, while carrying out and complying with any of the terms and conditions of this Agreement, is an independent contractor and is not an employee of the Client.

IN WITNESS WHEREOF, the parties have caused this agreement to be executed as indicated below:

BY: _____

Bill Morones, Superintendent
Gustine Unified School District

DATE: _____

BY: _____

Curtis D. Pollock
President

DATE: _____



2017 - 2018
Memorandum of Understanding

Between

Merced County Office of Education
Teacher Induction Program

and

Gustine Unified School District

This is a Memorandum of Understanding (MOU) between the participating district and the Merced County Office of Education (MCOE).

The goal of the partnership is to provide quality professional development and support to first and second year Induction candidates, which will lead to a Professional Credential recommendation, as established in the Teacher Induction Program Standards resulting in better performance by students.

This MOU Will define:

1. Project Governance
2. General Responsibilities
3. Fiscal Responsibility

Project Governance

1. The Credentialing Advisory Council (CAC) is comprised of the Teacher Induction Program (TIP) Director, Clear Administrative Services Credential (CASC) Coordinator, Administrative Representatives from each participating district or private school and representative candidates and mentors.
2. The CAC will meet three times each year in the Fall, Winter, and Spring. The agenda will be sent out electronically to members at least three days before the meeting. In the event that a meeting must be cancelled, the Director will email the intended contents to the Advisory Council members.
3. Operational leadership of the CAC will be provided by the MCOE teacher and administrator credentialing coordinators.

General Responsibilities

The Teacher Induction Program will :

1. Provide ongoing training and professional learning opportunities for candidates and mentors based on the California Standards for the Teaching Profession and needs expressed by candidates, mentors, and districts
2. Provide all necessary program materials to each candidate and mentor
3. Ensure that all candidates, mentors, and site administrators complete the Agreement of Duties form annually
4. Establish and maintain accurate candidate records and reports as required by the California Commission on Teacher Credentialing (CCTC) for Clear Credential recommendation
5. Provide assessment documentation to meet the CCTC program requirements yearly through formal and informal program reviews
6. Submit required reports and documents to the CCTC and to the Credentialing Advisory Council as requested
7. Provide support to mentors ensuring both “just in time” support and long term analysis of teaching practice to help candidates develop enduring professional skills
8. The TIP Director will provide at least one site administrator training each year
9. Notify district if circumstances mandate the removal of a candidate for misconduct

The District agrees to the following:

1. Inform candidate of any financial responsibility for TIP at time of hire
2. Enroll teachers in the TIP program in their first year of teaching with a preliminary credential

3. Submit a completed and signed current year "New Hire Form" to the TIP director within 14 days of hiring of all full-time, part-time and/or temporary teachers who do not have a clear teaching credential
4. Appoint a representative to the Credentialing Advisory Council and ensure attendance by representative (or designee) at ALL three meetings annually
5. Pair candidates with qualified mentors taking into consideration like credential, grade or content expertise, geographic proximity, and/or school schedules. **The pairing will be completed within 30 days of the start of the teaching contract.**
6. Ensure candidates and mentors attend an orientation in order to develop the Individual Learning Plan **within 60 days** of the start of school
7. Ensure that mentors complete appropriate mentor training not to exceed two days per year during school hours
8. Ensure dedicated time for ongoing candidate and mentor interactions; no less than 1-2 hours per week on average of individualized support/mentoring as required by program standards
9. Ensure participation in professional learning programs designed and provided for candidates and mentors
10. Ensure that candidates are assigned to a content area which allows them to implement state adopted academic standards
11. Ensure that candidates and mentors participate in at least one triad conversation with site administration BEFORE attending an orientation
12. Ensure that all site administrators attend the TIP administrator workshop
13. Recognize that work done in TIP is for professional growth and development of the candidate and not for evaluative purposes
14. Annually submit the district's procedure and criteria for selecting mentors
15. Upon notification from the TIP that a candidate has been removed due to misconduct the district agrees to inform the candidate of said action

Fiscal Responsibility

The Teacher Induction Program will:

1. Invoice districts biannually, in December and April, for the cost of their teachers' participation while working toward a clear credential. Budget transfer will be completed via district resource code

2. Contribute to districts up to three half-day sub reimbursements (district sub rate) for any mentor or candidate that joins the CAC and attends up to three meetings per year
3. Contribute to districts up to two days (district sub rate) of release time for each mentor to attend mandatory yearly mentor trainings
4. Contribute to districts up to eight days (district sub rate) of release time for each mentor to attend optional Cognitive Coaching training

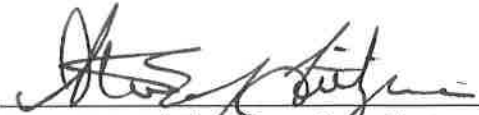
Participating district will:

1. Pay as per county co-op agreement annually for up to two teachers enrolled in the TIP, \$3,000 per teacher for additional teachers
2. Agree to include in district payroll, when requested by the Teacher Induction Program, any additional payments to Reviewers, Trainers, Mentors, Liaisons, Candidates or Advisory Council members. Upon receipt of request, the TIP will reimburse these payments (including statutory costs)


Assurances by Participants

The signatures below indicate that the parties have agreed to the provisions of the MOU until such time as either the District or the MCOE TIP terminate the agreement in writing. The intent to terminate will be received no later than May 1 of each calendar year.

The term of this MOU will be from July 1, 2017 through June 30, 2018.



Steve M. Tietjen, Superintendent
Merced County Office of Education


Date

District Superintendent or Designee
School District

Print Name

Date



Stacy Shasky, Director
Merced County Office of Education


Date

District Board Member or Designee
School District (if required)

Print Name

Date

Bargaining Unit Representative
(if required)

Title

Print Name

Date

Illuminate Education, Inc.

CA 92618 US

(949) 656-3133

invoices@illuminateed.com

http://www.illuminateED.com



ADDRESS

Gustine Unified School District

2806 Grove Ave,

Gustine, CA 95322

ESTIMATE #

DATE

1117

04/11/2017

ACTIVITY

QTY

RATE

AMOUNT

Illuminate Data and Assessment

1,890

4.50

8,505.00

Illuminate Data and Assessment Management System" (DnA)

INSPECT Item Bank with content from Key Data Systems

Gustine Elementary

Gustine High

Gustine Middle

Pioneer High (Continuation)

Romero Elementary

Fiscal Year - July 1, 2017 - June 30, 2018

(Count based off 2016-17 on <http://data1.cde.ca.gov>)

PAYMENT REMIT ADDRESS:

Illuminate Education Inc.

6531 Irvine Center Drive, Suite 100

Irvine, CA 92618

TOTAL

\$8,505.00

PLEASE SEND PURCHASE ORDERS TO:

Fax: 909-266-1935

Email: invoices@illuminateed.net

Accepted By

Accepted Date



"Building A Greener Tomorrow"

1968 Business Parkway, Merced CA, 95348 Phone 209-722-3056 Fax 209-722-3080

| | | |
|---------------------------------|--|---------------|
| Proposal Submitted To: | Phone: | Date: |
| Gustine Unified School District | 209 854-37-84 | June 19, 2017 |
| Street: | Fax/Email: | |
| 1500 Meredith Ave | rhazan@gustineusd.org | |
| City, State and Zip Code: | Job Location: | |
| Gustine, CA 95322 | (5) School Sites & (1) District Office | |

We hereby submit specifications and estimates for:

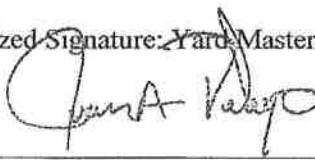
Grounds Maintenance Prevailing Wage (as per scope of work attached)

| | |
|---|--------------------|
| A Gustine Middle School | \$ 3,100.00 |
| B Gustine High School | \$ 1,860.00 |
| C Gustine Elementary School | \$ 1,600.00 |
| D Romero Elementary School (Santa Nella) | \$ 1,240.00 |
| E Alternative Education (old GMS) and District Office | \$ 1,240.00 |
| Section 3 Gustine High School Sports Fields | <u>\$ 1,080.00</u> |

Total: (Per Month) \$10,120.00

We Propose Hereby to furnish material and labor-complete in accordance with above specifications, for the sum of: **As Specified Above.**

Authorized Signature: Yard Masters, Inc.

By 

Juan A. Pelayo, President

Acceptance of Proposal-The above prices, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Payment will be made as outlined above.

Date of Acceptance _____ Signature _____

ACTION ITEMS

GUSTINE UNIFIED SCHOOL DISTRICT**Meeting of the Board of Trustees****MEETING DATE:**

June 28, 2017

AGENDA ITEM TITLE: Approval of 2017-2020 LCAP**AGENDA SECTION:** Action**PRESENTED BY:** Kim Medeiros, Curriculum & Instruction Coordinator**RECOMMENDATIONS:**

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

SUMMARY:

Local Control Funding Formula (LCFF)/Local Control and Accountability Plan (LCAP) related Ed Code 52052(b)(2) states "A governing board of a school district shall adopt a local control and accountability plan or annual update to the local control and accountability plan in a public meeting. This meeting shall be held after, but not on the same day as, the public hearing held pursuant to paragraph (1). This meeting shall be the same meeting as that during which the governing board of the school district adopts a budget pursuant to paragraph (2) of subdivision (a) of Section 42127." Seeking approval of the 2017-2020 LCAP Plan.

FISCAL IMPACT: \$18,028,800.00**BUDGET CATEGORY:** LCFF

LCAP Year ☒ 2017-18 ☐ 2018-19 ☐ 2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

LEA Name Gustine Unified School District

Contact Name and Title Bill Morones
Superintendent

Email and Phone bmorones@gustineusd.org
(209) 854-3784

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Gustine Unified School District serves approximately 1,890 students in Gustine, California. It is located in the northwestern portion of Merced County on the western part of the San Joaquin Valley. Gustine Unified School district covers an area of 224 square miles. The community is a farming community with a milk processing factory. The population of Gustine is 5,640 people. There are five schools in the district: Gustine Elementary School, Romero Elementary School, Gustine Middle School, Gustine High School, and Pioneer High School. There is one adult school.

The school district serves students in grades Transitional Kindergarten through twelfth grade. The diversity in Gustine Unified School District is 81% Hispanic, 14.8% White, 1.38% Asian, .85% Two or More Races, .53% Black or African American, .48% American Indian or Alaska Native, and .16% Native Hawaiian or Other Pacific Islander. The district's total student enrollment of "unduplicated students" is 81%, which is made up of English Learners (35%), students from low-income environments (81%), and Foster Youth (.26%). The percentage of students who are part of the Special Education program is 11.97%.

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

LCAP HIGHLIGHTS

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

Gustine Unified School District's 2017 - 2020 LCAP builds on the plans of prior years by improving services and successful practices.

Goal 1 - Student Achievement: Gustine Unified School District will develop and enhance quality instructional programs, through professional development, recruitment, and retention of quality teachers to increase student achievement and prepare students to be college and career ready. There are 16 Actions/Services in Goal 1, and the core mission of goal 1 is to increase student achievement. Some of the new highlighted activities will be additional professional development and increasing teacher capacity through Professional Learning Communities, Instructional Team Leaders to facilitate Professional Learning Communities, and instructional rounds.

Goal 2 - Safe and Healthy Learning Environment: Gustine Unified School district will create safe, healthy, and welcoming learning environments to enhance the social-emotional and academic learning for all students necessary to become productive members of society. This goal has 11 Actions/Services. In order to create a safe and healthy learning environment, students will be engaged with leadership opportunities and extracurricular activities. This will be supported with a positive behavior and intervention support system that will be implemented district wide in the 2017-2018 school year.

Goal 3 - Meaningful School, Family, and Community Partnerships: Gustine Unified School District will work together with parents, families, and the community to create partnerships that enhance student achievement to encourage students to become successful members of society. There are 6 Actions/Services in Goal 3. One area of highlight will be to improve communication and opportunities for families and the community to participate in school activities by providing parent education, help with navigating the school system, and support for student achievement. The district will update their website and purchase Loop, a product that will provide instant translation for text messages, email, and phone calls to parents.

REVIEW OF PERFORMANCE

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

The progress Gustine Unified School District is most proud of is its Graduation Rate. Gustine Unified School district is "Blue" on the LCFF Rubrics and has one of the highest graduation rates in Merced County. Career Technical Education Pathways have increased, which allow more students to become college and career ready and have greater employment options after graduation.

GREATEST PROGRESS

In addressing student achievement, where the district continues to make slight progress, GUSD is proud of the focused two additional days of professional development for all teachers. This provides a focused approach to improving quality first instruction using research-based effective strategies. Another addition to increasing student achievement for English Learners was to partner with Merced County Office of Education for professional development to further develop instructional strategies that are effective for English Learners and all students.

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

GREATEST NEEDS

The greatest needs in the district include lowering the suspension rates among all student groups. According to the LCFF Rubrics, the district is "Orange" in suspension rates. GUSD will incorporate Positive Behavior Intervention Support (PBIS) and/or Restorative Justice to address the suspension rates. In order to address this need, the district will implement PBIS district wide. By promoting positive behavior in students and schools, the campuses will become safer environments for students and academic learning time will increase. We anticipate the addition of PBIS to support higher attendance rates and a decrease in suspensions and expulsions.

Local indicators and LCAP Stakeholder engagement also point a need to increasing parent to school communication to increase parent participation. Sites will create additional engagement opportunities and increase communication to parents to notify them of the opportunities to participate. Parents have asked for more communication through emails and text messages. The district will purchase a communication system, Loop, which will be able to instantly translate text messages and emails to increase communication between the schools and home.

For Priority 5, the district has not met increasing student attendance rates by 1% for two years. In the 2015-2016 school year, attendance rates increased by .37% and for the 2016-2017 school year, attendance rates have increased by .1%. The student groups with the lower attendance rates are Students with Disabilities, Socioeconomically Disadvantaged, and English Learners. In order to address this need, there will be a district wide focus on the importance of attendance.

The metric in Priority 1 regarding the Facilities Inspection has not been met. The goal was to decrease the number of Williams Act Findings by 50%. The number decreased by 10%. At next year's Williams Act visit, the district plans to again reduce the number of findings because of the completion of some facility projects.

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

PERFORMANCE GAPS

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

English Language Arts: "All Student" performance for English Language Arts is yellow. The student groups who are two levels below and red are socioeconomically disadvantaged, students with disabilities, and Hispanic students.

Mathematics: "All Student" performance for Mathematics is yellow. There are four student groups that scored two levels below the "all student" performance levels. The groups who are red are English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic.

The steps the LEA is planning to address these performance gaps are to increase the professional development in the areas of English Language Arts and mathematics for TK-8 teachers. Mathematics coaching at the high school will continue. The district will also use i-Ready diagnostics test and SBAC Interim Assessment Blocks to monitor the progress of students. Teacher leaders at all sites will be established and will receive training to facilitate PLC teams in the use of data to monitor progress of students and help teams plan to address the needs of students. Gustine High School and Gustine Middle School will place students in need of additional help in an intervention period one to two days per week to address student needs.

INCREASED OR IMPROVED SERVICES

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

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

- *Establishing teacher leaders at each site by grade level to improve the progress for our student groups. Teacher leaders will be trained on how to facilitate Professional Learning Communities and how to use data to inform instruction.
- *All TK-8 teachers will receive professional development in the areas of English Language Arts and Mathematics to improve instruction and focus on the needs of the students.
- *Gustine Middle School and Gustine High School will continue an embedded intervention period and use data from formative and summative assessments to determine student groups. The intervention period will focus on English Language Arts and Mathematics, but address the needs in other content areas as well.
- *The district is working to increase counseling services and implement a positive behavior intervention support to address the academic, social, and emotional needs of the students.

BUDGET SUMMARY

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

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$20,208,921

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$2,682,488.00

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

The total general fund expenditures not listed in the LCAP are \$17,526,433. Some of these expenditures are not listed because they are charged to other funding sources such as Title I, Title II, Title III, and Special Ed/Special Ed contribution. In addition, all expenditures related to the district's core educational program are among some of the expenditures not listed in the LCAP. Some of these expenditures include salaries and benefits related to teachers, administration, and maintenance and operation costs. Other expenditures also include utilities, legal fees, and property insurance. This description is not inclusive of the entire district budget. For more detail on the entire school district budget, the public is encouraged to visit our district website in which our SACS budget documents are posted.

\$18,028,800

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 1

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

State and/or Local Priorities Addressed by this goal:

| | | | | | | | | | | | | | | | | |
|-------|-------------------------------------|---|-------------------------------------|----|--------------------------|---|-------------------------------------|---|-------------------------------------|---|--------------------------|---|-------------------------------------|---|-------------------------------------|---|
| STATE | <input checked="" type="checkbox"/> | 1 | <input checked="" type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input checked="" type="checkbox"/> | 4 | <input checked="" type="checkbox"/> | 5 | <input type="checkbox"/> | 6 | <input checked="" type="checkbox"/> | 7 | <input checked="" type="checkbox"/> | 8 |
| COE | <input type="checkbox"/> | 9 | <input type="checkbox"/> | 10 | | | | | | | | | | | | |
| LOCAL | CTE Course Completion | | | | | | | | | | | | | | | |

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- * 100% of students will have access to standards-aligned instructional materials based on current adoptions and purchases.
- * Student proficiency on the California Assessment of Student Performance and Progress (CAASPP) will increase 1% from the 2015-2016 results.
- * Percent of English Learners making progress on CELDT 2015 (AMAO 1) 45.6% will increase to 60% passing rate.
- * Increase the percent of English Learners (EL) students that become English proficient by 13% (less than 5 years) and 17% (5 years or more).
- * Progress toward 100% of all teachers highly qualified including Special Education, currently 95% of GUSD teachers are highly qualified.
- * 90% of teachers grades TK-12 will participate in Common Core Standards aligned professional development.

ACTUAL

- * 100% of students have access to standards-aligned instructional materials in English-Language Arts and Mathematics based on current adoptions and purchases. (Met)
- * The results comparing 2014-2015 to 2015-2016 show that the student scores maintained, but a small increase in scaled scores were seen in English Language Arts grades 3-8 of 3.7 points and Mathematics grades 3-8 of 0.7 points. Overall the percent of students that exceeded or met the standards in English Language Arts increased from 24% to 29%, which was a 5% increase. In mathematics the percent of students that exceeded or met the standards had a slight increase from 14% to 14.3%, which was a 0.3% increase. (Not Met)
- * The percent of students making progress increased from 12.4% from 45.6% to 58%, but did not meet the goal of a 60% passing rate. (Not Met)
- * In 2016 the percent of EL students that became English proficient (less than 5 years) was 19.4%, which was an increase of 3.4%. The EL students (5 years or more) increased from 44.1% in 2015 to 48.1% in 2016, an increase of 4%. (Not Met)
- * Currently 88% of GUSD teachers are highly qualified. (Not Met)
- * 95% of teachers grades TK-12 participated in Common Core Standards aligned professional development. (Met)

- * Increase the percent of students successfully completing A-G requirements by 5%.
- * Increase the percent of students successfully completing CTE programs by 5%.
- * Increase the percent of students passing AP exams with a score of 3 or higher by 5%.
- * Increase the percent of students "Ready for College" based on the Early Assessment Program in English Language Arts by 2%.
- * Increase the percent of students "Ready for College" based on the Early Assessment Program in Math by 2%.
- * Increase high school graduation rate by .5%.
- * Decrease the high school drop out rate by .5%.
- * 100% of students will have access to required courses of study as indicated on the Master Schedule.

- * The percent of students successfully completing A-G requirements decreased from 44.6% to 36.3%. (Not Met)
- * The percent of students who completed a CTE program decreased from 8% to 6%. (Not Met)
- * In 2016 18% of students passed the AP exam with a score of 3 or higher, which was an 8% decrease from 2015. (Not Met)
- *The percent of students "Ready for College" based on the Early Assessment Program in English Language Arts was 21.3%, which was an 8.3% increase over 2015-2016. (Met)
- *The percent of students "Ready for College" based on the Early Assessment Program in Math was 2.4%, which is a 2.4% increase over 2015-2016. (Met)
- * The graduation rate increased from 98.3% to 98.7%. The district increased by .4%. The district has a very high graduation rate and is "blue" on the CA Dashboard. We will change the goal to reflect a .1% increase. (Not Met)
- * The dropout rate for 15-16 decreased from 1.7% to 1.3 percent, which is a .4% decrease. The district has a low dropout rate and the metric will reflect a goal to decrease the dropout rate by .1% for 17-18. (Not Met)
- * 100% of students will have access to required courses of study as indicated on the Master Schedule. (Met)

ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED

*Continue Curriculum Council and/or explore capacity building with lead teachers as instructional leaders.

ACTUAL

| | | |
|--------------|--|--|
| Expenditures | | Curriculum Council has been established. Grade level and course alike teacher leaders have been identified and participated in one training. |
| | BUDGETED \$4,500 1000-1999: Certificated Personnel Salaries Supplemental and Concentration LCFF \$6,000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration LCFF | ESTIMATED ACTUAL \$660 1000-1999: Certificated Personnel Salaries Supplemental and Concentration LCFF \$3,780 1000-1999: Certificated Personnel Salaries Supplemental and Concentration LCFF |

Action 2

| | | |
|------------------|--|--|
| Actions/Services | PLANNED *Continue to support the CCSS Math Adoption and ELA Adoption. | ACTUAL CCSS Math Adoption materials were purchased and used for the 2016-2017 school year. New ELA materials were adopted for grades K-8. Teachers were provided professional development for English Language Arts programs: Study Sync (6-8) and Benchmark Advance (K-5). |
| | | |
| Expenditures | BUDGETED \$80,000 4000-4999: Books And Supplies Base LCFF | ESTIMATED ACTUAL \$428,370.00 4000-4999: Books And Supplies Other One Time |

Action 3

| | | |
|------------------|---|---|
| Actions/Services | PLANNED *As determined by each school site, increase reading and math intervention programs which may include, but not limited to, additional classroom support, the purchase of specific intervention curriculum or tutoring support in core academic areas priority enrollment for Low Income pupils, English Learners, and Foster Youth | ACTUAL Each school site established an intervention period or an intervention time within the school day. Math 180 was purchased for use at Gustine Middle School. |
| | | |
| Expenditures | BUDGETED \$43,120 4000-4999: Books And Supplies Supplemental and Concentration LCFF | ESTIMATED ACTUAL \$17,578 4000-4999: Books And Supplies Supplemental and Concentration LCFF \$36,275 4000-4999: Books And Supplies Title I |

Action 4

| | | |
|------------------|---------|--------|
| Actions/Services | PLANNED | ACTUAL |
| | | |

| | | | | |
|------------------|---|--|--|--|
| Expenditures | Sites will continue utilizing and maintaining Read 180 and/or System 44 Reading Intervention program with priority enrollment for Low Income pupils, English Learners, and Foster Youth. | | Read 180 and System 44 was used at the elementary and middle school sites. Students in need of increasing reading skills in order to be reclassified were enrolled in the intervention program. | |
| | BUDGETED \$16,000 4000-4999: Books And Supplies Supplemental and Concentration LCFF | | ESTIMATED ACTUAL \$4,842 4000-4999: Books And Supplies Supplemental and Concentration LCFF \$21,933 4000-4999: Books And Supplies Title I | |
| Action | 5 | | | |
| Actions/Services | PLANNED Provide stipends for SST coordinators to gather information, contact parents, set meeting schedules, and work with teachers to address the needs of learners who are not making academic progress or have behavioral needs. | | ACTUAL SST Coordinators have been provided stipends to gather information, contact parents, set meeting schedules, and work with teachers to address the needs of learners who are not making academic progress or have behavioral needs. | |
| Expenditures | BUDGETED \$4000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration | | ESTIMATED ACTUAL \$3,490 1000-1999: Certificated Personnel Salaries Supplemental and Concentration | |
| Action | 6 | | | |
| Actions/Services | PLANNED Professional Development *GUSD will continue to support teachers of all subject areas with effective research based professional development opportunities to strengthen instruction and improve student outcomes. *All teachers are contracted for two additional days dedicated to professional development. *Gustine High School will continue to provide SVMH Math PD via the MCOE. | | ACTUAL Professional Development *GUSD has continued to support teachers of all subject areas with effective research based professional development opportunities to strengthen instruction and improve student outcomes. Approximately 70% of GUSD teachers have attended a Professional Learning Communities Conference and other opportunities have been provided based on need. *All teachers were contracted for two additional days dedicated to professional development. The focus of the professional development was to improve first instruction through the establishment of Professional Learning Communities. *Gustine High School continued coaching for math teachers throughout the school year. It was a partnership with Sacramento County Office of Education through Merced County Office of Education. | |

| | | | | |
|------------------|---|--|--|--|
| Expenditures | *Gustine High School will provide PD to strengthen the AP Program. | | *Professional Development for AP courses was offered, but did not get utilized by AP teachers. | |
| | BUDGETED \$133,000 Supplemental and Concentration | | ESTIMATED ACTUAL \$82,320 1000-1999: Certificated Personnel Salaries Supplemental and Concentration LCFF \$26,000 5000-5999: Services And Other Operating Expenditures Title II \$112,251 5000-5999: Services And Other Operating Expenditures Other Educator Effectiveness | |
| Action | 7 | | | |
| Actions/Services | PLANNED Gustine High School will continue to provide experiential learning experiences for our students, for example Yosemite Nature Bridge Science Field Trip, AVID, FFA, and other academically focused field trips. | | ACTUAL Gustine High School continued to provide experiential learning experiences for students, for example many students attended the Yosemite Nature Bridge Science Field Trip. Students were actively involved in AVID, FFA, and other academically focused field trips. | |
| Expenditures | BUDGETED \$20,000 Supplemental and Concentration | | ESTIMATED ACTUAL \$10,090 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$7500 5000-5999: Services And Other Operating Expenditures Other College Readiness | |
| Action | 8 | | | |
| Actions/Services | PLANNED Additional Intervention Funds: RES will use additional intervention funds to purchase materials and supplies to increase services with priority enrollment for English Learners, Foster Youth, and Low Income Youth. | | ACTUAL RES purchased additional intervention materials from various vendors such as Weekly News, Read 180, and Power Hour materials. They also purchased items that supplemented project based learning in Intervention. This was used for grades K-5. | |
| Expenditures | BUDGETED \$5000 Supplemental and Concentration | | ESTIMATED ACTUAL \$3,129 4000-4999: Books And Supplies Supplemental and Concentration LCFF | |
| Action | 9 | | | |
| Actions/Services | PLANNED Summer Enrichment Program | | ACTUAL Summer Enrichment Program | |

| | | |
|--------------|--|---|
| Expenditures | Continue to support a one month summer enrichment program with transportation. | The summer enrichment program will happen in June 2017. It will include hands on engineering projects to enhance and enrich science instruction. Transportation will be provided. |
| | BUDGETED \$4800 Supplemental and Concentration | ESTIMATED ACTUAL \$1,630 4000-4999: Books And Supplies Supplemental and Concentration \$3,835 1000-1999: Certificated Personnel Salaries Supplemental and Concentration |

Action 10

| | | |
|------------------|---|--|
| Actions/Services | PLANNED Beginning Teacher Support Provide all new teachers with financial support for Induction Programs. | ACTUAL All new teachers were provided financial support for the Beginning Teacher Induction Program. Seven teachers were eligible to participate in BTSA. |
| Expenditures | BUDGETED \$35,000 Base | ESTIMATED ACTUAL \$21,000 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$16,608 1000-1999: Certificated Personnel Salaries Supplemental and Concentration |

Action 11

| | | |
|------------------|---|--|
| Actions/Services | PLANNED Staff all instructional support positions to provide additional and extended learning in classrooms. | ACTUAL All instructional support positions were staffed to provide additional and extended learning in classrooms. |
| Expenditures | BUDGETED \$196,000 Supplemental and Concentration | ESTIMATED ACTUAL \$188,382 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$87,328 2000-2999: Classified Personnel Salaries Title I \$158,652 2000-2999: Classified Personnel Salaries Special Education |

Action 12

| | | |
|------------------|---|---|
| Actions/Services | PLANNED ELD Coordinators will be provided stipends to coordinate state language assessments and provide Professional Development for adopted ELD standards/instructional strategies. | ACTUAL ELD Coordinators were provided stipends to coordinate state language assessments and provided Professional Development for adopted ELD standards and instructional strategies. Administrators and teachers were also provided ELD Professional Development provided by Merced County Office of Education. |
|------------------|---|---|

| | | |
|--------------|--|---|
| Expenditures | BUDGETED \$8,000 Supplemental and Concentration | ESTIMATED ACTUAL \$6,970 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$5750 5000-5999: Services And Other Operating Expenditures Title II \$850 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration LCFF |
|--------------|--|---|

Action 13

| | | |
|------------------|--|---|
| Actions/Services | PLANNED The high school counselor will meet with English learners and Foster Youth to encourage enrollment in CTE courses. | ACTUAL The high school counselor met with English learners and Foster Youth to encourage enrollment in CTE courses. The counselor met with grade levels to help students understand the importance of college and career readiness and encouraged CTE Pathway completion. |
| Expenditures | BUDGETED \$113,000 Supplemental and Concentration | ESTIMATED ACTUAL \$119,440 1000-1999: Certificated Personnel Salaries Supplemental and Concentration |

Action 14

| | | |
|------------------|---|---|
| Actions/Services | PLANNED Incorporate Technology into the classrooms which supports the development of 21st Century Skills and better prepares students for college and career. | ACTUAL Technology was incorporated into the classrooms which supports the development of 21st Century Skills and better prepares students for college and career. Computer carts were added to classrooms and classroom technology was updated as needed. |
| Expenditures | BUDGETED \$125,000 Base | ESTIMATED ACTUAL \$102,029 4000-4999: Books And Supplies Supplemental and Concentration \$9,062 4000-4999: Books And Supplies Supplemental and Concentration \$4,045 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration |

Action 15

| | | |
|------------------|---|---|
| Actions/Services | PLANNED Career Readiness Coordinator 30% of time to EL for monitoring progress towards graduation and college and career readiness 10% of time to RFEP for monitoring progress towards graduation and college and career readiness and providing interventions as necessary | ACTUAL Career Readiness Coordinator The Career Readiness Coordinator met with and regularly monitored the progress of English Learners and and Reclassified Fluent English Proficient students to ensure they were on the path to graduation as well as prepared for college and career. |
|------------------|---|---|

Expenditures

BUDGETED
\$115,000 Supplemental and Concentration

ESTIMATED ACTUAL
\$140,000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration

Action

16

Actions/Services

PLANNED
Provide district funding for schools to recruit, hire, train, and retain, staff to provide additional support and services for EL, Low income, and FY, as well as interventions, books, and materials.

ACTUAL
Provide district funding for schools to recruit, hire, train, and retain, staff to provide additional support and services for EL, Low income, and FY, as well as interventions, books, and materials. The district attended many job fairs to recruit teachers to Gustine Unified School District and provided additional support for new teachers. Intervention teachers provided support services for students in need of additional support.

Expenditures

BUDGETED
\$50,000 Supplemental and Concentration

ESTIMATED ACTUAL
\$95,024 1000-1999: Certificated Personnel Salaries Supplemental and Concentration

Action

17

Actions/Services

PLANNED
Establish a system for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time (PLC and instructional rounds) and site based PD by providing substitutes for release time.

ACTUAL
A system was established for on-going analysis of student performance and progress by providing teachers release time and collaboration time for Professional Learning Communities and site based PD by providing substitutes for release time. Instructional rounds are planned for the 2017-2018 school year.

Expenditures

BUDGETED
\$10,000 Supplemental and Concentration

ESTIMATED ACTUAL
\$36,507 1000-1999: Certificated Personnel Salaries Supplemental and Concentration

Action

18

Actions/Services

PLANNED
Increase and strengthen CTE course offerings in order to ensure college and career readiness.

ACTUAL
Two Career Technical Education (CTE) course offerings were added in order to ensure college and career readiness. GUSD now offers the following CTE Pathways: Animal Science, Agriculture Science, Ornamental Horticulture, and Agriculture Mechanics.

Expenditures

BUDGETED

ESTIMATED ACTUAL

\$94,000 Supplemental and Concentration

\$92,000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Overall, GUSD is making progress in academic achievement. The implementation of Professional Learning Communities and sending teachers to PLC institutes to learn first hand, is making a difference in our schools. The district is also providing two days of on site Professional Development in the Art and Science of Teaching to ensure that students are taught using research based effective practices. Students who need extra support are provided time within the school day the additional help they need, either through an intervention period or an intervention program.

At Gustine High School, counselors are working with students to ensure graduation and college and career readiness. Career Technical Education (CTE) Pathways have increased and through advisement the district strives to ensure that all student groups are represented in career technical education and the number of students completing CTE pathways increases.

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

The district faces challenges in recruiting and hiring qualified teachers and works to ensure that all students are taught by qualified teachers. GUSD ensures that a competitive salary and benefit package is provided and high quality professional learning is available to every teacher by adding professional development days to the contract.

Overall, the actions and services in Goal 1 are moving the district in the right direction, but the pace must be increased and implementation deepened in order to ensure that all students are learning at high levels. As the district moves forward and implements instructional rounds, teacher leaders, and data to inform instruction the overall effectiveness of first instruction will improve.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are material differences between budgeted expenditures and estimated actual expenditures within goal 1. Due to the fact that the district needed to purchase new curriculum for English Language Arts and English Language Development in grades K-8, which far exceeded the budgeted amount under goal 1, action 2, set aside LCFF one time funds were utilized in the purchase of the adopted materials.

Action 12 has a large difference. The costs of instruction support paid by Special Education and Title I are included in the costs.

By reviewing results from CAASPP scores, we realized that English Learners needed to be an additional focus at all sites. In order to better support our English Language Learners and ELD coordinators in action 13, Title II Funds were utilized to provide additional on site professional development for ELD Coordinators and teachers.

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

Another large difference occurred in action 7, regarding professional development. The district increased professional development offerings and used Title II and Educator Effectiveness Grant money to pay for salaries and services used.

Within goal 1, several actions will be combined. Actions 3 and 4 focus on adding and maintaining intervention programs for math and reading. The actions will be combined and will become goal 1, action 2 in the 2017-2018 LCAP. The district will continue to support interventions in core academic areas with a priority enrollment for unduplicated students. The activities within the actions will remain.

Action 8, Additional Intervention Funds: RES will use additional intervention funds to purchase materials and supplies to increase services with priority enrollment for English Learners, Foster Youth, and Low Income Youth, will be removed from the LCAP. Initially it was included to help Romero Elementary School purchase Read 180. Now that the program is established, the additional money to maintain it is no longer needed. This action is also rolled into the combined actions of 3 and 4 of intervention programs.

For action 16, Provide district funding for schools to recruit, hire, train, and retain, staff to provide additional support and services for EL, Low income, and FY, as well as interventions, books, and materials, the district will still provide additional support staff, but the interventions, books, and materials will become part of the combined actions of 3 and 4 for intervention programs.

Action 2, Continue to support the CCSS Math Adoption and ELA Adoption, will be removed. The district will continue to support CCSS math and ELA Adoptions, but has one time money set aside to purchase any needed materials.

The expected outcomes for several metrics will change. For the high school dropout metric will change from a .5% change to a .1% change because overall the district has a low dropout rate. The CTE pathway completion outcome will change from an increase of 5% to 3%. The percentage of students passing AP Exams will change from 5% to 2%.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 2

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

State and/or Local Priorities Addressed by this goal:

| | | | | | | | | | | | | | | | | |
|-------|-------------------------------------|---|--------------------------|----|--------------------------|---|--------------------------|---|-------------------------------------|---|-------------------------------------|---|--------------------------|---|--------------------------|---|
| STATE | <input checked="" type="checkbox"/> | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input checked="" type="checkbox"/> | 5 | <input checked="" type="checkbox"/> | 6 | <input type="checkbox"/> | 7 | <input type="checkbox"/> | 8 |
| COE | <input type="checkbox"/> | 9 | <input type="checkbox"/> | 10 | | | | | | | | | | | | |
| LOCAL | | | | | | | | | | | | | | | | |

ANNUAL MEASURABLE OUTCOMES

EXPECTED

*Facilities Inspection - Decrease the number of Williams Act Findings by 50%

*Increase attendance rates by 1% at all sites

*Decrease chronic absenteeism rate by 1%

*Decrease the middle school drop out rate by .5%

*Decrease the total number of suspensions to less than 90 per year.

*Maintain expulsion rate at less than 5 per year.

*Increase the number of students who state they feel that school is a supportive and inviting place to learn by 5%

*Increase the number of teachers who state they feel safe and have school connectedness by 5%

ACTUAL

*Facilities Inspection - The number of Williams Act Findings decreased by 10%, but did not meet the goal of decreasing the findings by 50%. (Not Met)

*Attendance rates have increased by .1% year to date (Not Met)

*Chronic Absenteeism rates have decreased by .1% (Not Met)

*The middle school dropout rate decreased from 2 students in 14-15 to 1 student in 15-16. The decrease of .5% was not met, but the middle school dropout rate decreased. (Not Met)

*The total number of suspensions has not been decreased to less than 90. The current number of suspensions is 166, which is an increase over 15-16 with 153 suspensions. (Not Met)

*The number of expulsions has increased. Year to date there have been 13 expulsions, an increase of 5 over 15-16. (Not Met)

*In 2016, 67% of the students stated that they feel safe at school. In 2017, 63% of the students stated that they feel safe at school. There was a 4 percent decrease in the percentage. The number of students who feel school is a supportive and inviting place to learn, decreased from 2016 by 1% with the percentage decreasing from 66% to 65%. (Not Met)

*Increase the number of teachers who state they feel safe and have school connectedness by 5%. The number of teachers who feel the school environment is a

*Title I surveys will reflect an increase of parents stating that their students feel safe on campus.

safe place for staff members decreased from 91% in 2016 to 86% in 2017. The number of teachers who have school connectedness increased from 73% in 2016 to 76% in 2017. (Not Met)

*Title I surveys reflected an increase of parents stating that their students feel safe on campus. (Met)

ACTIONS / SERVICES

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

Action **1**

Actions/Services

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

ACTUAL
Regular maintenance and repairs to school facilities have been provided. The School Bond, not included in the cost and budget of the LCAP, will provide updates and improvements that will help to increase the FIT percentages for the 2017-2018 school year.

Expenditures

BUDGETED
\$530,000 Base

ESTIMATED ACTUAL
\$622,235 Base

Action **2**

Actions/Services

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

ACTUAL
Counseling services have continued district-wide to help with social, emotional, and academic needs with a focus on unduplicated pupils. The counselors at all sites regularly meet with unduplicated pupils to provide support with needs.

Expenditures

BUDGETED
\$113,000 Supplemental and Concentration

ESTIMATED ACTUAL
\$119,440 1000-1999: Certificated Personnel Salaries Supplemental and Concentration

Action **3**

Actions/Services

PLANNED
Increase availability of health services in order to provide better care to students.

ACTUAL
Health services were increased at Gustine Middle School and Romero Elementary School increasing the health aides' days to seven hours.

Expenditures

BUDGETED
\$22,000 Supplemental and Concentration

ESTIMATED ACTUAL
\$23,551 2000-2999: Classified Personnel Salaries Supplemental and Concentration

Action

4

Actions/Services

PLANNED
Hire a full time School Nurse in order provide more comprehensive care to low income pupils and foster youth as well as increasing care for all students.

ACTUAL
A full time School Nurse was hired for the 2016-2017 school year. This has provided more comprehensive care to low income pupils and foster youth as well as increasing care for all students. The school nurse serves students at all sites.

Expenditures

BUDGETED
\$100,000 Supplemental and Concentration

ESTIMATED ACTUAL
\$105,690 1000-1999: Certificated Personnel Salaries Supplemental and Concentration

Action

5

Actions/Services

PLANNED
Provide stipends for teachers to coach and organize various Student Events to encourage students to participate in school activities and stay in school and explore providing after school transportation.

ACTUAL
Teachers have been provided stipends to coach and organize various student events. Transportation has been added for some activities.

Expenditures

BUDGETED
\$6,000 Supplemental and Concentration

ESTIMATED ACTUAL
\$2,795 1000-1999: Certificated Personnel Salaries Supplemental and Concentration

Action

6

Actions/Services

PLANNED
Provide a school resource officer to ensure the safety of students and staff.

ACTUAL
A school resource officer has been provided to ensure the safety of students and staff.

Expenditures

BUDGETED
\$33,000 Supplemental and Concentration

ESTIMATED ACTUAL
\$37,610 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration

Action

7

Actions/Services

PLANNED
The vice principal at the elementary and middle school will continue to help ensure the safety of students and staff.

ACTUAL
An additional vice principal was hired in January 2017 to serve at the middle school. Gustine Elementary and Gustine Middle School each have a Vice Principal.

Expenditures

BUDGETED
\$123,000 Supplemental and Concentration

ESTIMATED ACTUAL
\$176,800 1000-1999: Certificated Personnel Salaries Supplemental and Concentration

Action 8

| | | |
|------------------|--|---|
| Actions/Services | PLANNED Continue to provide a stipend for Teacher in Charge role at all sites to maintain the safety of children in the absence of an administrator. | ACTUAL A stipend was provided for Teacher in Charge roles at all sites to maintain the safety of children in the absence of an administrator. |
| Expenditures | BUDGETED \$3000 Supplemental and Concentration | ESTIMATED ACTUAL \$3,490 1000-1999: Certificated Personnel Salaries Supplemental and Concentration |

Action 9

| | | |
|------------------|---|---|
| Actions/Services | PLANNED Implementation of Link Crew and Where Everyone Belongs with a focus on at risk students to decrease dropout rates. Provide a stipend for adviser. | ACTUAL Link Crew was implemented at Gustine High School and has held many activities for students which were well attended. Where Everyone Belongs did not begin at Gustine Middle School. It will be started in the 2017-2018 school year. |
| Expenditures | BUDGETED \$8,000 Supplemental and Concentration | ESTIMATED ACTUAL \$2,914 1000-1999: Certificated Personnel Salaries Supplemental and Concentration |

Action 10

| | | |
|------------------|--|---|
| Actions/Services | PLANNED Provide ongoing training for staff to maintain and improve positive relationships with students and foster positive and respectful relationships between students. | ACTUAL Teachers were trained during the school year on maintaining and improving positive relationships with students and foster positive and respectful relationships between students during the Marzano Professional Development days. |
| Expenditures | BUDGETED \$5,000 Supplemental and Concentration | ESTIMATED ACTUAL \$2,419 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration |

Action 11

| | | |
|------------------|--|--|
| Actions/Services | PLANNED Purchase curriculum and implement a social skills program. | ACTUAL A social skills program was purchased and teachers were trained. It was not implemented at all sites. |
| Expenditures | BUDGETED \$5,000 Supplemental and Concentration | ESTIMATED ACTUAL \$615 5000-5999: Services And Other Operating Expenditures Special Education |

Action 12

| | | |
|------------------|--|--|
| Actions/Services | PLANNED Gustine High School will continue to provide a Spirit Activities Coordinator. | ACTUAL Gustine High School started the year with a Spirit Activities Coordinator, but the coordinator resigned halfway through the year and the vacant position was not filled. |
| | BUDGETED \$6000 Supplemental and Concentration | ESTIMATED ACTUAL \$4,077 1000-1999: Certificated Personnel Salaries Supplemental and Concentration |

Action

13

| | | |
|------------------|--|--|
| Actions/Services | PLANNED Provide funding for sites to create programs or activities to promote student engagement in enrichment, clubs, or the arts. | ACTUAL Sites were provided funding to create programs and activities to promote student engagement in enrichment, clubs, and the arts. Gustine Elementary and Romero Elementary were able to add plays by Playhouse Merced for students to participate in the arts. |
| | BUDGETED \$20,000 Supplemental and Concentration | ESTIMATED ACTUAL \$15,934 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$15,732 1000-1999: Certificated Personnel Salaries Supplemental and Concentration |

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

During the 2016-2017 school year, the district was successful in many of the actions in goal two. A full time school nurse position was added as well as increased health aide time at two sites. A vice principal position was added mid year to address student safety. The district's intent to create additional activities that engage students was successful in contracting with Playhouse Merced to provide elementary students with the opportunity to participate in the arts. Link Crew was added at Gustine High School and ASB was started at the elementary school. Counseling services continued throughout the sites to support students. There was a few areas that did not get fulfilled. The social skills program was purchased, but did not get implemented. In action 9, WEB did not get started at Gustine Middle School.

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

According to the LCFF Rubrics, the district is "orange" in suspension rates. The suspension rates and expulsion rates have increased from 2015-16 to 2016-17. There was also a decrease in the number of students who felt school was safe and supported. The district will add PBIS district-wide to the actions to address this in the 2017-18 LCAP. The attendance rate for the district had a slight increase.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

One material difference between budgeted and actual expenditures in goal 2 was in action 7. A new vice principal position was added to the middle school. In action 9, WEB was not implemented at Gustine Middle School, which explains why the expenditures were less. Action 13 had greater expenditures with the addition of added clubs which increased the salaries.

In Goal 2, action 12: Gustine High School will continue to provide a Spirit Activities Coordinator, will be removed from the plan because the coordinator resigned mid year and the site has chosen not to fill that position.

For the 2017-2018 LCAP, actions 5 and 13 will be combined and reworded due to the similarity of the activities within the actions. The combination will become action 5 in the 2017-2018 LCAP.

Action 5: Provide stipends for teachers to coach and organize various Student Events to encourage students to participate in school activities and stay in school and explore providing after school transportation.

Action 13: Provide funding for sites to create programs or activities to promote student engagement in enrichment, clubs, or the arts.

Actions 10 and 11 will be rolled into a new action created to address our district suspension rate. The new action will be Action 10 in the 2017-2018 LCAP, add a behavior intervention program PBIS and/or Restorative Justice for all sites. Teams from each school site will participate in positive behavioral interventions and supports training through Merced County Office of Education and provide ongoing training for staff to maintain and improve positive relationships with students and foster positive and respectful relationships between students.

Action 10: Provide ongoing training for staff to maintain and improve positive relationships with students and foster positive and respectful relationships between students.

Action 11: Purchase curriculum and implement a social skills program.

A change to one metric will be to increase the Facilities Inspection Tool percentages by 1%, rather than decrease the number of Williams' Act Findings. The metric of using Title I surveys will change to Parent surveys that will be used district wide.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal
3

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

State and/or Local Priorities Addressed by this goal:

| | | | | | | | | | | | | | | | | |
|-------|--------------------------|---|--------------------------|----|-------------------------------------|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|---|
| STATE | <input type="checkbox"/> | 1 | <input type="checkbox"/> | 2 | <input checked="" type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> | 6 | <input type="checkbox"/> | 7 | <input type="checkbox"/> | 8 |
| COE | <input type="checkbox"/> | 9 | <input type="checkbox"/> | 10 | | | | | | | | | | | | |
| LOCAL | | | | | | | | | | | | | | | | |

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- * Increase the number of parents of who feel that the schools encourage parental involvement by 5%.
- * Increase the number of parents of who feel comfortable participating in school activities by 5%.
- * Increase the number of parents who feel that the school community has reached out to them by 5%.
- * Increase parent attendance at key district events by 5%.

ACTUAL

- * The percent of parents who felt the schools encouraged parental involvement was 62% in 2015-2016 and increased to 73% in 2016-2017. (Met)
- * The percent of parents who felt comfortable participating in school activities in 2015-2016 was 62% and increased to 73% in 2016-2017. (Met)
- * The percent of parents who feel that the schools have reached out to them was 34% in 2015-2016 and increased to 59% in 2016-2017. (Met)
- * The number of parents who attended key district events in 2015-2016 was 42% and the percentage increased to 50% in 2016-2017. (Met)

ACTIONS / SERVICES

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

Action

1

| | | |
|------------------|---|--|
| Actions/Services | PLANNED *Provide training for parents on how to monitor their student's progress using Aeries and Illuminate in English and Spanish. | ACTUAL Parents were trained on how to monitor their student's progress using Aeries and Illuminate in English and Spanish. Parents were also mailed home information regarding using available apps to monitor grades in Aeries and Illuminate. |
| | BUDGETED \$1,000 Supplemental and Concentration | ESTIMATED ACTUAL \$164 1000-1999: Certificated Personnel Salaries Supplemental and Concentration |

Action 2

| | | |
|------------------|--|--|
| Actions/Services | PLANNED *Provide parent education classes and resources to parents on various topics. | ACTUAL Parent Education classes were offered by UC Merced at Gustine High School. Twenty-one parents completed the parent education classes at GHS. Gustine Elementary School and Romero Elementary School offered Latino Family Literacy Training for parents. Gustine Elementary School had 10 families and Romero Elementary had 14 families complete the literacy training. |
| | BUDGETED \$5,000 Supplemental and Concentration | ESTIMATED ACTUAL \$1369 4000-4999: Books And Supplies Supplemental and Concentration \$1,163 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$2,443 4000-4999: Books And Supplies Title III \$400 5000-5999: Services And Other Operating Expenditures Title I \$10,000 5000-5999: Services And Other Operating Expenditures Other College Readiness |

Action 3

| | | |
|------------------|---|--|
| Actions/Services | PLANNED *Provide Child Care at school meetings to ensure all parents are able to attend regardless of child care responsibilities. | ACTUAL Child care was provided at some school meetings. |
| | BUDGETED \$2,000 Supplemental and Concentration | ESTIMATED ACTUAL \$336 Supplemental and Concentration |

Action 4

| | | |
|------------------|---|---|
| Actions/Services | PLANNED *Provide a parent liaison to support in the interpretation/translation of meetings and other school communications to ensure that all parents can participate. | ACTUAL Parent Liaisons were provided to support in the interpretation/translation of meetings and other school communication to ensure that all parents could participate. A |
|------------------|---|---|

Expenditures

BUDGETED
\$32,000 Supplemental and Concentration

set of 25 headphones and microphone transmitter were for purchased to be able to simultaneously have a meeting in both languages.

ESTIMATED ACTUAL
\$2,498 4000-4999: Books And Supplies Supplemental and Concentration
\$11,106 2000-2999: Classified Personnel Salaries Supplemental and Concentration
\$28,028 2000-2999: Classified Personnel Salaries Title I
\$6,419 2000-2999: Classified Personnel Salaries Title III

Action

5

Actions/Services

PLANNED
*Provide Healthy Smiles services to families three times per year.

ACTUAL
Healthy Smiles services were provided one time.

Expenditures

BUDGETED
\$600 Supplemental and Concentration

ESTIMATED ACTUAL
\$82 2000-2999: Classified Personnel Salaries Supplemental and Concentration

Action

6

Actions/Services

PLANNED
*Establish an events calendar for parents in English and Spanish and send it home quarterly via mail.

ACTUAL
An events calendar was mailed home quarterly in English and Spanish to keep parents notified of school events.

Expenditures

BUDGETED
\$4000 Supplemental and Concentration

ESTIMATED ACTUAL
\$2,988 4000-4999: Books And Supplies Supplemental and Concentration

Action

7

Actions/Services

PLANNED
*Provide site funding for additional engagement activities.

ACTUAL
There were additional engagement activities added throughout the district. A science fair was added at Gustine Elementary, a Second Cup of Coffee was added at Romero Elementary, as well as various other activities.

Expenditures

BUDGETED
\$8,000 Supplemental and Concentration

ESTIMATED ACTUAL
\$617 4000-4999: Books And Supplies Supplemental and Concentration

Action

8

Actions/Services

PLANNED

ACTUAL
Traditional communication in the form of flyers and mailed letters continued throughout the school year. The district is

| | | |
|--------------|---|--|
| Expenditures | *Expand community engagement services through more social media, email communications, text, and traditional communication. | working to update the district and school websites to include social media. A new parent/student communications system will be added for 2017-2018. Traditional communication was expanded through the events calendar which is accounted for in action 6. |
| | BUDGETED \$4,000 Supplemental and Concentration | ESTIMATED ACTUAL \$0 |

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The district had successful implementation of many activities. Family engagement nights were successfully completed at three of the four sites in the district. There were additional translation services and the translation headphones were used at several meetings. The events calendar was prepared and mailed three times to keep parents informed of upcoming events.

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

According to local measures of a parent survey, the district did increase and meet the metrics for goal 3. However, there were very few surveys returned. For the 2017-2018 school year, the district plans on increasing awareness of the survey. Through LCAP engagement meetings, it was discovered that many parents were unaware of the parent liaisons at each school site. The district needs to increase awareness of the interpretation services. The calendars and additional parent events were well received and increased school to home communication.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

One material difference was in action 2. There were two additional parent engagement opportunities with the addition of Latino Family literacy at Gustine Elementary and Parent Education at Gustine High School. While the costs increased with the addition of the activities, funds such as Title I, Title III, and The College and Career Readiness Grant were used to pay the costs. The differences in action 7 were due to the fact that some of the events had costs that were far less due to the nature of the activity. Goal 8 did not happen. The district looked into a new website, use of social media, email, and text, but they will not be used until the 2017-2018 school year.

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

For Goal 3, Action 5, provide Healthy Smiles Services to families three times per year will be removed. It is very little cost to the district. It will still be provided.

Action 6 Establish an events calendar for parents in English and Spanish and send it home quarterly via mail will also be removed. The events calendar will be part of the updated website and use of Apps. Parents will be informed and trained on how to access the district calendars.

Stakeholder Engagement

LCAP Year ☒ 2017-18 ☐ 2018-19 ☐ 2019-20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

A series of LCAP Community/Staff/Student meetings were held in the district, with interpretation services in Spanish. Information regarding the California Dashboard, Five by Five Grids, progress, and current LCAP goals and actions were presented and discussions regarding district and site needs were held on the 2016-2017 LCAP. Handouts and PowerPoint presentations were made available in both English and Spanish. Input from attendees was collected at each meeting. A Parent/Staff/Student/Community Member LCAP survey was made available online in both English and Spanish and a hard copy was made available to parents without internet access at each stakeholder meeting.

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

Gustine Unified School District Board Meetings:

September 14, 2016 LCAP informational presentation

February 8, 2017 LCAP informational presentation--mid year update

April 12, 2017 LCAP informational presentation--Five by Five Grids, CA Dashboard, progress made, stakeholder engagement input, and needs.

June 14, 2017 Presentation of 2017-2020 LCAP

June 14, 2017 Public Hearing 6:30 PM

June 28, 2017 Approval of LCAP

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

Meetings:

February 6, 2017 District LCAP Advisory Committee (5 attendees)--Introduction, roles, responsibilities, review LCAP and Infographic, discuss stakeholder engagement meetings, illicit input

April 11, 2017 District LCAP Advisory Committee (6 attendees)--Discussion of input received from stakeholders engagement, make recommendations to update 2017-2020 LCAP

April 27, 2017 District LCAP Advisory Meeting (5 attendees)--LCAP Draft review, comment, and revise

Management Team Meeting:

February 1, 2017 Management Team Meeting (10 attendees)--LCAP Infographic and progress were discussed

March 12, 2017 Management Team Meeting (6 attendees)--Five by Five Grids, CA Dashboard was discussed, and illicit input

Staff Engagement: At each site staff engagement meeting stakeholders an overview of the 2016-2017 LCAP was presented. The LCAP Infographic was explained. Attendees discussed the progress and needs of the district and provided input. The LCAP survey was explained.

March 13, 2017 GHS Staff Engagement (21 attendees)

March 16, 2017 Staff Engagement Meeting at Gustine Elementary School (22 Attendees)

March 27, 2017 Staff Engagement Meeting at Romero Elementary School (13 attendees)

April 3, 2017 Staff Engagement Meeting Gustine Middle School (17 attendees)

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

March 13, 2017 Parent/Community Meeting Gustine High School (8 attendees)

March 16, 2017 Parent/Community Meeting at GES (9 attendees)

March 23, 2017 Parent/Community Engagement Meeting (26 attendees)

March 31, 2017 Parent/Community Engagement Meeting Romero Elementary School (9 attendees)

April 19, 2017 Community Engagement Meeting at Rotary Club Meeting at Gustine Presbyterian Church (6 attendees)

Bargaining Units: An overview of the 2016-2017 LCAP was presented
 March 16, 2017 CSEA Engagement Meeting (8 attendees)
 April 25, 2017 GRTA Engagement Meeting (3 attendees)

School Site Council: An update of the current LCAP was presented.
 March 6, 2017 Gustine Elementary School SSC Meeting (11 attendees)
 March 16, 2016 SSC Gustine High School (8 attendees)

Student Engagement. Two student engagement meetings were held. One at Gustine Middle School and one at Gustine High School. The purpose was to provide an LCAP overview and receive advice and input on student needs in the district.
 March 22, 2017 GMS Student Engagement Meeting (17 attendees)
 March 23, 2017 GHS Student Engagement Meeting (35 attendees)

Advisory Committee Engagement:
 May 10, 2017 DELAC RES (22 attendees)

Throughout the year, stakeholders were updated on the progress of the LCAP and also provided input and feedback on the current LCAP via Stakeholder Engagement meetings, School Site Council, DELAC, District Administrative meetings, District Advisory Committee meetings, and School Board Meetings. In each meeting, attendees were given a summary of the previous comments, suggestions, and discussions that took place at previous meetings.

IMPACT ON LCAP AND ANNUAL UPDATE

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

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

An LCAP survey in English and Spanish was posted online and handed out at all stakeholder meetings. One hundred sixty-five surveys were completed. The responses from the surveys came from parents/family (35.15%), students (34.55%) community members (1.82%), certificated staff (23.64%), classified staff (3.03%), management/administrator (0.61%), and other (1.21%). Stakeholders were asked to choose the top three actions on each of the goals.

In response to Goal 1: Gustine Unified School District will enhance quality education programs, through professional development, recruitment, and retention of quality teachers to increase student achievement and prepare students to be college and career ready, the top three actions from the survey are: Incorporate Technology into the classrooms which supports the development of 21st Century Skills and better prepares students for college and career (44%), Gustine High School will continue to provide experiential learning experiences for our students (36%), and Professional Development (32%). Based on these results, the 3 actions are continuing in the LCAP and we have expanded the action with experiential learning to all sites. Professional Development and incorporating technology will also be a high priority for the district.

The survey results for Goal 2: Gustine Unified School District will create safe, healthy, and welcoming learning environments to enhance the social emotional and academic learning for all students necessary to become productive members of society, the top three actions are: Continue counseling services district-wide to help with social, emotional, and academic needs with a focus on unduplicated pupils (44%), Provide regular maintenance and repair to school facilities which will increase FIT percentages (36%), and Provide ongoing training for staff to maintain and improve positive relationships with students and foster positive and respectful relationships between students (26%).

For Goal 3: Gustine Unified School District will work together with parents, families, and the community to create partnerships that enhance student achievement to become successful members of society, the top three actions are: Expand community engagement services through more social media, email communications, text, and traditional

communication (59%), Provide parent education classes and resources to parents on various topics (57%), and Provide a parent liaison to support in the interpretation/translation of meetings and other school communications to ensure that all parents can participate (46%).

During the district advisory committee meeting, the members stressed that parents should be actively involved in school activities, but providing additional activities would be beneficial. They also suggested parents be aware that there are bilingual liaisons available at each school. It was discussed that the bilingual liaisons reach out to parents more to inform them of events and activities within the schools and also be more visible during activities so that parents will see them and build relationships with them. It was also suggested to add more communication through text messaging, school and district websites, and more outreach. The district should focus on communicating our goals to the public and find additional ways to engage with the community. The suggestions and feedback provided were used to revise the 2017-2018 plan.

The stakeholder meetings served as a way to inform, educate, and gather input and feedback from critical stakeholders from all subgroups: parents, students, community, and staff including the bargaining units in order to make changes to the 2017-2018 LCAP.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New

☐ Modified

☒ Unchanged

Goal 1

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

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☒ 7 ☒ 8
 COE ☐ 9 ☐ 10
 LOCAL CTE Course Completion

Identified Need

Needs:

*District-wide 2015-2016 CAASPP scores show that 29% of all students in Grades 3-11 are meeting or exceeding standards, 29% of all students nearly met the standards, and 47% of all students did not meet the standards in English Language Arts, while 20% of Socioeconomically Disadvantaged students in Grades 3-11 are meeting or exceeding standards, 28% of Socioeconomically Disadvantaged students nearly met the standards, and 53% of Socioeconomically Disadvantaged students did not meet the standards, and 3% of English Learners in Grades 3-11 are meeting or exceeding standards, 17% of English Learners nearly met the standards, and 80% of English Learners did not meet the standards.

*District-wide 2015-2016 CAASPP Scores show that 14% of all students in Grades 3-11 are meeting or exceeding standards, 26% of all students nearly met the standards, and 60% of all students did not meet the standards in Math, while 12% of Socioeconomically Disadvantaged students in Grades 3-11 are meeting or exceeding standards, 25% of Socioeconomically Disadvantaged students nearly met the standards, and 63% of Socioeconomically Disadvantaged students did not meet the standards and 3% of English Learners students in Grades 3-11 are meeting or exceeding standards, 17% of English Learners nearly met the standards, and 80% of English Learners did not meet the standards.

*District-wide the share of English Learners that become English proficient are not meeting the state goal.

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

Percentage Meeting AMAO 1 in LEA 56.0% (2014-15 Target 60.5%)

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

Less than 5 Years Cohort

% in Cohort Attaining the English Proficient Level 19.1% (2014-15 Target 24.2%)

5 Years or More Cohort

% in Cohort Attaining the English Proficient Level 27.4% (2014-15 Target 50.9%)

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

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

*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.

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

*37.8% of 12th grade graduates are completing all courses required for UC and/or CSU entrance.

*21.3% of 11th Graders taking the Early Assessment Program in English are "Ready for college" and 37% are Ready for college-conditional."

*2.4% of 11th Grades taking the Early Assessment Program in Mathematics are "Ready for college" and 22.8% are "Ready for college-conditional."

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|----------|---------|---------|----------|
| Performance on CAASPP-ELA Percent of Students in English Language Arts who scored Standard Met or Exceeded | 29% | 30% | 31% | 32% |
| Performance on CAASPP-Math Percent of Students in Mathematics who scored Standard Met or Exceeded | 14% | 15% | 16% | 17% |
| Percent of English Learners who make progress toward proficiency, measured by the CELDT | 56% | 58% | 60% | - |
| ELPAC | - | - | - | Baseline |
| Reclassification Rate--Increase the percent of English Learners who get reclassified by 2% | 15.5% | 17.5% | 19.5% | 21.5% |
| Rate of teacher misassignment | 88% | 90% | 92% | 94% |

| | | | | |
|--|-------|-------|-------|-------|
| Percent of teachers that are highly qualified | | | | |
| Implementation of CCSS Percent of teachers grades TK-12 that participate in Common Core Standards aligned professional development. | 95% | 96% | 97% | 98% |
| Share of students that are college and career ready * Increase the percent of students successfully completing a-g courses. | 37.8% | 40% | 45% | 50% |
| Increase the percent of students successfully completing Career Technical Education (CTE) programs by 3%. | 6% | 9% | 12% | 15% |
| Share of students that pass Advanced Placement exams with 3 or higher Increase the percent of students passing AP exams with a score of 3 or higher by 2%. | 18% | 20% | 22% | 24% |
| Share of students determined prepared for college by the Early Assessment Program ELA *Increase the percent of students "Ready for College" based on the Early Assessment Program in English Language Arts by 2%. | 21.3% | 23.3% | 25.3% | 27.3% |
| Share of students determined prepared for college by the Early Assessment Program Math * Increase the percent of students "Ready for College" based on the Early Assessment Program in Math by 2%. | 2.4% | 4.4% | 6.4% | 8.4% |

| | | | | |
|--|-------|-------|-------|-------|
| Middle school dropout rate-- decrease the number of middle school dropouts | 1 | 0 | 0 | 0 |
| High school graduation rates Increase high school graduation rate by .5% | 95.2% | 95.7% | 96.2% | 96.5% |
| High school dropout rates Decrease the high school dropout rate by .1% | 2.1% | 2.0% | 1.9% | 1.8% |
| Student access and enrollment in all required areas of study 100% of students will have access to required courses of study as indicated on the Master Schedule. | 100% | 100% | 100% | 100% |
| Student access to standards aligned instructional materials students will have access to standards-aligned instructional materials based on current adoptions and purchases | 100% | 100% | 100% | 100% |

PLANNED ACTIONS / SERVICES

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

Action **1**

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

| | | | |
|------------------------------|---|---|--|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)] |
| <u>Location(s)</u> | <input checked="" type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools: | <input type="checkbox"/> Specific Grade spans: |

OR

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

| | | | |
|------------------------------|---|---------------------------------------|-------------------------------------|
| <u>Students to be Served</u> | <input type="checkbox"/> English Learners | <input type="checkbox"/> Foster Youth | <input type="checkbox"/> Low Income |
|------------------------------|---|---------------------------------------|-------------------------------------|

| | | | | | | | | |
|--------------------|--------------------------------------|--|----------|--------------------------|------------|-----------|--|--|
| | <u>Scope of Services</u> | <input type="checkbox"/> | LEA-wide | <input type="checkbox"/> | Schoolwide | OR | <input type="checkbox"/> | Limited to Unduplicated Student Group(s) |
| <u>Location(s)</u> | <input type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools: | | | | | <input type="checkbox"/> Specific Grade spans: | |

ACTIONS/SERVICES**2017-18**
☐ New ☒ Modified ☐ Unchanged

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

2018-19
☐ New ☐ Modified ☒ Unchanged
2019-20
☐ New ☐ Modified ☒ Unchanged
BUDGETED EXPENDITURES**2017-18**

| | |
|------------------|--|
| Amount | \$140,388 |
| Source | LCFF |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |

2018-19

| | |
|------------------|--|
| Amount | \$140,388 |
| Source | LCFF |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |

2019-20

| | |
|------------------|--|
| Amount | \$140,388 |
| Source | LCFF |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |

Action

2

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

| | | | | | | |
|------------------------------|--------------------------------------|--|--------------------------|----------------------------|--|-----------------------------|
| <u>Students to be Served</u> | <input type="checkbox"/> | All | <input type="checkbox"/> | Students with Disabilities | <input type="checkbox"/> | [Specific Student Group(s)] |
| <u>Location(s)</u> | <input type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools: | | | <input type="checkbox"/> Specific Grade spans: | |

OR

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

| | | | | | | |
|------------------------------|-------------------------------------|------------------|-------------------------------------|--------------|-------------------------------------|------------|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> | English Learners | <input checked="" type="checkbox"/> | Foster Youth | <input checked="" type="checkbox"/> | Low Income |
|------------------------------|-------------------------------------|------------------|-------------------------------------|--------------|-------------------------------------|------------|

| | |
|--------------------|--|
| | <u>Scope of Services</u> <input checked="" type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| <u>Location(s)</u> | <input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans: |

ACTIONS/SERVICES**2017-18**
☒ New
 ☐ Modified
 ☐ Unchanged

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

2018-19
☐ New
 ☐ Modified
 ☒ Unchanged
2019-20
☐ New
 ☐ Modified
 ☒ Unchanged
BUDGETED EXPENDITURES**2017-18**

Amount

\$31,000

Source

Supplemental and Concentration

Budget
Reference

4000-4999: Books And Supplies

2018-19

Amount

\$31,000

Source

Supplemental and Concentration

Budget
Reference

4000-4999: Books And Supplies

2019-20

Amount

\$31,000

Source

Supplemental and Concentration

Budget
Reference

4000-4999: Books And Supplies

Action **3**

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

| | |
|------------------------------|---|
| <u>Students to be Served</u> | <input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] |
| <u>Location(s)</u> | <input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans: |

OR

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

Students to be Served

☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

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

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

BUDGETED EXPENDITURES

2017-18

Amount

\$4,000

Source

Supplemental and Concentration

Budget
Reference

1000-1999: Certificated Personnel
Salaries

2018-19

Amount

\$4,000

Source

Supplemental and Concentration

Budget
Reference

1000-1999: Certificated Personnel
Salaries

2019-20

Amount

\$4,000

Source

Supplemental and Concentration

Budget
Reference

1000-1999: Certificated Personnel
Salaries

Action

4

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

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)

☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

Professional Development

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

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

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

*Provide training for instructional aides and classified staff.

*Provide training for English Language Arts instruction.

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

BUDGETED EXPENDITURES

2017-18

| | |
|------------------|--|
| Amount | \$85,000 |
| Source | LCFF |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Amount | \$30,000 |

2018-19

| | |
|------------------|--|
| Amount | \$85,000 |
| Source | LCFF |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Amount | \$30,000 |

2019-20

| | |
|------------------|--|
| Amount | \$85,000 |
| Source | LCFF |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Amount | \$30,000 |

| | |
|------------------|--|
| Source | LCFF |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |

| | |
|------------------|--|
| Source | LCFF |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |

| | |
|------------------|--|
| Source | LCFF |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |

Action **5**

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

| | | | |
|------------------------------|--------------------------------------|---|---|
| <u>Students to be Served</u> | <input type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> <u>[Specific Student Group(s)]</u> |
| <u>Location(s)</u> | <input type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools: | <input type="checkbox"/> Specific Grade spans: |

OR

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

| | | | |
|------------------------------|---|--|--|
| <u>Students to be Served</u> | <input type="checkbox"/> English Learners | <input type="checkbox"/> Foster Youth | <input checked="" type="checkbox"/> Low Income |
| <u>Scope of Services</u> | <input checked="" type="checkbox"/> LEA-wide | <input type="checkbox"/> Schoolwide | OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| <u>Location(s)</u> | <input checked="" type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools: | <input type="checkbox"/> Specific Grade spans: |

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

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

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

BUDGETED EXPENDITURES

2017-18

Amount \$10,000

2018-19

Amount \$10,000

2019-20

Amount \$10,000

| | | | | | |
|------------------|--|------------------|--|------------------|--|
| Source | Supplemental and Concentration | Source | Supplemental and Concentration | Source | Supplemental and Concentration |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures | Budget Reference | 5000-5999: Services And Other Operating Expenditures | Budget Reference | 5000-5999: Services And Other Operating Expenditures |

Action **6**

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

| | | | |
|------------------------------|--------------------------------------|---|--|
| <u>Students to be Served</u> | <input type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)] |
| <u>Location(s)</u> | <input type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools: | <input type="checkbox"/> Specific Grade spans: |

OR

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

| | | | |
|------------------------------|--|--|--|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> English Learners | <input checked="" type="checkbox"/> Foster Youth | <input checked="" type="checkbox"/> Low Income |
| <u>Scope of Services</u> | <input checked="" type="checkbox"/> LEA-wide | <input type="checkbox"/> Schoolwide | OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| <u>Location(s)</u> | <input type="checkbox"/> All Schools | <input checked="" type="checkbox"/> Specific Schools: <u>GES, RES, GMS</u> | <input type="checkbox"/> Specific Grade spans: |

ACTIONS/SERVICES**2017-18**
☐ New
☐ Modified
☒ Unchanged

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

2018-19
☐ New
☐ Modified
☒ Unchanged
2019-20
☐ New
☐ Modified
☒ Unchanged
BUDGETED EXPENDITURES**2017-18**

Amount

\$4,000

2018-19

Amount

\$4,000

2019-20

Amount

\$4,000

| | | | | | |
|------------------|--|------------------|--|------------------|--|
| Source | Supplemental and Concentration | Source | Supplemental and Concentration | Source | Supplemental and Concentration |
| Budget Reference | 1000-1999: Certificated Personnel Salaries | Budget Reference | 1000-1999: Certificated Personnel Salaries | Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Amount | \$2,000 | Amount | \$2,000 | Amount | \$2,000 |
| Source | Supplemental and Concentration | Source | Supplemental and Concentration | Source | Supplemental and Concentration |
| Budget Reference | 4000-4999: Books And Supplies | Budget Reference | 4000-4999: Books And Supplies | Budget Reference | 4000-4999: Books And Supplies |

Action **7**

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

| | | | |
|------------------------------|---|---|--|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)] |
| <u>Location(s)</u> | <input checked="" type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools: | <input type="checkbox"/> Specific Grade spans: |

OR

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

| | | | |
|------------------------------|---|--|--|
| <u>Students to be Served</u> | <input type="checkbox"/> English Learners | <input type="checkbox"/> Foster Youth | <input type="checkbox"/> Low Income |
| <u>Scope of Services</u> | <input type="checkbox"/> LEA-wide | <input type="checkbox"/> Schoolwide | OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| <u>Location(s)</u> | <input type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools: | <input type="checkbox"/> Specific Grade spans: |

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

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

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|--|--|--|
| Amount | Amount | Amount |
| \$38,000 | \$38,000 | \$38,000 |
| Source | Source | Source |
| LCFF | LCFF | LCFF |
| Budget Reference | Budget Reference | Budget Reference |
| 5000-5999: Services And Other Operating Expenditures | 5000-5999: Services And Other Operating Expenditures | 5000-5999: Services And Other Operating Expenditures |

Action **8**

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

| | | | |
|------------------------------|--------------------------------------|---|--|
| <u>Students to be Served</u> | <input type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)] |
| <u>Location(s)</u> | <input type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools: | <input type="checkbox"/> Specific Grade spans: |

OR

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

| | | | |
|------------------------------|--|--|--|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> English Learners | <input checked="" type="checkbox"/> Foster Youth | <input checked="" type="checkbox"/> Low Income |
| <u>Scope of Services</u> | <input checked="" type="checkbox"/> LEA-wide | <input type="checkbox"/> Schoolwide | OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| <u>Location(s)</u> | <input checked="" type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools: | <input type="checkbox"/> Specific Grade spans: |

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|--|--|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| Staff all instructional support positions to provide additional and extended learning in classrooms. | | |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|-----------|-----------|-----------|
| Amount | Amount | Amount |
| \$208,000 | \$208,000 | \$208,000 |

| | | | | | |
|------------------|--|------------------|--|------------------|--|
| Source | Supplemental and Concentration | Source | Supplemental and Concentration | Source | Supplemental and Concentration |
| Budget Reference | 2000-2999: Classified Personnel Salaries | Budget Reference | 2000-2999: Classified Personnel Salaries | Budget Reference | 2000-2999: Classified Personnel Salaries |

Action **9**

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

| | | | |
|------------------------------|--------------------------------------|---|---|
| <u>Students to be Served</u> | <input type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> <u>[Specific Student Group(s)]</u> |
| <u>Location(s)</u> | <input type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools: | <input type="checkbox"/> Specific Grade spans: |

OR

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

| | | | |
|------------------------------|--|--|---|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> English Learners | <input type="checkbox"/> Foster Youth | <input type="checkbox"/> Low Income |
| <u>Scope of Services</u> | <input type="checkbox"/> LEA-wide | <input type="checkbox"/> Schoolwide | OR <input checked="" type="checkbox"/> Limited to Unduplicated Student Group(s) |
| <u>Location(s)</u> | <input checked="" type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools: | <input type="checkbox"/> Specific Grade spans: |

ACTIONS/SERVICES**2017-18**☐ New ☐ Modified ☒ Unchanged

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

2018-19☐ New ☐ Modified ☒ Unchanged**2019-20**☐ New ☐ Modified ☒ UnchangedBUDGETED EXPENDITURES**2017-18**

Amount \$7,000

2018-19

Amount \$7,000

2019-20

Amount \$7,000

| | | | | | |
|------------------|--|------------------|--|------------------|--|
| Source | Supplemental and Concentration | Source | Supplemental and Concentration | Source | Supplemental and Concentration |
| Budget Reference | 1000-1999: Certificated Personnel Salaries | Budget Reference | 1000-1999: Certificated Personnel Salaries | Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Amount | \$2,000 | Amount | \$2,000 | Amount | \$2,000 |
| Source | Supplemental and Concentration | Source | Supplemental and Concentration | Source | Supplemental and Concentration |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures | Budget Reference | 5000-5999: Services And Other Operating Expenditures | Budget Reference | 5000-5999: Services And Other Operating Expenditures |

Action 10

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

| | | | |
|------------------------------|--------------------------------------|---|--|
| <u>Students to be Served</u> | <input type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)] |
| <u>Location(s)</u> | <input type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools: | <input type="checkbox"/> Specific Grade spans: |

OR

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

| | | | |
|------------------------------|--|--|---|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> English Learners | <input checked="" type="checkbox"/> Foster Youth | <input type="checkbox"/> Low Income |
| <u>Scope of Services</u> | <input type="checkbox"/> LEA-wide | <input type="checkbox"/> Schoolwide | OR <input checked="" type="checkbox"/> Limited to Unduplicated Student Group(s) |
| <u>Location(s)</u> | <input type="checkbox"/> All Schools | <input checked="" type="checkbox"/> Specific Schools: <u>Gustine High School</u> | <input type="checkbox"/> Specific Grade spans: |

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

The high school counselor will meet with English learners and Foster Youth to encourage enrollment in CTE courses.

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

BUDGETED EXPENDITURES**2017-18**

Amount

\$129,000

Source

Supplemental and Concentration

Budget
Reference1000-1999: Certificated Personnel
Salaries**2018-19**

Amount

\$130,000

Source

Supplemental and Concentration

Budget
Reference1000-1999: Certificated Personnel
Salaries**2019-20**

Amount

\$131,000

Source

Supplemental and Concentration

Budget
Reference1000-1999: Certificated Personnel
SalariesAction **11**

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

Students to be Served

All



Students with Disabilities

[Specific Student Group(s)]Location(s)

All Schools



Specific Schools:



Specific Grade spans:

OR

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

Students to be Served

English Learners



Foster Youth



Low Income

Scope of Services

LEA-wide



Schoolwide

OR



Limited to Unduplicated Student Group(s)

Location(s)

All Schools



Specific Schools:



Specific Grade spans:

ACTIONS/SERVICES**2017-18**

New



Modified



Unchanged

2018-19

New



Modified



Unchanged

2019-20

New



Modified



Unchanged

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

BUDGETED EXPENDITURES

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

Action 12

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

| | | | |
|------------------------------|--------------------------------------|---|---|
| <u>Students to be Served</u> | <input type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> <u>[Specific Student Group(s)]</u> |
| <u>Location(s)</u> | <input type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools: | <input type="checkbox"/> Specific Grade spans: |

OR

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

| | | | |
|------------------------------|--|--|--|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> English Learners | <input checked="" type="checkbox"/> Foster Youth | <input checked="" type="checkbox"/> Low Income |
| <u>Scope of Services</u> | <input type="checkbox"/> LEA-wide | <input checked="" type="checkbox"/> Schoolwide | OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| <u>Location(s)</u> | <input type="checkbox"/> All Schools | <input checked="" type="checkbox"/> Specific Schools: <u>Gustine High School</u> | <input type="checkbox"/> Specific Grade spans: |

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|--|--|
| <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| Career Readiness Coordinator 50% of time dedicated to EL, RFEP, foster youth, and low income students for monitoring progress towards graduation and college and career readiness and providing interventions as necessary. | | |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|--|--|--|
| Amount | Amount | Amount |
| \$147,000 | \$148,000 | \$149,000 |
| Source | Source | Source |
| Supplemental and Concentration | Supplemental and Concentration | Supplemental and Concentration |
| Budget Reference | Budget Reference | Budget Reference |
| 1000-1999: Certificated Personnel Salaries | 1000-1999: Certificated Personnel Salaries | 1000-1999: Certificated Personnel Salaries |

Action 13

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

| | | | |
|------------------------------|--------------------------------------|---|--|
| <u>Students to be Served</u> | <input type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)] |
| <u>Location(s)</u> | <input type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools: | <input type="checkbox"/> Specific Grade spans: |

OR

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

| | | | |
|------------------------------|--|--|--|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> English Learners | <input checked="" type="checkbox"/> Foster Youth | <input checked="" type="checkbox"/> Low Income |
| <u>Scope of Services</u> | <input checked="" type="checkbox"/> LEA-wide | <input type="checkbox"/> Schoolwide | OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| <u>Location(s)</u> | <input checked="" type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools: | <input type="checkbox"/> Specific Grade spans: |

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|--|---|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| Provide district funding for schools to recruit, hire, train, and retain, staff to provide additional support and services for EL, Low income, and FY. | | |

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

| | | | | | |
|------------------|--|------------------|--|------------------|--|
| Amount | \$100,200 | Amount | \$100,200 | Amount | \$100,200 |
| Source | Supplemental and Concentration | Source | Supplemental and Concentration | Source | Supplemental and Concentration |
| Budget Reference | 1000-1999: Certificated Personnel Salaries | Budget Reference | 1000-1999: Certificated Personnel Salaries | Budget Reference | 1000-1999: Certificated Personnel Salaries |

Action **14**

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

| | | | |
|------------------------------|--------------------------------------|---|--|
| <u>Students to be Served</u> | <input type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)] |
| <u>Location(s)</u> | <input type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools: | <input type="checkbox"/> Specific Grade spans: |

OR

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

| | | | |
|------------------------------|--|--|--|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> English Learners | <input checked="" type="checkbox"/> Foster Youth | <input checked="" type="checkbox"/> Low Income |
| <u>Scope of Services</u> | <input checked="" type="checkbox"/> LEA-wide | <input type="checkbox"/> Schoolwide | OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| <u>Location(s)</u> | <input checked="" type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools: | <input type="checkbox"/> Specific Grade spans: |

ACTIONS/SERVICES**2017-18**☐ New ☒ Modified ☐ Unchanged

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

2018-19☐ New ☒ Modified ☐ Unchanged

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

2019-20☐ New ☐ Modified ☒ Unchanged

| |
|--|
| |
|--|

BUDGETED EXPENDITURES**2017-18**

Amount

\$53,600

Source

Supplemental and Concentration

Budget
Reference1000-1999: Certificated Personnel
Salaries

Amount

\$4,300

Source

Supplemental and Concentration

Budget
Reference

4000-4999: Books And Supplies

2018-19

Amount

\$53,600

Source

Supplemental and Concentration

Budget
Reference1000-1999: Certificated Personnel
Salaries

Amount

\$4,300

Source

Supplemental and Concentration

Budget
Reference

4000-4999: Books And Supplies

2019-20

Amount

\$53,600

Source

Supplemental and Concentration

Budget
Reference1000-1999: Certificated Personnel
Salaries

Amount

\$4,300

Source

Supplemental and Concentration

Budget
Reference

4000-4999: Books And Supplies

Action

15

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

Students to be Served☐

All

☐

Students with Disabilities

☐[Specific Student Group(s)]Location(s)☐

All Schools

☐

Specific Schools:

☐

Specific Grade spans:

OR

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

Students to be Served☒

English Learners

☒

Foster Youth

☒

Low Income

Scope of Services☒

LEA-wide

☐

Schoolwide

OR

☐

Limited to Unduplicated Student Group(s)

Location(s)☐

All Schools

☒Specific Schools: Gustine High School☒Specific Grade spans: 9-12**ACTIONS/SERVICES****2017-18**☐

New

☒

Modified

☐

Unchanged

2018-19☐

New

☐

Modified

☒

Unchanged

2019-20☐

New

☐

Modified

☒

Unchanged

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

BUDGETED EXPENDITURES

2017-18

Amount
 Source
 Budget Reference

2018-19

Amount
 Source
 Budget Reference

2019-20

Amount
 Source
 Budget Reference

Action 16

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

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)

☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

Partner with Merced County Office of Education to explore the Next Generation Science Standards (NGSS)

2018-19

☐ New ☒ Modified ☐ Unchanged

Continue to partner with Merced County Office of Education to continue work with NGSS. Attend adoption

2019-20

☐ New ☒ Modified ☐ Unchanged

Pilot/Adopt NGSS materials. Continue Professional Development and support for all teachers TK-12.

Frameworks with teachers TK-12. Teachers will assess needs, locate materials, and begin to integrate NGSS lessons into instruction, and attend conferences to learn more about NGSS.

fairs to review materials. Continue to support teachers with professional development.

BUDGETED EXPENDITURES

2017-18

Amount

\$10,000

Source

LCFF

Budget
Reference

5000-5999: Services And Other
Operating Expenditures

2018-19

Amount

\$10,000

Source

LCFF

Budget
Reference

5000-5999: Services And Other Operating
Expenditures

2019-20

Amount

\$10,000

Source

LCFF

Budget
Reference

5000-5999: Services And Other
Operating Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New

☒ Modified

☐ Unchanged

Goal 2

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

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8
 COE ☐ 9 ☐ 10
 LOCAL

Identified Need

Needs:

- *A student survey of 460 students from grades 5-12 showed that 65% of students feel connected to their schools and 63% of students feel that school is a safe place.
- *District-wide truancy rates were "low" when compared to county and state levels.
- *Many of the facilities are outdated and in need of repair.
- *A teacher survey showed that 76% of teachers feel connected to their schools and that it is a supportive environment.
- 86% of all teachers feel safe on campus.

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|----------|---------|---------|---------|
| Facilities in good repair Increase the average percentage of the Facility Inspection Tool by 1% | 94.4% | 95.4% | 96.4% | 97.4% |
| School attendance rates Increase attendance rates by 1% | 89.9% | 90.9% | 91.9% | 92.9% |
| Chronic absenteeism rates Decrease chronic absenteeism by 1% | 10.1% | 9.1% | 8.1% | 7.1% |
| Student suspension rates | 158 | 138 | 108 | 89 |

| | | | | |
|---|----------------|----------------|----------------|-----------------|
| Decrease the total number of suspensions to less than 90 per year. | | | | |
| Student expulsion rates Expulsion rate is less than 5 per year. | 9 | 4 | 4 | 4 |
| Other local measures—Student survey *Increase the number of students who state they feel connected to their schools by 5% *Increase the number of students who feel that school is a safe place by 5%. | 65% 63% | 70% 68% | 75% 73% | 80% 78% |
| Other Local Measures—Parent Survey *Parent surveys will reflect an increase of parents stating that their students feel safe on campus by 1% | 94% | 95% | 96% | 97% |
| Other Local Measure--Teacher Survey *Increase the number of teachers who feel connected to their schools and that it is a supportive environment by 5%. *Increase the number of teachers who feel safe on campus by 1%. | 76% 86% | 81% 91% | 86% 95% | 91% 100% |

PLANNED ACTIONS / SERVICES

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

Action **1**

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

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)

☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

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

BUDGETED EXPENDITURES

2017-18

Amount \$620,000

Source Base

2018-19

Amount \$622,000

Source Base

2019-20

Amount 624,000

Source Base

Action **2**

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

Students to be Served

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

| | | |
|---|---|--|
| <u>Location(s)</u> | <input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: | <input type="checkbox"/> Specific Grade spans: |
| OR | | |
| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: | | |
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income | |
| | <u>Scope of Services</u> <input checked="" type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) | |
| <u>Location(s)</u> | <input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans: | |

ACTIONS/SERVICES**2017-18**
☐ New ☐ Modified ☒ Unchanged

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

2018-19
☐ New ☐ Modified ☒ Unchanged
2019-20
☐ New ☐ Modified ☒ Unchanged
BUDGETED EXPENDITURES**2017-18**

Amount

\$129,000

Source

Supplemental and Concentration

Budget
Reference

1000-1999: Certificated Personnel Salaries

2018-19

Amount

\$130,000

Source

Supplemental and Concentration

Budget
Reference

1000-1999: Certificated Personnel Salaries

2019-20

Amount

\$131,000

Source

Supplemental and Concentration

Budget
Reference

1000-1999: Certificated Personnel Salaries

Action **3**

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

| | |
|------------------------------|---|
| <u>Students to be Served</u> | <input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] |
|------------------------------|---|

| | | | |
|---|---|--|--|
| <u>Location(s)</u> | <input type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools: | <input type="checkbox"/> Specific Grade spans: |
| OR | | | |
| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: | | | |
| <u>Students to be Served</u> | <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income | | |
| | <u>Scope of Services</u> <input checked="" type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) | | |
| <u>Location(s)</u> | <input checked="" type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools: | <input type="checkbox"/> Specific Grade spans: |

ACTIONS/SERVICES**2017-18**
☐ New
☒ Modified
☒ Unchanged
2018-19
☐ New
☐ Modified
☒ Unchanged
2019-20
☐ New
☐ Modified
☒ Unchanged

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

BUDGETED EXPENDITURES**2017-18**

Amount

\$128,000

Source

Supplemental and Concentration

Budget Reference

2000-2999: Classified Personnel Salaries

2018-19

Amount

\$128,000

Source

Supplemental and Concentration

Budget Reference

2000-2999: Classified Personnel Salaries

2019-20

Amount

\$128,000

Source

Supplemental and Concentration

Budget Reference

2000-2999: Classified Personnel Salaries

Action

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

| | | | |
|------------------------------|--------------------------------------|---|--|
| <u>Students to be Served</u> | <input type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)] |
| <u>Location(s)</u> | <input type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools: | <input type="checkbox"/> Specific Grade spans: |

OR

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

Students to be Served
☐ English Learners
 ☒ Foster Youth
 ☒ Low Income
Scope of Services
☒ LEA-wide
 ☐ Schoolwide
 OR
 ☐ Limited to Unduplicated Student Group(s)
Location(s)
☒ All Schools
 ☐ Specific Schools:
 ☐ Specific Grade spans:
ACTIONS/SERVICES**2017-18**
☐ New
 ☒ Modified
 ☐ Unchanged

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

2018-19
☐ New
 ☐ Modified
 ☒ Unchanged
2019-20
☐ New
 ☐ Modified
 ☒ Unchanged
BUDGETED EXPENDITURES**2017-18**

| | |
|------------------|--|
| Amount | \$114,000 |
| Source | Supplemental and Concentration |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |

2018-19

| | |
|------------------|--|
| Amount | \$115,000 |
| Source | Supplemental and Concentration |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |

2019-20

| | |
|------------------|--|
| Amount | \$116,000 |
| Source | Supplemental and Concentration |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |

Action

5

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

Students to be Served
☐ All
 ☐ Students with Disabilities
 ☐ [Specific Student Group(s)]
Location(s)
☐ All Schools
 ☐ Specific Schools:
 ☐ Specific Grade spans:

OR

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

Students to be Served

☐ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

☒ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Location(s)

☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

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

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

BUDGETED EXPENDITURES

2017-18

Amount

\$22,000

Source

Supplemental and Concentration

Budget
Reference

5000-5999: Services And Other
Operating Expenditures

2018-19

Amount

\$22,000

Source

Supplemental and Concentration

Budget
Reference

5000-5999: Services And Other Operating
Expenditures

2019-20

Amount

\$22,000

Source

Supplemental and Concentration

Budget
Reference

5000-5999: Services And Other
Operating Expenditures

Action **6**

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

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)

☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

Provide a school resource officer and campus supervisors to ensure the safety of students and staff.

BUDGETED EXPENDITURES

2017-18

| | |
|------------------|--|
| Amount | \$55,000 |
| Source | LCFF |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Amount | \$45,000 |
| Source | LCFF |
| Budget Reference | 2000-2999: Classified Personnel Salaries |

2018-19

| | |
|------------------|--|
| Amount | \$55,000 |
| Source | LCFF |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Amount | \$45,000 |
| Source | LCFF |
| Budget Reference | 2000-2999: Classified Personnel Salaries |

2019-20

| | |
|------------------|--|
| Amount | \$55,000 |
| Source | LCFF |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Amount | \$45,000 |
| Source | LCFF |
| Budget Reference | 2000-2999: Classified Personnel Salaries |

Action **7**

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

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

| | | |
|--|---|--|
| <u>Location(s)</u> | <input type="checkbox"/> All Schools <input checked="" type="checkbox"/> Specific Schools: <u>Gustine Elementary School and Gustine Middle School</u> | <input type="checkbox"/> Specific Grade spans: |
| OR | | |
| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: | | |
| <u>Students to be Served</u> | <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income | |
| | <u>Scope of Services</u> <input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) | |
| <u>Location(s)</u> | <input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: | <input type="checkbox"/> Specific Grade spans: |

ACTIONS/SERVICES**2017-18**
☐ New
 ☒ Modified
 ☐ Unchanged

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

2018-19
☐ New
 ☐ Modified
 ☒ Unchanged
2019-20
☐ New
 ☐ Modified
 ☒ Unchanged
BUDGETED EXPENDITURES**2017-18**

Amount

\$258,000

Source

LCFF

Budget Reference

1000-1999: Certificated Personnel Salaries

2018-19

Amount

\$258,000

Source

LCFF

Budget Reference

1000-1999: Certificated Personnel Salaries

2019-20

Amount

\$258,000

Source

LCFF

Budget Reference

1000-1999: Certificated Personnel Salaries

Action

8

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

| | |
|------------------------------|--|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] |
|------------------------------|--|

| | | |
|--|--|--|
| <u>Location(s)</u> | <input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: | <input type="checkbox"/> Specific Grade spans: |
| OR | | |
| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: | | |
| <u>Students to be Served</u> | <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income | |
| | <u>Scope of Services</u> <input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) | |
| <u>Location(s)</u> | <input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: | <input type="checkbox"/> Specific Grade spans: |

ACTIONS/SERVICES**2017-18**
☐ New
☐ Modified
☒ Unchanged

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

2018-19
☐ New
☐ Modified
☒ Unchanged
2019-20
☐ New
☐ Modified
☒ Unchanged
BUDGETED EXPENDITURES**2017-18**

Amount

\$3,500

Source

LCFF

Budget Reference

1000-1999: Certificated Personnel Salaries

2018-19

Amount

\$3,500

Source

LCFF

Budget Reference

1000-1999: Certificated Personnel Salaries

2019-20

Amount

\$3,500

Source

LCFF

Budget Reference

1000-1999: Certificated Personnel Salaries

Action

9

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

| | |
|------------------------------|---|
| <u>Students to be Served</u> | <input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] |
|------------------------------|---|

| | | | |
|---|--|--|--|
| <u>Location(s)</u> | <input type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools: | <input type="checkbox"/> Specific Grade spans: |
| OR | | | |
| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: | | | |
| <u>Students to be Served</u> | <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income | | |
| | <u>Scope of Services</u> <input type="checkbox"/> LEA-wide <input checked="" type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) | | |
| <u>Location(s)</u> | <input type="checkbox"/> All Schools <input checked="" type="checkbox"/> Specific Schools: <u>Gustine High School and Gustine Middle School</u> <input type="checkbox"/> Specific Grade spans: | | |

ACTIONS/SERVICES**2017-18**
☐ New ☒ Modified ☐ Unchanged

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

2018-19
☐ New ☒ Modified ☐ Unchanged

Continue Link Crew and WEB with a focus on at risk students to decrease dropout rates. Provide a stipend for advisers.

2019-20
☐ New ☐ Modified ☒ Unchanged
BUDGETED EXPENDITURES**2017-18**

Amount

\$6,000

Source

Supplemental and Concentration

Budget
Reference1000-1999: Certificated Personnel
Salaries**2018-19**

Amount

\$6,000

Source

Supplemental and Concentration

Budget
Reference1000-1999: Certificated Personnel
Salaries**2019-20**

Amount

\$6,000

Source

Supplemental and Concentration

Budget
Reference1000-1999: Certificated Personnel
SalariesAction **10**
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| | | | |
|------------------------------|---|---|--|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)] |
|------------------------------|---|---|--|

| | | | |
|--|---|--|--|
| <u>Location(s)</u> | <input checked="" type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools: | <input type="checkbox"/> Specific Grade spans: |
| OR | | | |
| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: | | | |
| <u>Students to be Served</u> | <input type="checkbox"/> English Learners | <input type="checkbox"/> Foster Youth | <input type="checkbox"/> Low Income |
| <u>Scope of Services</u> | <input type="checkbox"/> LEA-wide | <input type="checkbox"/> Schoolwide | OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| <u>Location(s)</u> | <input type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools: | <input type="checkbox"/> Specific Grade spans: |

ACTIONS/SERVICES**2017-18**
☒ New ☐ Modified ☐ Unchanged

Add a behavior intervention program PBIS and/or Restorative Justice for all sites. Teams from each school site will participate in positive behavioral interventions and supports training through Merced County Office of Education and provide ongoing training for staff to maintain and improve positive relationships with students and foster positive and respectful relationships between students.

2018-19
☐ New ☒ Modified ☐ Unchanged

Continue to support a behavior intervention program. Train additional team members as needed.

2019-20
☐ New ☐ Modified ☒ Unchanged
BUDGETED EXPENDITURES**2017-18**

| | |
|------------------|--|
| Amount | \$6,000 |
| Source | LCFF |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |

2018-19

| | |
|------------------|--|
| Amount | \$6,000 |
| Source | LCFF |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |

2019-20

| | |
|------------------|--|
| Amount | \$6,000 |
| Source | LCFF |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |

Action **11**

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

| | | | |
|------------------------------|--|--|--|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] | | |
| <u>Location(s)</u> | <input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans: | | |

OR

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

| | | | |
|------------------------------|--|--|--|
| <u>Students to be Served</u> | <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income | | |
| | <u>Scope of Services</u> <input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) | | |
| <u>Location(s)</u> | <input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans: | | |

ACTIONS/SERVICES

2017-18
☒ New
☐ Modified
☐ Unchanged
2018-19
☐ New
☐ Modified
☒ Unchanged
2019-20
☐ New
☐ Modified
☒ Unchanged

Partner with Merced County Office of Education to share a District Attorney to address chronic absenteeism.

BUDGETED EXPENDITURES

2017-18

| | |
|------------------|--|
| Amount | \$2,000 |
| Source | LCFF |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |

2018-19

| | |
|------------------|--|
| Amount | \$2,000 |
| Source | LCFF |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |

2019-20

| | |
|------------------|--|
| Amount | \$2,000 |
| Source | LCFF |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New

☒ Modified

☐ Unchanged

Goal 3

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

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
 COE ☐ 9 ☐ 10
 LOCAL

Identified Need

Need:

*A low percentage of parents attend/participate in school activities.

*Approximately 50% of parents in the district attend key district events (parent conferences, back to school night, open house, student celebrations)

*A Parent Engagement survey in English and Spanish was mailed home to the family of the oldest child at each school. Of the 1,538 surveys sent home, 63 were returned. This demonstrates the importance of increasing parent communication and providing a various ways for parents to complete the survey. The results of the surveys submitted showed that 73% of parents feel that the schools encourage parental involvement, 73% of parents feel comfortable participating in school activities, 59% feel that the school community has reached out them.

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|----------|---------|---------|---------|
| Efforts to seek parent input: A Parent Engagement Survey in English and Spanish was mailed home to the family of the oldest child in each school. The survey was also available online in English and Spanish. | | | | |
| Increase the number of parents of who "agree or strongly agree" | 73% | 76% | 79% | 82% |

| | | | | |
|--|-----|-----|-----|-----|
| that the schools encourage parental involvement by 3%. | 73% | 76% | 79% | 82% |
| Efforts to seek parent input: Increase the number of parents of who "agree or strongly agree" that they feel comfortable participating in school activities by 3%. | 59% | 62% | 65% | 68% |
| Efforts to seek parent input: Increase the number of parents who "agree or strongly agree" that the school community has reached out to them by 3%. | | | | |
| Promotion of parental participation. Increase the parent attendance at key district events: Back to School Night, Parent Conferences, and Open House by 5%. | 50% | 55% | 60% | 65% |

PLANNED ACTIONS / SERVICES

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

Action **1**

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

| | | | |
|------------------------------|--------------------------------------|---|--|
| <u>Students to be Served</u> | <input type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)] |
| <u>Location(s)</u> | <input type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools: | <input type="checkbox"/> Specific Grade spans: |

OR

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

| | | | |
|------------------------------|--|--|--|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> English Learners | <input checked="" type="checkbox"/> Foster Youth | <input checked="" type="checkbox"/> Low Income |
| <u>Scope of Services</u> | <input checked="" type="checkbox"/> LEA-wide | <input type="checkbox"/> Schoolwide | OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |

| | | |
|--------------------|--|--|
| <u>Location(s)</u> | <input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: | <input type="checkbox"/> Specific Grade spans: |
|--------------------|--|--|

ACTIONS/SERVICES**2017-18**
☐ New
☒ Modified
☐ Unchanged

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

2018-19
☐ New
☐ Modified
☒ Unchanged
2019-20
☐ New
☐ Modified
☒ Unchanged
BUDGETED EXPENDITURES**2017-18**

Amount

\$1,000

Source

Supplemental and Concentration

Budget
Reference5000-5999: Services And Other
Operating Expenditures**2018-19**

Amount

\$1,000

Source

Supplemental and Concentration

Budget
Reference5000-5999: Services And Other Operating
Expenditures**2019-20**

Amount

\$1,000

Source

Supplemental and Concentration

Budget
Reference5000-5999: Services And Other
Operating ExpendituresAction **2**

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

| | |
|------------------------------|---|
| <u>Students to be Served</u> | <input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] |
| <u>Location(s)</u> | <input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans: |

OR

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

| | |
|------------------------------|--|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income |
| <u>Scope of Services</u> | <input checked="" type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |

Location(s)



All Schools



Specific Schools:



Specific Grade spans:

ACTIONS/SERVICES**2017-18**

New



Modified



Unchanged

2018-19

New



Modified



Unchanged

2019-20

New



Modified



Unchanged

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

BUDGETED EXPENDITURES**2017-18**

Amount

\$2,000

Source

Supplemental and Concentration

Budget
Reference

1000-1999: Certificated Personnel Salaries

2018-19

Amount

\$2,000

Source

Supplemental and Concentration

Budget
Reference

1000-1999: Certificated Personnel Salaries

2019-20

Amount

\$2,000

Source

Supplemental and Concentration

Budget
Reference

1000-1999: Certificated Personnel Salaries

Action

3

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

Students to be Served



All



Students with Disabilities



[Specific Student Group(s)]

Location(s)



All Schools



Specific Schools:



Specific Grade spans:

OR

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

Students to be Served



English Learners



Foster Youth



Low Income

Scope of Services



LEA-wide



Schoolwide

OR



Limited to Unduplicated Student Group(s)

| | | |
|--------------------|--|--|
| <u>Location(s)</u> | <input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: | <input type="checkbox"/> Specific Grade spans: |
|--------------------|--|--|

ACTIONS/SERVICES**2017-18**
☐ New
 ☐ Modified
 ☒ Unchanged

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

2018-19
☐ New
 ☐ Modified
 ☒ Unchanged
2019-20
☐ New
 ☐ Modified
 ☒ Unchanged
BUDGETED EXPENDITURES**2017-18**

Amount

\$500

Source

Supplemental and Concentration

Budget
Reference

2000-2999: Classified Personnel Salaries

2018-19

Amount

\$500

Source

Supplemental and Concentration

Budget
Reference

2000-2999: Classified Personnel Salaries

2019-20

Amount

\$500

Source

Supplemental and Concentration

Budget
Reference

1000-1999: Certificated Personnel Salaries

Action

4

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

| | | |
|------------------------------|---|--|
| <u>Students to be Served</u> | <input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] | |
| <u>Location(s)</u> | <input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: | <input type="checkbox"/> Specific Grade spans: |

OR

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

| | | |
|------------------------------|--|---|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income | |
| | <u>Scope of Services</u> <input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide | OR <input checked="" type="checkbox"/> Limited to Unduplicated Student Group(s) |

| | | |
|--------------------|--|--|
| <u>Location(s)</u> | <input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: | <input type="checkbox"/> Specific Grade spans: |
|--------------------|--|--|

ACTIONS/SERVICES**2017-18**
☐ New
 ☒ Modified
 ☐ Unchanged

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

2018-19
☐ New
 ☐ Modified
 ☒ Unchanged
2019-20
☐ New
 ☐ Modified
 ☒ Unchanged
BUDGETED EXPENDITURES**2017-18**

Amount

\$42,000

Source

Supplemental and Concentration

Budget
Reference

2000-2999: Classified Personnel Salaries

2018-19

Amount

\$42,000

Source

Supplemental and Concentration

Budget
Reference

2000-2999: Classified Personnel Salaries

2019-20

Amount

\$42,000

Source

Supplemental and Concentration

Budget
Reference

2000-2999: Classified Personnel Salaries

Action **5**

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

| | | |
|------------------------------|---|--|
| <u>Students to be Served</u> | <input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] | |
| <u>Location(s)</u> | <input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: | <input type="checkbox"/> Specific Grade spans: |

OR

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

| | |
|------------------------------|---|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income |
| <u>Scope of Services</u> | <input checked="" type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |

| | | | |
|--------------------|---|--|--|
| <u>Location(s)</u> | <input checked="" type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools: | <input type="checkbox"/> Specific Grade spans: |
|--------------------|---|--|--|

ACTIONS/SERVICES**2017-18**
☐ New ☒ Modified ☐ Unchanged

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

2018-19
☐ New ☒ Modified ☐ Unchanged

Continue to increase communication and expand engagement services through social media, district and site websites, email communication, text messages, and traditional communication.

2019-20
☐ New ☐ Modified ☒ Unchanged
BUDGETED EXPENDITURES**2017-18**

Amount

\$17,000

Source

Supplemental and Concentration

Budget
Reference

4000-4999: Books And Supplies

2018-19

Amount

\$17,000

Source

Supplemental and Concentration

Budget
Reference

4000-4999: Books And Supplies

2019-20

Amount

\$17,000

Source

Supplemental and Concentration

Budget
Reference

4000-4999: Books And Supplies

Action **6**

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

| | | | |
|------------------------------|---|---|--|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)] |
| <u>Location(s)</u> | <input checked="" type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools: | <input type="checkbox"/> Specific Grade spans: |

OR

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

| | | | |
|------------------------------|---|---------------------------------------|--|
| <u>Students to be Served</u> | <input type="checkbox"/> English Learners | <input type="checkbox"/> Foster Youth | <input type="checkbox"/> Low Income |
| <u>Scope of Services</u> | <input type="checkbox"/> LEA-wide | <input type="checkbox"/> Schoolwide | OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |

Location(s)

☐

All Schools

☐

Specific Schools:

☐

Specific Grade spans:

ACTIONS/SERVICES**2017-18**☐

New

☒

Modified

☐

Unchanged

2018-19☐

New

☐

Modified

☒

Unchanged

2019-20☐

New

☐

Modified

☒

Unchanged

Provide site funding to create additional family engagement activities throughout the year.

BUDGETED EXPENDITURES**2017-18**

Amount

\$2,000

Source

LCFF

Budget
Reference

4000-4999: Books And Supplies

2018-19

Amount

\$2,000

Source

LCFF

Budget
Reference

4000-4999: Books And Supplies

2019-20

Amount

\$2,000

Source

LCFF

Budget
Reference

4000-4999: Books And Supplies

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year ☒ 2017-18 ☐ 2018-19 ☐ 2019-20

Estimated Supplemental and Concentration Grant Funds: \$3,662,708

Percentage to Increase or Improve Services: 25.88%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Gustine Unified School District is using supplemental and concentration funds district-wide and principally directed towards the 80% of unduplicated students, which include low income, foster youth, and English Learners. Some of the specific actions to serve unduplicated students in the 2017-2018 school year include:

- maintain and increase reading and math intervention programs, provide additional learning time within the school day for intervention periods at GMS and GHS, and provide instructional assistance during class time
- stipends will be paid to teachers to organize and conduct student study team meetings for students who are not making academic progress or have behavioral needs
- ELD Coordinators will coordinate state language assessments and provide professional development/instructional strategies for the ELD Standards
- the high school counselor and College and Career Coordinator will meet with unduplicated students to encourage enrollment in CTE courses and ensure students are progressing toward college and career readiness
- funding will be provided for intervention teachers and support services will be provided
- instructional rounds will be implemented and PLC meetings will be facilitated by instructional team leaders to use assessment data to better inform instruction
- Career Technical Education courses will be offered
- counseling services will be provided to help with social, emotional, and academic needs of students
- equal health services will be provided at each site and a district full time school nurse will provide more comprehensive care to low income students and foster youth
- a one month summer enrichment program supporting the science and technology
- all sites will provide experiential learning and other academically focused field trips
- additional student activities and clubs will be added at all sites along with Link Crew and WEB at the middle and high schools
- parent information nights will be conducted on various topics along with Latino Family Literacy nights at GES and RES
- child care will be provided at school meetings
- bilingual liaisons at all sites will support communication through translation and interpretation
- the website will be updated to include calendars of events and a translating communication service will be purchased to increase communication via text, email, and phone calls

Gustine Unified School District (GUSD) minimum proportionality percentage is 25.88%. The majority of the students served are unduplicated pupils (80%). The actions included in the LCAP best serve all students and are principally directed towards English Learners, foster youth, and low income students. The actions

and services described above utilize at least the required minimum proportionality amount. For example some of the actions and services described in this LCAP serve ALL students, including unduplicated pupils to meet the minimum proportionality include:

- support staff to translate materials and interpret during all parent engagement opportunities
- increased opportunities to promote student engagement
- expanded communication system, website, and engagement opportunities for parents

Revised Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to EC sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by EC sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

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 applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *Education Code* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the Demonstration of Increased or Improved Services for Unduplicated Students table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to 5 CCR 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR 15496(a)(7).

Consistent with the requirements of 5 CCR 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards for English Language Arts
 - b. Mathematics – Common Core State Standards for Mathematics
 - c. English Language Development
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;

- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under Sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *Education Code* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in *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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *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 school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *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, or 47606.5, as applicable, 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?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *Education Code* sections 42238.01 and bgroups 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 school sites?
- 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 school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

LCAP Expenditure Summary

| Total Expenditures by Funding Source | | | | | | |
|--------------------------------------|--------------------------------------|------------------------------------|--------------|--------------|--------------|--|
| Funding Source | 2016-17 Annual Update Budgeted | 2016-17 Annual Update Actual | 2017-18 | 2018-19 | 2019-20 | 2017-18 through 2019-20 Total |
| All Funding Sources | 0.00 | 0.00 | 2,682,488.00 | 2,689,488.00 | 2,696,488.00 | 8,068,464.00 |
| Base | 0.00 | 0.00 | 620,000.00 | 622,000.00 | 624,000.00 | 1,866,000.00 |
| LCFF | 0.00 | 0.00 | 799,888.00 | 799,888.00 | 799,888.00 | 2,399,664.00 |
| Supplemental and Concentration | 0.00 | 0.00 | 1,262,600.00 | 1,267,600.00 | 1,272,600.00 | 3,802,800.00 |

* Totals based on expenditure amounts in goal and annual update sections.

| Total Expenditures by Object Type | | | | | | |
|--|--------------------------------------|------------------------------------|--------------|--------------|--------------|--|
| Object Type | 2016-17 Annual Update Budgeted | 2016-17 Annual Update Actual | 2017-18 | 2018-19 | 2019-20 | 2017-18 through 2019-20 Total |
| All Expenditure Types | 0.00 | 0.00 | 2,682,488.00 | 2,689,488.00 | 2,696,488.00 | 8,068,464.00 |
| | 0.00 | 0.00 | 620,000.00 | 622,000.00 | 624,000.00 | 1,866,000.00 |
| 1000-1999: Certificated Personnel Salaries | 0.00 | 0.00 | 1,281,688.00 | 1,286,688.00 | 1,292,188.00 | 3,860,564.00 |
| 2000-2999: Classified Personnel Salaries | 0.00 | 0.00 | 423,500.00 | 423,500.00 | 423,000.00 | 1,270,000.00 |
| 4000-4999: Books And Supplies | 0.00 | 0.00 | 181,300.00 | 181,300.00 | 181,300.00 | 543,900.00 |
| 5000-5999: Services And Other Operating Expenditures | 0.00 | 0.00 | 176,000.00 | 176,000.00 | 176,000.00 | 528,000.00 |

* Totals based on expenditure amounts in goal and annual update sections.

| Total Expenditures by Object Type and Funding Source | | | | | | | |
|---|-----------------------------------|---|---------------------------------------|--------------|--------------|--------------|--|
| Object Type | Funding Source | 2016-17 Annual Update Budgeted | 2016-17 Annual Update Actual | 2017-18 | 2018-19 | 2019-20 | 2017-18 through 2019-20 Total |
| All Expenditure Types | All Funding Sources | 0.00 | 0.00 | 2,682,488.00 | 2,689,488.00 | 2,696,488.00 | 8,068,464.00 |
| | Base | 0.00 | 0.00 | 620,000.00 | 622,000.00 | 624,000.00 | 1,866,000.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF | 0.00 | 0.00 | 486,888.00 | 486,888.00 | 486,888.00 | 1,460,664.00 |
| 1000-1999: Certificated Personnel Salaries | Supplemental and Concentration | 0.00 | 0.00 | 794,800.00 | 799,800.00 | 805,300.00 | 2,399,900.00 |
| 2000-2999: Classified Personnel Salaries | LCFF | 0.00 | 0.00 | 45,000.00 | 45,000.00 | 45,000.00 | 135,000.00 |
| 2000-2999: Classified Personnel Salaries | Supplemental and Concentration | 0.00 | 0.00 | 378,500.00 | 378,500.00 | 378,000.00 | 1,135,000.00 |
| 4000-4999: Books And Supplies | LCFF | 0.00 | 0.00 | 127,000.00 | 127,000.00 | 127,000.00 | 381,000.00 |
| 4000-4999: Books And Supplies | Supplemental and Concentration | 0.00 | 0.00 | 54,300.00 | 54,300.00 | 54,300.00 | 162,900.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF | 0.00 | 0.00 | 141,000.00 | 141,000.00 | 141,000.00 | 423,000.00 |
| 5000-5999: Services And Other Operating Expenditures | Supplemental and Concentration | 0.00 | 0.00 | 35,000.00 | 35,000.00 | 35,000.00 | 105,000.00 |

* Totals based on expenditure amounts in goal and annual update sections.

| Total Expenditures by Goal | | | | |
|----------------------------|--------------|--------------|--------------|--|
| Goal | 2017-18 | 2018-19 | 2019-20 | 2017-18 through 2019-20 Total |
| Goal 1 | 1,229,488.00 | 1,232,488.00 | 1,235,488.00 | 3,697,464.00 |
| Goal 2 | 1,388,500.00 | 1,392,500.00 | 1,396,500.00 | 4,177,500.00 |
| Goal 3 | 64,500.00 | 64,500.00 | 64,500.00 | 193,500.00 |

* Totals based on expenditure amounts in goal and annual update sections.

GUSTINE UNIFIED SCHOOL DISTRICT

Meeting of the Board of Trustees

MEETING DATE:

June 28, 2017

AGENDA ITEM TITLE: 2017-2018 Budget Adoption

AGENDA SECTION: Action

PRESENTED BY: Bill Morones, Superintendent

RECOMMENDATIONS:

It is recommended that the Board of Education approve the 2017-2018 Budget Adoption.

SUMMARY:

The District Governing Board of Education must certify in writing the 2017/18 budget was developed using state-adopted Criteria and Standards and that it includes the expenditures necessary to implement the Local Control Accountability Plan (LCAP) effective for the budget year. The budget must be filed and adopted subsequent to a public hearing by the Board, pursuant to Ed Code sections 33129, 42127, 52060, 52061, and 52062.

If the budget includes a combined assigned and unassigned ending fund balance above the minimum recommended reserve for economic uncertainties, at its public hearing, the school district must comply with the requirements of paragraph (B) and (C) of paragraph (2) of subdivision (a) of Education code Section 42127. The Adopted Budget Reserve Disclosure, attached in the presentation, complies with this requirement.

FISCAL IMPACT: Total 2017-2018 Budget

BUDGET CATEGORY: All Budget Categories

2017-2018

GUSTINE

UNIFIED SCHOOL DISTRICT

Adopted Budget



Preparing students for the future...Today!

2017-2018 Adopted Budget

This report includes the District's financial and operational revenues, expenditures and all necessary disclosures commencing July 1, 2017. The District Governing Board of Education must certify in writing the budget was developed using state-adopted Criteria and Standards and that it includes the expenditures necessary to implement the Local Control Accountability Plan (LCAP) effective for the budget year. The budget must be filed and adopted subsequent to a public hearing by the Board, pursuant to Ed Code sections 33129, 42127, 52060, 52061, and 52062.

Executive Summary

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



General Fund Combined

Unrestricted & Restricted Funds Highlights

Current Year Budget (Estimated Actuals), 2017-18 Adopted Budget and subsequent 2 years projected with categorized totals of Revenue, Expenses, Surplus or Deficit Spending, Beginning & Ending Balances.

- **Revenues:** LCFF revenue grows gradually over the 4 years from \$17.4 to \$18.9 million. State & Federal Revenues drop substantially in 2017-18 due to one time & carry-over revenues.

LCFF Revenues for 2016-17 decreased by \$77K since 2nd Interim.

LCFF Revenues for 2017-18 increased by \$236K since 2nd Interim.

- **Expenses:** 2017-18 expenses drop for the corresponding elimination of one time & carry-over expenses with gradual increases in the following years.

Gustine Unified School District Multi-Year Projections - 2016-2020 2017-18 Adopted Budget **EXECUTIVE SUMMARY**

| General Fund-Combined | 2016-2017 EST ACTUALS | 2017-2018 ADOPTED | 2018-2019 PROJECTED | 2019-2020 PROJECTED |
|---|--------------------------------------|------------------------------|--------------------------------|--------------------------------|
| DOLLAR VALUES ARE IN THOUSANDS | | | | |
| REVENUE | | | | |
| LCFF Revenue | \$17,388 | \$18,029 | \$18,500 | \$18,902 |
| Federal Revenue | 1,675 | 998 | 998 | 998 |
| Other State Revenue | 2,435 | 1,237 | 1,264 | 1,294 |
| Other Local Revenue | 121 | 121 | 121 | 121 |
| Total Revenue | \$21,619 | \$20,385 | \$20,883 | \$21,314 |
| EXPENSES | | | | |
| Certificated Salaries | \$8,528 | \$8,772 | \$8,880 | \$8,990 |
| Classified Salaries | 2,412 | 2,496 | 2,569 | 2,643 |
| Employee Benefits | 4,408 | 4,530 | 4,800 | 5,079 |
| Books & Supplies | 2,344 | 928 | 957 | 969 |
| Services & Other Operating Expenditures | 2,775 | 2,247 | 2,319 | 2,330 |
| Capital Outlay | 572 | 16 | 17 | 17 |
| Other Outgo | 995 | 1,071 | 1,074 | 1,077 |
| Direct Support/Indirect Costs | (43) | (43) | (44) | (38) |
| Total Expenses | \$21,991 | \$20,016 | \$20,571 | \$21,067 |
| Surplus/(Deficiency) Subtotal | \$(372) | \$369 | \$312 | \$247 |
| OTHER FINANCING SOURCES & USES | | | | |
| Transfers Out | (354) | (193) | (193) | (193) |
| Other Sources | | | | |
| SURPLUS REVENUE / (DEFICIT SPENDING) | \$(726) | \$176 | \$120 | \$54 |
| BEGINNING FUND BALANCE | \$3,969 | \$3,243 | \$3,419 | \$3,539 |
| ENDING FUND BALANCE | \$3,243 | \$3,419 | \$3,539 | \$3,593 |

Total General Fund

Unrestricted and Restricted Funds Combined Ending Fund Balance & Reserve Details



➤ Surplus/Deficit:

Temporary Deficit spending in 2016-17 due to large balances of one time and carry over funds.

2017-18 deficit spending (from 2nd Interim) is now eliminated, primarily due to the projected increase in LCFF funding, as per Governor Brown's May Revise budget.

➤ Ending Fund Balance (EFB):

EFB increased \$194K for 2016-17: increase is primarily due to budget reductions for identified budget savings realized this year.

EFB increased \$594K for 2017-18: due to increased LCFF revenue as well as budget savings realized through staff attrition.

➤ Reserve levels:

Reserves increased 0.34% totaling 10.10% for 2016-17 Est Actuals.

Reserves increased 1.99% totaling 12.04% for 2017-18 Adopted Budget.

Reserve Levels also increased 1.64% totaling 12.90% in 2018-19. The 2019-20 year is a new year added to the projections with a projected reserve of 13.17%.

➤ Recommended Reserve:

It is strongly recommended and fiscally prudent to have reserves exceeding the 3% state required minimum reserve, which for our district averages \$640,000 over these 4 years. This 3% is not quite half of our average monthly projected payroll for 2017-18, at approximately \$1,300,000.

➤ Fiscal Outlook:

While the May Revise budget has provided some improvements, it has not returned us to previously projected funding levels. In addition, economic uncertainty and volatility still remain clearly prevalent in CA Education funding. **Districts statewide are advised to proceed with caution in order to provide the fiscal stability to maintain existing programs and services to our students.**

| GENERAL FUND | 2016-2017 EST ACTUALS | 2017-2018 ADOPTED | 2018-2019 PROJECTED | 2019-2020 PROJECTED |
|---|-----------------------------|----------------------|------------------------|------------------------|
| DOLLAR VALUES ARE IN THOUSANDS | | | | |
| UNRESTRICTED & RESTRICTED COMBINED | | | | |
| SURPLUS REVENUE / (DEFICIT SPENDING) | \$(726) | \$176 | \$120 | \$54 |
| BEGINNING FUND BALANCE | 3,969 | 3,243 | 3,419 | 3,539 |
| ENDING FUND BALANCE | \$3,243 | \$3,419 | \$3,539 | \$3,593 |
| GENERAL FUND DESIGNATIONS | | | | |
| Reserve for Economic Uncertainties - Dollars | \$2,258 | \$2,433 | \$2,677 | \$2,801 |
| Reserve for Economic Uncertainties - Percent | 10.10% | 12.04% | 12.90% | 13.17% |
| Assigned for Site & Other Designations | 659 | 659 | 659 | 659 |
| Legally Restricted | 327 | 327 | 203 | 134 |
| UNDESIGNATED FUND BALANCE | \$0 | \$0 | \$0 | \$0 |
| Minimum Reserve Requirement @ 3% | \$670 | \$606 | \$623 | \$638 |

Budget

Assumptions

&

Highlights



- Budget Assumptions are a vital part of budget projections and deserve careful consideration as they can cause budget projections to change.
- Enrollment and Average Daily Attendance (ADA) are one of the most significant factors affecting funding. **Slight decreases are projected to enrollment and ADA**, which are detailed on the next page.
- Unduplicated Pupil Percentage (UPP) is a measurement of the pupils we have that are either low income, English learner, homeless, foster, or runaways. Our UPP, projected at 80% for 2017-18, generates additional funding to **provide additional or improved services to these students**. Our Local Control and Accountability Plan (LCAP), which must align with Budget Adoption, specifies some of the budgeted actions and services that are planned and intended to address the needs of our students.
- Retirement Expense Increases for rising STRS/PERS pension system rates are also included. These vast increases represent a state-wide concern for all districts and are using a large portion of increased LCFF funds. For Gustine, these increases are projected to add \$882,000 of expenses to these 4 years, totaling \$1.3 million from 2014-15 to 2020-21.

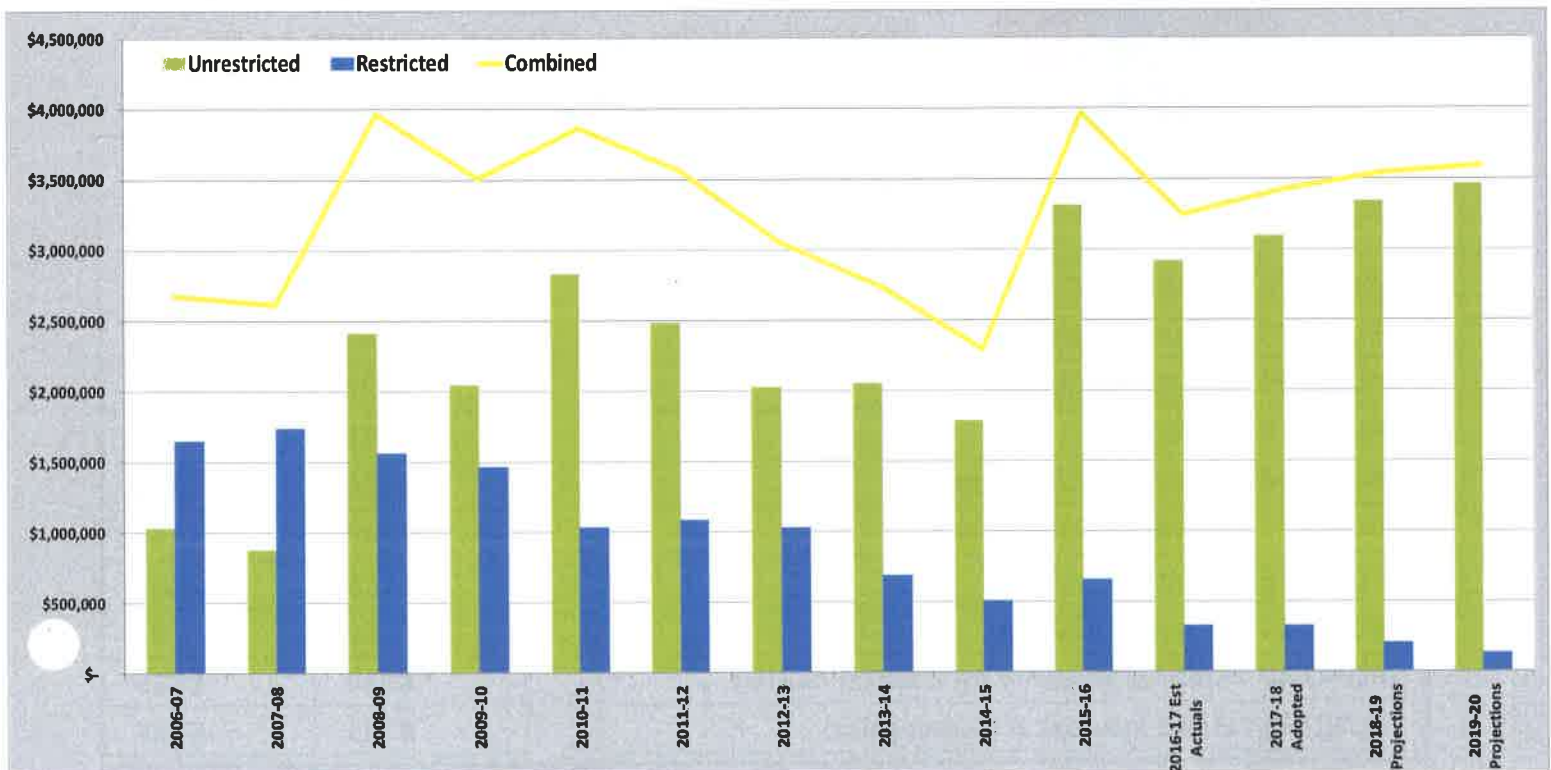
| BUDGET ASSUMPTIONS / HIGHLIGHTS | 2016-2017 EST ACTUALS | 2017-2018 ADOPTED | 2018-2019 PROJECTED | 2019-2020 PROJECTED |
|--|--------------------------------|----------------------|------------------------|------------------------|
| <u>Enrollment/ADA Projections</u> | | | | |
| District CBEDS Enrollment (Actual/Projected) | 1,890 | 1,886 | 1,879 | 1,854 |
| LCFF Funded ADA | 1794.48 | 1792.87 | 1786.27 | 1779.70 |
| <u>LCFF, COLA & CPI Projections</u> | | | | |
| | DOLLAR VALUES ARE IN THOUSANDS | | | |
| LCFF Funding | \$17,388 | \$18,029 | \$18,500 | \$18,902 |
| LCFF: COLA | 0.000% | 1.560% | 2.150% | 2.350% |
| LCFF: GAP Funding Rate | 55.030% | 43.970% | 71.530% | 73.510% |
| LCFF: Funded 3yr Unduplicated Pupil Percentage (UPP)-Free/Reduced & EL's | 77.45% | 79.94% | 79.49% | 79.52% |
| Single Year Unduplicated Pupil Percentage (UPP) | 79.42% | 79.54% | 79.52% | 79.51% |
| State Categorical COLA | 0.000% | 1.560% | 2.150% | 2.350% |
| California Consumer Price Index Per SSC Projections | 2.50% | 3.11% | 3.19% | 2.86% |
| STRS Employer Rates | 12.580% | 14.430% | 16.280% | 18.130% |
| PERS Employer Rates | 13.888% | 15.531% | 18.100% | 20.800% |
| <u>LCFF Actions</u> | | | | |
| STRS/PERS rate increases | \$207 | \$204 | \$231 | \$240 |



Historical Fund Balances

- Remained fiscally solvent during the most difficult financial times
- As LCFF funding increases, our ending balances have shown growth and stability in our financial position.
- A stable position prepares us and allows us time to adjust for potential uncertainty and volatility in funding.

| Historical Fund Balance | Unrestricted | Restricted | Combined |
|-------------------------|--------------|--------------|--------------|
| 2006-07 | \$ 1,027,440 | \$ 1,649,325 | \$ 2,676,765 |
| 2007-08 | \$ 873,523 | \$ 1,737,938 | \$ 2,611,461 |
| 2008-09 | \$ 2,408,835 | \$ 1,560,940 | \$ 3,969,775 |
| 2009-10 | \$ 2,043,659 | \$ 1,464,085 | \$ 3,507,744 |
| 2010-11 | \$ 2,829,419 | \$ 1,035,382 | \$ 3,864,801 |
| 2011-12 | \$ 2,483,526 | \$ 1,081,729 | \$ 3,565,255 |
| 2012-13 | \$ 2,022,902 | \$ 1,025,373 | \$ 3,048,275 |
| 2013-14 | \$ 2,048,533 | \$ 685,776 | \$ 2,734,309 |
| 2014-15 | \$ 1,782,839 | \$ 506,937 | \$ 2,289,776 |
| 2015-16 | \$ 3,313,426 | \$ 655,860 | \$ 3,969,286 |
| 2016-17 Est Actuals | \$ 2,916,072 | \$ 326,908 | \$ 3,242,979 |
| 2017-18 Adopted | \$ 3,091,896 | \$ 326,908 | \$ 3,418,803 |
| 2018-19 Projections | \$ 3,335,999 | \$ 202,508 | \$ 3,538,507 |
| 2019-20 Projections | \$ 3,459,330 | \$ 133,626 | \$ 3,592,956 |



2017-2018 Adopted Budget Additions

- **\$388,000 for 3% Salary Schedule Increase for all staff***
- **\$216,000 for Step & Column Salary Increases***
- **\$5,000 for Term Life Insurance Policy for all staff (\$25,000 Coverage)**
- **\$1,645 for ASB Stipend at Gustine Elementary***
- **\$15,000 Summer School Teacher Pay Rate Increase***
- **\$40,000 Teacher Summer Professional Development Extra Pay***
- **\$6,000 Bilingual Stipend for Classified***
- **\$204,000 STRS/PERS retirement cost increases**
- **\$74,000 1 Math Teacher at Gustine High School***
- **\$70,000 for Additional Bus Purchases**
- **\$41,000 Increase to Special Ed Contribution****
- **\$53,000 Increase to Maintenance Contribution****
- **\$120,000 Increase to support actions & services listed in LCAP**

This list is not meant to be an exhaustive

*Estimated cost includes associated payroll taxes/benefits

**Contributions are funds that are transferred from the General Fund to these specific programs.



Photo Credits: WestsideConnect.com and L.Aguilar

Based on all of the above, we recommend the Board of Trustees approve Gustine Unified School District's 2017-2018 Adopted Budget.

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

Bill Morones, Superintendent

FOOD SERVICE OPERATIONS/CAFETERIA FUND (continued)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Accounting Manual

Food Distribution Program Administrative Manual

Unpaid Meal Charges: Local Meal Charge Policies, Clarification on Collection of Delinquent Meal Payments, and Excess Student Account Balances, Management Bulletin, SNP-03-2017, April 2017
Clarification for the Use of Alternate Meals in the National School Lunch and School Breakfast Programs, Bad Debt Policies, and the Handling of Unpaid Meal Charges, Management Bulletin USDA-SNP-06-2015, May 2015

Cafeteria Funds--Allowable Uses, Management Bulletin NSD-SNP-07-2013, May 2013

Paid Lunch Equity Requirement, Management Bulletin USDA-SNP-16-2012, October 2012

Storage and Inventory Management of United States Department of Agriculture (USDA) Donated Foods, Management Bulletin USDA-FDP-02-2010, August 2010

~~*Management Bulletin USDA-SNP-01-2008, February 2008*~~

Adult and Sibling Meals in the National School Lunch and School Breakfast Programs, Management Bulletin 00-111, July 2000

U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS

~~*Financial Management of the School Meal Programs, Correspondence, August 30, 2013*~~

FAQs About School Meals

Unpaid Meal Charges: Guidance and Q&A, SP 23-2017, March 2017

Indirect Costs: Guidance for State Agencies and School Food Authorities SP 60-2016, September 2016

Overcoming the Unpaid Meal Challenge: Proven Strategies from Our Nation's Schools, September 2016

Unpaid Meal Charges: Local Meal Charge Policies, SP 46-2016, July 2016

Compliance with and Enforcement of the Buy American Provision in the National School Lunch Program, SP 24-2016, February 2016

Discretionary Elimination of Reduced Price Charges in the School Meal Programs, SP 17-2014, January 2014

U.S. DEPARTMENT OF EDUCATION GUIDANCE

~~*FAQs About School Meals*~~

WEB SITES

California Department of Education, Nutrition Services Division: <http://www.cde.ca.gov/ls/nu>

California School Nutrition Association: <http://www.calsna.org>

U.S. Department of Agriculture, Food and Nutrition Service: <http://www.fns.usda.gov/cnd>

~~U.S. Department of Education: <http://www.ed.gov>~~

(3/11 12/13) 5/17

CSBA Sample

Administrative Regulation

Business and Noninstructional Operations

AR 3551(a)

FOOD SERVICE OPERATIONS/CAFETERIA FUND

Payments for Meals

Note: State and federal law (Education Code 49550; 42 USC 1758, 1773) require that all students eligible for free and reduced-price meals receive a reimbursable meal during each school day which must be the same meal choice offered to noneligible students; see BP/AR 3553 - Free and Reduced Price Meals. California Department of Education (CDE) Management Bulletin ~~USDA-SNP-01-2008~~ **SNP-06-2015** clarifies that districts therefore cannot serve an alternate meal (i.e., a meal that is different than the day's advertised meal) to a student eligible for reduced-price meals who does not have the ability to pay or who fails to provide a meal ticket or other medium of exchange on a given day. Payment ~~and pricing~~ policies for full-price meals are at the discretion of the district and may include decisions on whether or not to extend credit or provide an alternate meal to students in the event of nonpayment.

In addition to providing meals at no cost to students who are eligible, the district may offer meals at no cost to students who qualify for reduced-price benefits. Districts that choose to eliminate reduced-price meal charges may still claim the meals at the reduced-price rate, but the cost difference between the reduced-price meal and the no-cost meal must be covered by the district's cafeteria fund. Districts that choose to do so may modify the following paragraph accordingly. For more information, see the U.S. Department of Agriculture's (USDA) Memorandum SP 17-2014.

The following section includes recommendations of the CDE's Management Bulletin and the ~~U.S. Department of Agriculture's (USDA's)~~ "FAQs About School Meals" on the USDA's web site and may be revised to reflect district practice.

With the exception of students who are eligible to receive meals at no cost, students may pay on a per-meal basis or may submit payments in advance. The Superintendent or designee shall maintain a system for accurately recording payments received and tracking meals provided to each student.

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 3552 - Summer Meal Program)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 3555 - Nutrition Program Compliance)

Note: The CDE's program monitoring process (the Administrative Review) requires districts to continually notify parents/guardians of district policies regarding meal payments, including charge accounts and alternate meals if applicable. Districts should, at a minimum, inform parents/guardians at the beginning of the school year and on an ongoing basis of district practices for students who have lost or forgotten their meal payment. In addition, districts should set up a parent notification system for when a student's meal payment account has a low or negative balance.

According to the USDA's Memorandum SP-23-2017, beginning in the 2017-18 school year and each year thereafter, the district's policy on delinquent meal payments must be communicated in writing to all households at the start of each school year and to households transferring to the school during the school year. CDE Management Bulletin SNP-03-2017 states that, at a minimum, districts should use the methods specified below to communicate the district's meal policy.

FOOD SERVICE OPERATIONS/CAFETERIA FUND (continued)

At the beginning of the school year, **and whenever a student enrolls during the school year**, parents/guardians shall be notified of the district's meal payment policies and be encouraged to prepay for meals whenever possible. **The Superintendent or designee shall communicate the district's meal payment policies through multiple methods, including, but not limited to:**

- 1. Explaining the meal charge policy within registration materials provided to parents/guardians at the start of the school year**
- 2. Including the policy in print versions of student handbooks, if provided to parents/guardians annually**
- 3. Providing the policy whenever parents/guardians are notified regarding the application process for free and reduced-price meals, such as in the distribution of applications at the start of the school year**
- 4. Posting the policy on the district's web site**
- 5. Establishing a system to notify parents/guardians when a student's meal payment account has a low or negative balance**

(cf. 1113 - District and School Web Sites)

(cf. 5145.6 - Parental Notifications)

FOOD SERVICE OPERATIONS/CAFETERIA FUND (continued)

In order to avoid potential misuse of a student's food service account by someone other than the student in whose name the account has been established, the Superintendent or designee shall verify a student's identity when setting up the account and when charging any meal to the account. The Superintendent or designee shall investigate any claim that a bill does not belong to a student or is inaccurate, shall not require a student to pay a bill that appears to be the result of identity theft, and shall open a new account with a new account number for a student who appears to be the subject of identity theft.

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

Note: Pursuant to CDE Management Bulletin SNP-03-2017, districts must ensure that students who are approved for reduced-price meals receive all meals that are paid for. Any excess payments must be either carried over or refunded to the parents/guardians. The following paragraph extends this provision to also apply to students paying for full-price meals.

Any payments made to a student's food service account shall, if not used within the school year, be carried over into the next school year or be refunded to the student's parents/guardians.

Unpaid and Delinquent Meal Charges

Note: Pursuant to USDA Memorandum SP 46-2016, districts participating in the National School Lunch and/or Breakfast program are mandated to have a written and clearly communicated meal charge policy which includes, but is not limited to, policy on the collection of delinquent meal charge debt. Such policy may allow students to charge all types of reimbursable meals, impose a limit on charges, provide students paying full price with alternate meals, and/or allow neither meal charges nor alternative meals. Such policy may be consistent for all students or vary by grade level. The following paragraphs should be revised to reflect district practice. Also see the accompanying Board policy.

Students and their parents/guardians shall be notified whenever their account has a ~~zero~~ **low or negative** balance. Whenever a student's account has an unpaid balance of \$50 or more, parents/guardians shall be notified in writing that full payment is due within seven school days from the date of the notice unless other payment arrangements are made with the Food Service Department. Unpaid balances that remain at \$50 or more and have not responded to notices within 7 days, will be reported to a debt collection agency throughout the year. Alternate meals will not be served to students. Regardless of unpaid balances, all students will be served from the same meal choices.

In cases of repeated nonpayment by a student, the Superintendent or designee may contact parents/guardians to discuss the reasons for the nonpayment. The Superintendent or designee may evaluate individual circumstances to determine if the student's parents/guardians need assistance completing an application for free or reduced-price meals or need referral to social services.

FOOD SERVICE OPERATIONS/CAFETERIA FUND (continued)

Note: The following optional paragraph reflects CDE guidance in its Management Bulletin SNP-03-2017.

The Superintendent or designee may enter into a repayment plan with a student's parents/guardians for payment of the student's unpaid meal charge balance over a period of time. As necessary, the repayment plan may allow the unrecovered or delinquent debt to carry over into the next fiscal year.

Note: CDE Management Bulletin SNP-03-2017 requires that the district's unpaid meal policy conform with the cost principles set forth in 2 CFR 200.426, as provided below.

The district's efforts to collect debt shall be consistent with district policies and procedures, California Department of Education (CDE) guidance, and 2 CFR 200.426. The district shall not spend more than the actual debt owed in efforts to recover unpaid meal charges.

Note: Pursuant to CDE Management Bulletins SNP 06-2015 and SNP-03-2017, delinquent debt must be reclassified as bad debt and written off as an operating loss if it is not paid by the end of the fiscal year in which the debt was incurred, unless the district enters into a repayment plan with the parent/guardian prior to the end of the fiscal year or the debt occurs fewer than 90 days prior to the end of the fiscal year. Federal funds are not available to reimburse the district for bad debt. Districts are required to maintain related records in accordance with 7 CFR 210.9 and 210.15.

The Superintendent or designee shall maintain records of the efforts made to collect unpaid meal charges and, if applicable, financial documentation showing when the unpaid meal balance has become an operating loss.

Reimbursement Claims

Note: To streamline administration of state and federal meal programs, the CDE has developed an online Child Nutrition Information and Payment System which must be used to submit reimbursement claims and to submit and track the status of applications and USDA food requests.

The Superintendent or designee shall maintain records of the number of meals served each day by school site and by category of free, reduced-price, and full-price meals. The Superintendent or designee shall submit reimbursement claims for school meals to the CDE using the online Child Nutrition Information and Payment System.

Cafeteria Fund

Note: Education Code 38091 authorizes the Governing Board to establish one or more cafeteria revolving accounts to be treated as revolving cash accounts of the cafeteria fund.

All proceeds from food sales and other services offered by the cafeteria shall be deposited in the cafeteria fund as provided by law. The income and expenditures of any cafeteria revolving account established by the Governing Board shall be recorded as income and expenditures of the cafeteria fund. (Education Code 38090, 38091)

FOOD SERVICE OPERATIONS/CAFETERIA FUND (continued)*(cf. 3100 - Budget)**(cf. 3300 - Expenditures and Purchases)*

Note: ~~Education Code 38100-38103 specify allowable expenditures from the cafeteria fund. AB 86 (Ch. 48, Statutes of 2013) repealed Education Code 38102, which had authorized the establishment of a cafeteria equipment reserve fund to be used for the purchase, lease, maintenance, or replacement of cafeteria equipment.~~

The cafeteria fund shall be used only for those expenditures authorized by the Board as necessary for the operation of school cafeterias in accordance with Education Code 38100-38103, **2 CFR Part 200 Appendix VII 2 CFR 225**, and the California School Accounting Manual. (~~Education Code 38091, 38101; 2 CFR 225~~)

Any charges to, or transfers from, a food service program shall be dated and accompanied by a written explanation of the expenditure's purpose and basis. (Education Code 38101)

(cf. 3110 - Transfer of Funds)

Note: The following **optional** paragraph may be revised to reflect district practice. ~~2 CFR 225 2 CFR Part 200 Appendix VII~~ and USDA guidance, Indirect Costs: Guidance for State Agencies and School Food Authorities, provide information regarding allowable indirect costs that may be charged to the nonprofit school food service account. Indirect costs are those that are incurred for the benefit of multiple programs or objectives and typically support administrative overhead functions (e.g., accounting, payroll, purchasing, utilities, janitorial services). Each program or objective that benefits from the indirect cost bears a commensurate portion of the cost. Costs may be charged to the nonprofit food service account only if properly documented.

Indirect costs charged to the food service program shall be based on either the district's prior year indirect cost rate or the statewide average approved indirect cost rate for the second prior fiscal year, whichever is less. (Education Code 38101)

Note: Pursuant to ~~2 CFR 210.2 and 210.14~~ **7 CFR 210.7 and 220.14**, net cash resources (i.e., all monies that have accrued to the nonprofit school food service at any given time, less cash payable) should not exceed three months average expenditures. If there is a surplus, then according to USDA guidance, Indirect Costs: Guidance for State Agencies and School Food Authorities, the district must lower the price of paid lunches, improve food quality, or make other improvements to school meal operations. The spending plan developed by the district under such circumstances must be approved by the CDE.

Net cash resources in the nonprofit school food service shall not exceed three months average expenditures. (~~2 CFR 210.14~~ **220.14**)

FOOD SERVICE OPERATIONS/CAFETERIA FUND (continued)**U.S. Department of Agriculture Foods**

Note: The following **optional** section is for use by districts that participate in the National School Lunch Program and receive foods from the USDA pursuant to 42 USC 1755 and 7 CFR 250.1-250.70. The CDE is responsible for ordering and distributing USDA foods for use in California schools. Pursuant to 42 USC 1758, the USDA must ensure that foods offered through this program reflect the most recent Dietary Guidelines for Americans.

The Superintendent or designee shall ensure that foods received through the U.S. Department of Agriculture (USDA) are handled, stored, and distributed in facilities which: (7 CFR 250.14)

1. Are sanitary and free from rodent, bird, insect, and other animal infestation
2. Safeguard foods against theft, spoilage, and other loss
3. Maintain foods at proper storage temperatures
4. Store foods off the floor in a manner to allow for adequate ventilation
5. Take other protective measures as may be necessary

The Superintendent or designee shall maintain inventories of USDA foods in accordance with 7 CFR 250.59 and CDE procedures, and shall ensure that foods are used before their expiration dates.

USDA **donated** foods shall be used in school lunches as far as practicable. USDA foods also may be used in other nonprofit food service activities, including, but not limited to, school breakfasts or other meals, a la carte foods sold to students, meals served to adults directly involved in the operation and administration of the food service and to other school staff, and training in nutrition, health, food service, or general home economics instruction for students, provided that any revenues from such activities accrue to the district's nonprofit food service account. (7 CFR ~~250.60~~ **250.59**)

Contracts with Outside Services

Note: The following **optional** section is for use by districts that contract for food service management services pursuant to Education Code 49554, 42 USC 1758, or 7 CFR 210.16 or consulting services pursuant to Education Code 45103.5, and should be modified to reflect the type(s) of contracts in the district; see the accompanying Board policy.

The term of any contract for food service management or consulting services shall not exceed one year. Any renewal of the contract or further requests for proposals to provide such services shall be considered on a year-to-year basis. (Education Code 45103.5; 7 CFR 210.16)

FOOD SERVICE OPERATIONS/CAFETERIA FUND (continued)

Any contract for management of the food service operation shall be approved by CDE and comply with the conditions in Education Code 49554 and 7 CFR 210.16 as applicable. The district shall retain control of the quality, extent, and general nature of its food services, including prices to be charged to students for meals, and shall monitor the food service operation through periodic on-site visits. The district shall not enter into a contract with a food service company to provide a la carte food services only, unless the company agrees to offer free, reduced-price, and full-price reimbursable meals to all eligible students. (Education Code 49554; 42 USC 1758; 7 CFR 210.16)

Any contract for consulting services shall not result in the supervision of food service classified staff by the management consultant, nor shall it result in the elimination of any food service classified staff or position or have any adverse effect on the wages, benefits, or other terms and conditions of employment of classified food service staff or positions. All persons providing consulting services shall be subject to applicable employment conditions related to health and safety as listed in Education Code 45103.5. (Education Code 45103.5)

(cf. 3312 - Contracts)

(cf. 3515.6 - Criminal Background Checks for Contractors)

(cf. 3600 - Consultants)

(cf. 4112.4/4212.4/4312.4 - Health Examinations)

(cf. 4212 - Appointments and Conditions of Employment)

(3/11 12/13) 5/17

GUSTINE UNIFIED SCHOOL DISTRICT**Meeting of the Board of Trustees****MEETING DATE:**

June 28, 2017

AGENDA ITEM TITLE: GMS Student Handbook (2017-2018)**AGENDA SECTION:** Action**PRESENTED BY:** Peter Duenas, Principal**RECOMMENDATION:**

It is recommended that the Board of Education approve GMS Student Handbook (2017-2018).

SUMMARY:

The proposed student handbook is presented for your consideration. For the 2017-2018 school year, GMS has adapted the GHS student handbook and made it both consistent with the student behavioral expectations presented at Gustine High School, as well as making the handbook appropriate for GMS' needs. GMS respectfully requests that the board of trustees takes action to approve this student handbook.

FISCAL IMPACT: None**BUDGET CATEGORY:** NA

| | | | |
|--|---------------|--------|------------|
| Gustine Middle School | 2 | | |
| Bell schedule | 3 | | |
| Welcome, Bus Only School | 4 | | |
| Home-School Connection | 4 | | |
| Gustine Middle School Mission & Belief Statements | 6 | | |
| Student ID Cards & Aeries Photos | 6 | | |
| Student | Expectations, | Sexual | Harassment |
| | 7 | | |
| Civil Rights Compliances | | | 8 |
| Equal Access/Affirmative Action | | | 9 |
| Guidance Services | | | 10 |
| Promotion Requirements, Grading Policies, Smarter Balance Testing | | | 10 |
| Schedule Changes, Student Course Load | | | 11 |
| Transcripts, Short-Term Independent Study, Eligibility (Academic & Athletic) | | | 11 |
| Policy for Homework Request | | | 12 |
| Student Services | | | 12 |
| Cafeteria, Media Center, Student Use of School Computers & The Internet | | | 12 |
| School Health Services and Medications | | | 13 |
| Accident Insurance, Lost and Found, Textbook/Transportation Fees, Lockers | | | 14 |
| School Bus Passenger Safety Procedures | | | 15 |
| Student Activities, Student ID Cards, Student Club Organization | | | 15 |
| Dances..... | | | 16 |
| Athletics | | | 17 |
| Athletics and Sportsmanship | | | 17 |
| Attendance | | | 18 |
| School Goal, Attendance Procedures, Procedures for Parents-Clearing Absences | | | 18 |
| Unverified (unexcused) Absences, Excused Absences, Truancy | | | 19 |
| SARB, Check out Policy | | | 20 |
| Make up Work, Tardy Policy, Late Arrivals | | | 21 |
| Discipline | | | 22 |
| Expected Student Conduct, School Jurisdiction, Severe Offenses | | | 22 |
| Campus Supervisor, Violation of School Rules | | | 23 |
| Gang Related Offenses | | | 25 |
| Cell | | | |
| Phones..... | | | 26 |
| Incitement, Public Display of Affection | | | 27 |
| Skateboards/Rollerblades/Bicycles | | | 27 |
| Permanent Markers, Trespassing, Vandalism | | | 27 |
| Theft, Safe School Zone, Discipline Referrals, Plagiarism, Defiance | | | 28 |
| Involuntary/Voluntary Referrals, Dress Standards | | | 29 |
| Student Search and Seizure | | | 30 |
| Nondiscrimination/Harassment Policies, Confidentiality, Uniform Complaint | | | 31 |
| Fire/Earthquake Drills and Lock Down | | | 32 |
| Vehicles on Campus, Visitors to Campus | | | 32 |
| Student Signature Page, Parent Signature Page | | |32 |

Gustine Middle School

Student Handbook

2017-2018

Phone: (209) 854-5030

Fax: (209) 854-9592

28075 Sullivan Road, Gustine, CA 95322

THE MISSION

The Mission of Gustine Middle School is:

Preparing Students for the Future . . . Today.

THE VISION

As the educational center of our community, Gustine Middle 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

Kevin Cordeiro – Trustee

Cricket Brinkman – President

Pat Rocha

- Trustee

Loretta Rose- Trustee

ADMINISTRATION

DISTRICT

Bill Morones

Sara Gomez

Lizett Aguilar

Patricia King

Marisol Juarez.....

Hugo Luna

Superintendent

Superintendent's Secretary

Fiscal Analyst/Business Manager

Personnel

Human Resources

Business Services

GUSTINE MIDDLE SCHOOL

TBD.....

Jennifer Hanshew.....

Horacio Mercado.....

Kathy Orozco.....

Mario Madrigal.....

Principal

Assistant Principal

School Counselor

Secretary

Attendance Clerk

Monday Schedule

6th Grade:

| Period | Start Time | End Time | Instructional Time | Passing |
|----------|------------|----------|--------------------|-----------|
| Period 1 | 8:05 | 8:52 | 47 minutes | 3 minutes |
| Period 2 | 8:55 | 9:42 | 47 minutes | NA |
| Break | 9:42 | 9:52 | | 3 minutes |
| Period 3 | 9:55 | 10:42 | 47 minutes | NA |
| Lunch A | 10:42 | 11:22 | | 3 minutes |
| Period 4 | 11:25 | 12:12 | 47 minutes | 3 minutes |
| Period 5 | 12:15 | 1:02 | 47 minutes | 3 minutes |
| Period 6 | 1:05 | 1:52 | 47 minutes | Dismissal |

7th and 8th Grade:

| Period | Start Time | End Time | Instructional Time | Passing |
|----------|------------|----------|--------------------|-----------|
| Period 1 | 8:05 | 8:52 | 47 minutes | 3 minutes |
| Period 2 | 8:55 | 9:42 | 47 minutes | NA |
| Break | 9:42 | 9:52 | | 3 minutes |
| Period 3 | 9:55 | 10:42 | 47 minutes | 3 minutes |
| Period 4 | 10:45 | 11:32 | 47 minutes | NA |
| Lunch B | 11:32 | 12:12 | | 3 minutes |
| Period 5 | 12:15 | 1:02 | 47 minutes | 3 minutes |
| Period 6 | 1:05 | 1:52 | 47 minutes | Dismissal |

Tuesday-Friday Schedule**6th Grade:**

| Period | Start Time | End Time | Instructional Time | Passing |
|----------|------------|----------|--------------------|-----------|
| Period 1 | 8:05 | 8:58 | 53 minutes | 3 minutes |
| Period 2 | 9:01 | 9:54 | 53 minutes | NA |
| Break | 9:54 | 10:04 | | 3 minutes |
| Period 3 | 10:07 | 11:00 | 53 minutes | NA |
| Lunch A | 11:00 | 11:40 | | 3 minutes |
| Period 4 | 11:43 | 12:36 | 53 minutes | 3 minutes |
| Period 5 | 12:39 | 1:32 | 53 minutes | 3 minutes |
| Period 6 | 1:35 | 2:28 | 53 minutes | Dismissal |

7th and 8th Grade:

| Period | Start Time | End Time | Instructional Time | Passing |
|----------|------------|----------|--------------------|-----------|
| Period 1 | 8:05 | 8:58 | 53 minutes | 3 minutes |
| Period 2 | 9:01 | 9:54 | 53 minutes | NA |
| Break | 9:54 | 10:04 | | 3 minutes |
| Period 3 | 10:07 | 11:00 | 53 minutes | 3 minutes |
| Period 4 | 11:03 | 11:56 | 53 minutes | NA |
| Lunch B | 11:56 | 12:36 | | 3 minutes |
| Period 5 | 12:39 | 1:32 | 53 minutes | 3 minutes |
| Period 6 | 1:35 | 2:28 | 53 minutes | Dismissal |

Minimum Day

| Period | Start Time | End Time | Instructional Time | Passing |
|----------|------------|----------|--------------------|-----------|
| Period 1 | 8:05 | 8:41 | 36 minutes | 3 minutes |
| Period 2 | 8:44 | 9:20 | 36 minutes | 3 minutes |
| Period 3 | 9:23 | 9:59 | 36 minutes | NA |
| Break | 9:59 | 10:09 | | 3 minutes |
| Period 4 | 10:12 | 10:48 | 36 minutes | NA |
| Period 5 | 10:51 | 11:27 | 36 minutes | 3 minutes |
| Period 6 | 11:30 | 12:05 | 35 minutes | 3 minutes |
| Lunch | 12:05 | 12:35 | | Dismissal |

WELCOME

The Gustine Middle School staff, faculty, and students have created this handbook to provide students and parents with important information about “campus life” at GMS.

It is important for students and their parents to familiarize themselves with 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 various activities that are offered throughout the year. It’s every student’s responsibility to get involved.

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

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

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

Enjoy a great year – GMS Staff and Administration

BUS ONLY SCHOOL

GMS is a bus only school. Students are not permitted to walk to and from school. Children must ride school district provided school busses, or be dropped off and picked up by parents/guardians.

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 Middle 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 MIDDLE SCHOOL MISSION STATEMENT

The mission of Gustine Middle 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 an 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 Middle 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 Middle School, disciplinary measures will be taken.

STATE LAW AND GUSTINE MIDDLE 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 an 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 GMS 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 GMS 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 AFFIRMATIVE 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 but including, course 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

GMS has a school counselor whose primary responsibility is to meet with students to discuss social and emotional needs. Also, Mr. Mercado will meet with students to discuss ongoing academic progress, attendance, and ongoing discipline issues. Please feel free to contact the GMS office to schedule an appointment with Mr. Mercado (209) 854-5030 x. 2007.

PROMOTION REQUIREMENTS

8th Grade students must earn a minimum 2.0 grade point average across five core academic classes (ELA, Math, History, Science, and PE). Elective course grades are not factored into the GPA requirements.

GRADING POLICIES

1. Progress reports are issued four times a year and grade reports four times a year, at the end of every quarter.
2. The following permanent grades are issued: **A** = exceeding standards/excellent, **B** = meeting standards/above average, **C** = approaching standard/average, **D** = below standard (passing)/below average, **F** = below standard/not passing.
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 grading criteria 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

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 at round up prior to the beginning of the school year. 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 each academic quarter.

STUDENT COURSE LOAD

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

- All students are required to enroll in six courses. Five of the six courses are core academic courses, and the sixth course will be assigned (based on student need), or students may have an opportunity to select an elective course of their choosing.

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 three 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 Middle 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 any attendance policies
- e. Progress reports are NOT used to determine eligibility.
- f. 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

CAFETERIA

GMS offers a cafeteria lunch to all students for a daily cost. This cost may be offset if a child is eligible for a free and/or reduced cost lunch (as determined by the Federal School Lunch Program).

****** DURING THE 2017-2018 SCHOOL YEAR, GUSTINE MIDDLE SCHOOL—ALONG WITH ALL SCHOOLS WITHIN THE GUSTINE UNIFIED SCHOOL DISTRICT—WILL NO LONGER ALLOW STUDENTS TO RECEIVE A LUNCH TO BE DELIVERED FROM A THIRD PARTY VENDOR** (I.e., Pizza Factory, McDonalds, Starbucks, etc.). Please contact either the GMS office (209) 854-5030, or the Gustine Unified School District office (209) 854-3784 with any questions that you may have.

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 GMS 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.
- 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).

School Based Technology

GMS implements an every classroom, per student device program. Each classroom is equipped with network Chromebooks and/or Laptops for students to access during the school day. Use of these devices is a privilege, and students must acknowledge and abide by the Gustine Unified School District's code for acceptable internet use.

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, is 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

Students: Sharing lockers is prohibited unless approved by PE Teachers.

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. (GMS 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. | | |

STUDENT I.D. Cards and ACTIVITIES

All Students will carry their GMS 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 Middle 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 Middle 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 GMS 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 Middle School students may attend school dances. GMS reserves the right to decide whether or not to involve middle school students from Our Lady of Miracles Catholic School.

1. Students who attend any school dance must show their Middle School ID, exceptions to this rule will be for OLM students (when invited), whose name will be placed on a participant list 48 hours prior to the dance.
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 GMS rules dealing with dress code, student behavior and the use of drugs and/or alcohol will be enforced at all dances.
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 Middle 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. Any student who is academically ineligible or discipline ineligible

may not attend a school sponsored dance.

ATHLETICS

ATHLETICS AND SPORTSMANSHIP

Gustine Middle School supports and encourages all students participating on an extracurricular athletic team. Currently, the middle school offers four sports for boys and four for girls. Proof of insurance, a 2.0 GPA, and, in some cases, "tryouts" is the prerequisites for participation (See the 17/18 GMS Athletic Code of Conduct for specific requirements for student/athletes).

| Fall Sports (Aug.) | Winter Sports (Nov.) | Spring Sports (Feb.) |
|--|---|----------------------|
| Co-Ed Volleyball (B,G) Co-Ed Soccer (B,G) | Basketball (B) Basketball (G) B = Boys, G = Girls | Track & Field (B,G) |

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 parents/community members are expected to be role models, demonstrating sportsmanship at all times.

A GMS athlete takes pride in playing his or her absolute best. A Brave treats teammates, opposing players, observers, and officials with respect and courtesy. A Gustine athlete, 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 Middle 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 2017-2018 GMS Athletic Code of Conduct for specific requirements for student/athletes.

ATTENDANCE

SCHOOL GOAL:

Gustine Middle Schools attendance goal is 96% 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 Middle 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 854-5030 ext. 2001 between 8:00 am and 3:00 pm.

Provide the following information when clearing an absence:

- | | |
|--|---------------------------|
| • Student's name | Reason for the absence(s) |
| • Caller's name and relationship To student | • 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 GMS 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 Middle 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 Middle School Attendance Review Board (SARB)
- Any further attendance problems will result in the student being placed 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.

CHECKOUT POLICY

Gustine Middle 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.

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

CHECKOUT PROCEDURE

A parent/guardian may check out a student by calling 854-5030 x. 2001 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 activities 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 Middle School administrator.

EARLY ARRIVALS ON CAMPUS

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

GUSTINE MIDDLE SCHOOL
DISCIPLINE POLICY
Expected Student Conduct

ALL GUSTINE MIDDLE 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 GMS 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 | <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• Redirection• Phone Call Home• Detention – teacher assigned and supervised• Class suspension• Campus cleanup• Saturday School (when available)• In school Suspension (when available) |
| B | <ul style="list-style-type: none">• Any second occurrence of Level A offense**• Bus referral*• Class cut• Leaving campus without proper authorization (including lunch period)• Computer/Internet violation, | Minimum: <ul style="list-style-type: none">• School Suspension• Class suspension• Campus cleanup• *Loss of bus riding privileges for a specified period of time |

| | | |
|----------|--|---|
| | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Saturday school (when available) • In School Suspension (when available) • Suspension from extra-curricular activities. |
| C | <ul style="list-style-type: none"> • 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* | <p>Minimum:</p> <ul style="list-style-type: none"> • Extended campus cleanup • School Suspension • Placement on Ineligibility list – determined by Asst. Principal • 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 GMS Administration • Suspension from extra-curricular activities. |
| D | <p>Any act defined in EC 48900 to include but not limited to:</p> <ul style="list-style-type: none"> • Any second occurrence of Level C • “Gang” related violence, vandalism and or damaging/defacing of school | <p>Level “D” offenses are considered major violations.</p> <p>All level D offenses may result in any or all of the following: school</p> |

| | | |
|--|--|---|
| | <p>property</p> <ul style="list-style-type: none"> • 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** | <p>suspension, referral to Administrative Hearing Panel, recommendation for expulsion, referral to police.</p> <p>* See Ed. Code/State Attorney General opinion for certain first offenses</p> <p>* **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 GMS administration.</p> |
|--|--|---|

GANG RELATED OFFENSES

Gustine Unified School District and Gustine Middle School does not and will not tolerate gang activity of any kind on its sites. Gustine Middle 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 Middle School will notify law enforcement immediately. If it has been determined that a student is involved in any type of gang activity, Gustine Middle 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, and any other time or when directed by a school employee. Cell phones may not be used to take photos (I.e., “selfies,” group photos, photos of others with or without their knowledge) or videos of any kind.
- 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. Device shall remain in the custody of staff and released to the student after school. Student will be assigned Saturday School.

3rd Offense or more – student may serve multiple disciplines which are:

more than one Saturday School assignment, campus clean up hours, loss of off campus privilege and/or ineligible for school activities such as athletics, dances and field trips.

Please note, the Principal may defer from the foregoing and apply a more severe and/or lesser consequence depending on the specific circumstances.

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 GMS'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 must be arranged between individual students and GMS office staff. 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.

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 Middle School during regular school hours and within sixty (60) minutes before or after the 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 GMS administration of the following:

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 ineligibility list
- Parent conference (which may be mandatory)
- Suspension from class (up to two days) or school (up to five days)
- 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 GMS 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 Middle 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 rubber 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 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 Middle 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 Unified 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 the GMS 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 Middle 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.

VISITORS TO CAMPUS

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

GMS Student Handbook Revised 06/17

Student Signature Page

I have read the Gustine Middle 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 2017-2018 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 Middle School's rules, and policies, for the 2017-2018 academic year.

Parent/Guardian name (Print)

Parent/Guardian signature

Date _____

GUSTINE UNIFIED SCHOOL DISTRICT**Meeting of the Board of Trustees****MEETING DATE:**

June 28, 2017

AGENDA ITEM TITLE: GMS Purchase of Computers**AGENDA SECTION:** Action**PRESENTED BY:** Peter Duenas, Principal**RECOMMENDATION:**

It is recommended that the Board of Education approve GMS Purchase of Computers

SUMMARY:

This proposal is for the purchase of three new teacher/administrator laptop computers, and two all-in-one student desktop computers. The laptop computers are replacement devices for one teacher, and both GMS administrators. The all-in-one desktop computers are being purchased to allow students to build gaming apps as an enrichment program for Flex period. These two computers have the needed graphics and speed that will enable students to complete this activity.

FISCAL IMPACT: \$6,838.65**BUDGET CATEGORY:** LCFF



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

QUOTE

Number DPQQ11674
Date May 24, 2017

| 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 Valid Through |
| | | 6/23/2017 |

| Qty | Description | Unit Price | Ext. Price |
|---|---|-----------------|-------------------|
| All In One Touch Screen Desktops | | | |
| 2 | Dell OptiPlex 5250 All-in-One Computer - Intel Core i5 (7th Gen) i5-7500 3.40 GHz - 8 GB DDR4 SDRAM - 500 GB HDD - 21.5" 1920 x 1080 Touchscreen Display - Windows 10 Pro 64-bit (English/French/Spanish) - Desktop - DVD-Writer DVD±R/±RW - Intel HD Graphics 630 Graphics - Wireless LAN - Bluetooth - HDMI - 6 x Total USB Port(s) - 3 Year Warranty | \$1,048.00 | \$2,096.00 |
| 2 | California Electronic Waste Recycling Fee - Screen Between 15-35 Inch | \$6.00 | \$12.00 |
| Teacher and Admin Laptops | | | |
| 3 | Dell Latitude 15 5000 e5570 15.6" 16:9 Notebook - Intel Core i5 (6th Gen) i5-6300U Dual-core (2 Core) 2.40 GHz - 8 GB DDR4 SDRAM - 256 GB SSD - Windows 10 Professional - Intel HD Graphics 520 DDR4 SDRAM - Bluetooth - Front Camera/Webcam - IEEE 802.11ac - Gigabit Ethernet - Network (RJ-45) - HDMI - 3 Year Warranty | \$1,398.00 | \$4,194.00 |
| 3 | California Electronic Waste Recycling Fee - Screen Between 15-35 Inch | \$6.00 | \$18.00 |
| 1 | External USB Slim DVD±/-RW Drive | \$51.00 | \$51.00 |
| | | SubTotal | \$6,371.00 |
| | | Tax | \$467.65 |
| | | Shipping | \$0.00 |
| | | Total | \$6,838.65 |

* 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 28, 2017

AGENDA ITEM TITLE: 2017-2018 GHS Student Handbook and Athletic Code Updates

AGENDA SECTION: Action

PRESENTED BY: Adam Cano, Assistant Principal

RECOMMENDATIONS:

It is recommended that the Board of Education approve the 2017-2018 GHS Student Handbook and Athletic Code Updates.

SUMMARY:

2017-2018 GHS Student Handbook updates:

- **TARDY POLICY:** “Any student that accrues 4 unexcused tardies* in one Academic School Week will be assigned a Saturday School day. A tardy report will be printed out weekly and a notice of the violation will be mailed home to the parent/guardian. Any student that displays a habitual pattern of tardiness to any one or all classes may lose off-campus privileges for an extended period of time, as well as participation in co-curricular and extracurricular such as dances, sports, FFA activities etc. Failure to serve to clear hours may result in an additional Saturday School assignment and loss of the above privileges.”
- **MODIFIED OPEN CAMPUS LUNCH POLICY:** “Have maintained good citizenship status (no suspensions) or habitual behavior issues in classes or on campus.”
- **ACADEMIC STANDARDS:** “Progress reports are NOT used to determine eligibility but the students must maintain academic eligibility throughout the year in order to participate in extracurricular activities. By GHS academic standards, students must maintain a 2.0 GPA and not have more than 1 (failing) grade. A school administrator will review students on a case by case basis.”
- **SCHOOL VIOLATIONS:** “Not maintaining “academic eligibility” in which student/athlete is not maintaining a 2.0 GPA and has more than 1 (failing) grade throughout the grading period. A school administrator will review on a case by case basis.”

2017-2018 GHS Athletic Code updates:

- “Not maintaining “academic eligibility” in which student/athlete is not maintaining a 2.0 GPA and has more than 1 (failing) grade throughout the grading period. A school administrator will review on a case by case basis.”
- “Progress reports are NOT used to determine eligibility but the students must maintain academic eligibility throughout the year in order to participate in extracurricular activities. By GHS academic standards, students must maintain a 2.0 GPA and not have more than 1 (failing) grade. The school administrator will review students on a case by case basis.”

FISCAL IMPACT: None

BUDGET CATEGORY: None

TARDY POLICY

NEW TARDY POLICY for the 17-18 school year

Any student that accrues **4 unexcused tardies*** in one **Academic School Week** will be assigned a Saturday School day. A tardy report will be printed out weekly and a notice of the violation will be mailed home to the parent/guardian. Any student that displays a habitual pattern of tardiness to any one or all classes may lose off-campus privileges for an extended period of time, as well as participation in co-curricular and extracurricular such as dances, sports, FFA activities etc. Failure to serve to clear hours may result in an additional Saturday School assignment and loss of the above privileges.

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 more than 5 unexcused absences or no more than 20 tardies. After 20 tardies lunch cards will be revoked for an undisclosed amount of time.
3. Have maintained good citizenship status (no suspensions) or habitual behavior issues in classes or on campus.
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.

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 any attendance policies
- e. CIF rules require that freshmen meet all eligibility requirements.
- f. Progress reports are NOT used to determine eligibility but the students must maintain academic eligibility throughout the year in order to participate in extracurricular activities. By GHS academic standards, students must maintain a 2.0 GPA and not have more than 1 (failing) grade. The school administrator will review students on a case by case basis.
- 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.

Athletic Code updates for 17-18 school year

ACADEMIC STANDARDS

All GHS student athletes must maintain academic eligibility in order to participate. The student athletes must meet the following requirements:

- 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 for violating school/district policy
- d. CIF rules require that freshmen meet all eligibility requirements.
- e. Progress reports are **NOT** used to determine eligibility but the student athlete must maintain academic eligibility throughout the year in order to participate in athletic activities. By GHS academic standard's, players must maintain a 2.0 GPA and not have more than 1 **(failing)** grade. The school administrator will review student/athletes on a case by case basis.

SCHOOL VIOLATIONS

A student athlete is considered a student athlete all year long regardless of whether their sport(s) are in season or not, and whether they participate in one sport or multiple sports. As such, they are expected to adhere to the conditions set forth in the Gustine High School Athletic Code of Conduct at all times. In the event a student athlete commits a referable act, the GHS Athletic Director must be notified as soon as possible!

The school administration **may** suspend from any team any athlete for any of the following violations:

- Excessive unverified absences
- Excessive tardies –
- Multiple class suspensions
- Multiple disciplinary referrals
- Not maintaining "academic aligibility" in which student/athlete is not maintaining a 2.0GPA and has more than 1 **(failing)** grade throughout the grading period. The school administrator will review on a case by case basis.

The school administration also reserves the right to declare an athlete ineligible for competition and or practice should the violation(s) include any act defined in California Ed. Code 48900. Examples may include but not limited to, fighting, vandalism to school property, and habitual patterns of misconduct and disrespect, etc. As stated in E.C. 48900 student athletes are prohibited from the sale, possession, or use of any form of tobacco, alcohol, steroids, or any illegal drugs or narcotics at any time. Any students guilty of these violations will face dismissal from their team and possible expulsion from GHS.

Additionally the coaching staff reserves the right to declare any student athlete temporarily ineligible for any competition and or practice if a student athlete has been referred to the office for discipline, attendance or academic reasons. Additionally as stated prior, any student athlete regardless of whether their sport(s) are currently in season or not, is referred to the office for any discipline, attendance or academic reasons will have their sport's Head Coach and GHS Athletic Director notified as soon as possible for any additional follow up.

GUSTINE UNIFIED SCHOOL DISTRICT**Meeting of the Board of Trustees****MEETING DATE:**

June 28, 2017

AGENDA ITEM TITLE: Chromebooks and Carts for GES**AGENDA SECTION:** Action**PRESENTED BY:** Lisa Filippini, Principal**RECOMMENDATIONS:**

It is recommended that the Board of Education approve the

SUMMARY:

GES would like to add four Chromebook Carts to the eight Chromebook Carts currently in use. Fifth grade shares two carts, fourth grade shares two carts and third grade also shares two carts; this leaves only two carts to share for our second grade, first grade and kindergarten classes (a total of 12 classrooms). This purchase would allow students in the primary grades more access to technology in the classroom. This purchase would increase the access to be equal to the upper grades at two carts shared per grade level.

FISCAL IMPACT: \$26,473.62**BUDGET CATEGORY:** Title 1

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

Ship To: Gustine Elementary School
2806 Grove Ave.
Gustine, CA 95322

Department:

Date:

6/21/17

Ordered By:

L. Filippini

Vendor Email (for email option only):

Purchase Order Instructions:



Fax



Return to site



Email



Other

BUDGET CLASSIFICATION:

01-3010.0-4300.00-1110-1000-110-000-000

VENDOR NAME: Ampro Data Services

ADDRESS: 6200 Gisholt Dr. Suite 103

Madison, WI 53713

PHONE: 608-223-5120

FAX: 608-223-5125

| Qty. | Description | UNIT COST | TOTAL COST |
|------|--------------------------------|-----------|-------------|
| 100 | Lenovo Chrome Books | 197.00 | 19,700 |
| 100 | Chrome management licenses | 28.00 | 2,800 |
| 4 | Luxor LLTM30-B Charging Cart | 489.00 | 1,956 |
| | | | |
| | Shipping free for Chrome Books | | |
| | Shipping carts, dock to dock | | 343.20 |
| | Subtotal | | 24,456 |
| | Tax | 8.25% | 2017.62 |
| | Shipping | | |
| | Total | | \$26,473.62 |

SCHOOL SITE _____

JUSTIFICATION: _____

DISTRICT REQUISITION #: _____

APPROVAL: _____

DISTRICT PURCHASE ORDER #: _____

For LCAP Purchases ONLY (Required)

Goal # _____

Action # _____

Example (1,2, etc.)

Example (.01, .02, etc.)

"Purchase Order Instruction" box must be filled to avoid delay*

Revised 07/05/2016



Ampro Data Services, Inc.

June 21, 2017

Ms. Lisa Filippini, Principal
Gustine Elementary School
2806 Grove Ave
Gustine CA 95322

QUOTATION

COMPUTERS/SOFTWARE/PERIPHERALS/SUPPLIES/COMPONENTS/SPECIALISTS

"If it's used with computers/peripherals/faxes/copiers/UPS/POS/etc., Ampro has it!"

(100) Lenovo 80YS0003US Chromebooks

\$ 197ea

- Intel Celeron N3060 Dual-core 1.60 GHz
- 4GB DDR3 SDRAM
- 16 GB Flash Memory
- 11.6" 1366x768 HD LED Screen
- HD Graphics 400
- Bluetooth - IEEE 802.11ac Wireless LAN
- HD Webcam
- HDMI Port, 2 USB 3.0
- Micro SD Memory Card Reader
- Chrome OS
- 3-Cell 10 Hour Battery
- 2.76 lbs.
- 1 Year Warranty

(100) Chrome management Licenses

\$28 ea

$225 \times 100 = 22,500$
2800
22,500

FREE DELIVERY

Delivery 3-7 days ARO
CA Sales Tax applicable
TERMS- N/30

Thank you for this opportunity. Please consider us for all of your information processing needs. We offer a broad line of hardware, software, peripherals, components, accessories, furniture, fax machines/supplies, laser printers/supplies, copiers/supplies . . . All at LOW DISCOUNT PRICES. Ampro provides after the sale support on all our products.

6200 Gisholt Dr. Suite 103 Madison, WI 53713 (608) 223-5120 FAX (608) 223-5125



Ampro Data Services, Inc.

June 15, 2017

Ms. Lisa Filippini, Principal
Gustine Elementary School
2806 Grove Ave.
Gustine, CA 95322

QUOTATION

4 ea. Luxor LLTM30-B Charging Cart

- Meets ANSI/BIFMA standards
- Charges up to 30 tablets or Chromebooks (15 per shelf)
- Key-lock on front and back doors
- Includes two 15-outlet 120V/15A vertical electrical power strips
- Four non-marring 4" casters, two with locking brakes, smoothly handle heavy loads.
- Cable Management for superior interior cord organization
- Bottom shelf offers additional storage
- Rubber-coated dividers spaced 1" apart keep equipment organized and protected
- All steel construction and padded top surface
- Length of cord: 10 feet
- Number of cords: 2
- Internal UL Listed power strips

\$489 ea.



Shipping for 4 dock to dock

\$343.20

1956.00

\$2299.20

Please consider this our order for the above as specified

Date

6200 Gisholt Dr Ste 103 Madison, WI 53713 (608) 223-5120 FAX (608) 223-5125

GUSTINE UNIFIED SCHOOL DISTRICT**Meeting of the Board of Trustees****MEETING DATE:**

June 28, 2017

AGENDA ITEM TITLE: Resolution No 2016-17-09 Constituting Order of Election To Fill School Board Trustee Area #5 Vacancy

AGENDA SECTION: Action

PRESENTED BY: Bill Morones, Superintendent

RECOMMENDATIONS:

It is recommended that the Board of Education approve the Resolution No 2016-17-09 Constituting Order of Election To Fill School Board Trustee Area #5 Vacancy.

SUMMARY:

It is recommended that the Board of Education approve Resolution No 2016-17-09 Constituting Order of Election to fill School Board Trustee Area #5 Vacancy. The GUSD Board of Education has decided to fill the vacancy by Election by consolidating with the November 7, 2017 UDEL Election. In order to be eligible to consolidate with the UDEL election, the GUSD must call/request the election by June 30, 2017. Costs to the Gustine Unified School District in a consolidated election will range from \$5.00 to \$5.25 per registered voter. There are 665 registered voters in TA #5. The approximate cost of the election will range between \$3,325.00 and \$3,491.25. This is an approximate figure subject to the number of registered voters, the consolidation of election, and sharing a ballot.

FISCAL IMPACT: None

BUDGET CATEGORY: None

GOVERNING BOARD OF THE GUSTINE UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 2016-17-09

RESOLUTION CONSTITUTING ORDER OF ELECTION TO FILL VACANCY

WHEREAS, Education Code section 5090 provides that a vacancy is created on a school district governing board upon the occurrence of any of the events specified in Government Code section 1770; and

WHEREAS, a vacancy was created on the Governing Board of the Gustine Unified School District within the meaning of Education Code section 5090 and Government Code section 1770(c)(1) when Trustee Linetta Borrelli resigned effective May 11, 2017; and

WHEREAS, Education Code section 5091(a)(1) allows a school district governing board to either call an election or make a provisional appointment to fill such a vacancy within sixty (60) days; and

WHEREAS, Education Code section 5091(b) provides that when an election is ordered, it shall be held on the next established election date provided pursuant to Chapter 1 (commencing with section 1000) of Division 1 of the Elections Code not less than 130 days after the order of the election.

WHEREAS, pursuant to Education Code section 5091(g), special elections held pursuant to Education Code section 5091(b) shall be conducted in nearly the same manner as practicable as other governing board member elections; and

NOW, THEREFORE, BE IT RESOLVED THAT the Governing Board of the Gustine Unified School District hereby calls a special election pursuant to Education Code sections 5091, 5304 and 5322 to be held in accordance with the designations contained the Specifications of the Election Order as follows:

The special election shall be held on November 7, 2017.

The purpose of the special election is to elect one (1) member to trustee area #5 of the Governing Board of the Gustine Unified School District.

Whenever a tie makes it impossible to determine which of two or more candidates has been elected to the Board, the Board shall immediately notify the candidates who received the tie votes of the time and place where the candidates or their representatives should appear before the Board. The Board at that time shall determine the winner by lot. (Education Code 5016)

IT IS FURTHER RESOLVED that, pursuant to Elections Code sections 10400-10418, the Governing Board of the Gustine Unified School District hereby respectfully requests that the Merced County Registrar of Voters consolidate the special election with the General District Election to be held on November 7, 2017.

APPROVED, PASSED AND ADOPTED by the Governing Board of the Gustine Unified School District, County of Merced, State of California, this 28th day of June 2017.

Crickett Brinkman, President
Governing Board of the Gustine Unified School
District

GUSTINE UNIFIED SCHOOL DISTRICT**Meeting of the Board of Trustees****MEETING DATE:**

June 28, 2017

AGENDA ITEM TITLE: GUSD Requisition to Office Depot**AGENDA SECTION:** Action**PRESENTED BY:** Kim Medeiros, Curriculum & Instruction Coordinator**RECOMMENDATIONS:**

It is recommended that the Board of Education approve the GUSD Requisition to Office Depot.

SUMMARY:

GES, RES, and GMS will use Office Depot to print the materials for Eureka Math. The printing will be for student books, problem sets, Sprints, exit tickets, assessments, and teacher binders.

FISCAL IMPACT: \$47,717.27**BUDGET CATEGORY:** LCFF Mandate 1X Funds

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

Ship To: Gustine Unified School District
1500 Meredith Ave.
Gustine, CA 95322

17-18

| | |
|--|-----------------------|
| DEPARTMENT: District | DATE: June 1, 2017 |
| ORDERED BY: Kim Medeiros | VENDOR NUMBER: |
| BUDGET CLASSIFICATION NAME: LCFF Mandate 1X Funds | SPECIAL INSTRUCTIONS: |
| BUDGET CLASSIFICATION: 01-0815-0-4100-00-1100-1000-111-000-000 \$15,766.08 01-0815-0-4100-00-1100-1000-110-000-000 \$19,677.45 01-0815-0-4100-00-1100-1000-115-000-000 \$12,273.74 | |

VENDOR NAME: Office Depot

ADDRESS: 5405 E Home Avenue #109

Fresno, CA 93727

PHONE: 559-255-1711 FAX: _____

| Qty. | DESCRIPTION | UNIT COST | TOTAL COST |
|------|---|-----------|-------------|
| | Eureka Math Materials for grades K-5 Romero Elementary School (see attached order) | | \$14,564.51 |
| | Eureka Math Materials for grades K-5 Gustine Elementary School (see attached order) | | \$18,177.78 |
| | Eureka Math Materials for grades 6-8 Gustine Middle School (see attached order) | | \$11,338.33 |
| | | | |
| | | | |
| | | | |
| | | TAX | \$3,636.65 |
| | | SHIPPING | included |
| | | TOTAL | \$47,717.27 |

SCHOOL SITE GUSTINE UNIFIED SCHOOL DISTRICT

PAGE NUMBER OF SCHOOL SITE PLAN _____

JUSTIFICATION: MATERIALS FOR EUREKA MATH IMPLEMENTATION

DISTRICT REQUISITION #: _____

APPROVAL: _____

DISTRICT PURCHASE ORDER #: _____

TECHNOLOGY RELATED ITEMS? YES ☐ NO ☐

APPROVAL: (DISTRICT CATEGORICAL DIR.) _____

SITE TECHNOLOGY APPROVAL _____

DISTRICT TECHNOLOGY APPROVAL _____

Quote Prepared for

Account: Gustine Unified Account Number: 89747279 Date: 06-01-2017

Project Fruit - RES

| QUANTITY | DESCRIPTION | ITEM PRICE | TOTAL PRICE |
|----------|----------------------|------------|-------------|
| | Grades K-5 Materials | | \$12,500.88 |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| TOTAL = | | | \$12,500.88 |

*Production lead time varies depending on the size of the order and Print Center capacity at time of order
Price quotes are valid for 60 days
Payment terms are Net 30 days
Quoted price does not include tax of any kind, if applicable

Approval

Signature

Title

Date

Thank you for the opportunity to assist you!

| | SPECIFICATIONS | Romero Elem Teacher 1 | Romero Elem Teacher 2 | TOTAL SETS: | Price Per Set | Subtotal |
|---|---|--------------------------|--------------------------|-------------|---------------|----------|
| GK.M1 - SS Student ET v3 160630.pdf | B/W S/S 20# White UNCOLLATED Slip sheets between sets | 23 | 23 | 46 | \$1.25 | \$57.41 |
| GK.M1 - SS Student PS HW & Templates v3 160630.pdf | B/W S/S 20# Pre-Perforated Perfect Bound Color cover on 80# Color Bar | 23 | 23 | 46 | \$5.73 | \$263.40 |
| GK.M1 - SS Student Sprints v3 160630.pdf | B/W S/S 20# White stapled upper left | 23 | 23 | 46 | \$0.08 | \$3.60 |
| GK.M2 - SS Student PS HW & Templates v3 160630.pdf | B/W S/S 20# Pre-Perforated Perfect Bound Color cover on 80# Color Bar | 23 | 23 | 46 | \$2.97 | \$136.80 |
| GK.M3 - SS Student PS HW & Templates v3 160630.pdf | B/W S/S 20# Pre-Perforated Perfect Bound Color cover on 80# Color Bar | 23 | 23 | 46 | \$5.21 | \$255.48 |
| GK.M3 - SS Student Sprints v3 160630.pdf | B/W S/S 20# White stapled upper left | 23 | 23 | 46 | \$0.12 | \$5.52 |
| GK.M4 - SS Student PS HW & Templates v3 160630.pdf | B/W S/S 20# Pre-Perforated Perfect Bound Color cover on 80# Color Bar | 23 | 23 | 46 | \$7.26 | \$334.05 |
| GK.M4 - SS Student Sprints v3 160630.pdf | B/W S/S 20# White stapled upper left | 23 | 23 | 46 | \$0.34 | \$15.64 |
| GK.M5 - SS Student ET v3 160630.pdf | B/W S/S 20# White UNCOLLATED Slip sheets between sets | 23 | 23 | 46 | \$0.80 | \$36.80 |
| GK.M5 - SS Student PS HW & Templates v3 160630.pdf | B/W S/S 20# Pre-Perforated Perfect Bound Color cover on 80# Color Bar | 23 | 23 | 46 | \$6.30 | \$289.80 |
| GK.M6 - SS Student Core Fluency Sprints v3 160630.pdf | B/W S/S 20# White stapled upper left | 23 | 23 | 46 | \$0.14 | \$6.53 |
| GK.M6 - SS Student ET v3 160630.pdf | B/W S/S 20# White UNCOLLATED Slip sheets between sets | 23 | 23 | 46 | \$0.29 | \$13.25 |
| GK.M6 - SS Student PS HW & Templates v3 160630.pdf | B/W S/S 20# Pre-Perforated Perfect Bound Color cover on 80# Color Bar | 23 | 23 | 46 | \$2.46 | \$113.25 |
| G1.M1 - EOMA v3.pdf | B/W D/S 20# White | 30 | 30 | 60 | \$0.04 | \$2.40 |
| G1.M1 - MMA v3.pdf | B/W D/S 20# White Stapled Upper Left | 30 | 30 | 60 | \$0.07 | \$4.20 |
| G1.M1 - SS Student ET v3 160630.pdf | B/W S/S 20# White UNCOLLATED Slip sheets between sets | 30 | 30 | 60 | \$1.51 | \$78.72 |
| G1.M1 - SS Student PS HW & Templates v3 160630.pdf | B/W S/S 20# Pre-Perforated Perfect Bound Color cover on 80# Color Bar | 30 | 30 | 60 | \$7.90 | \$474.12 |
| G1.M1 - SS Student Sprints v3 160630.pdf | B/W S/S 20# White stapled upper left | 30 | 30 | 60 | \$0.49 | \$29.64 |
| G1.M2 - EOMA v3.pdf | B/W D/S 20# White Stapled Upper Left | 30 | 30 | 60 | \$0.09 | \$5.40 |
| G1.M2 - MMA v3.pdf | B/W D/S 20# White Stapled Upper Left | 30 | 30 | 60 | \$0.07 | \$4.20 |
| G1.M2 - SS Student ET v3 160630.pdf | B/W S/S 20# White UNCOLLATED Slip sheets between sets | 30 | 30 | 60 | \$0.99 | \$59.52 |
| G1.M2 - SS Student PS HW & Templates v3 160630.pdf | B/W S/S 20# Pre-Perforated Perfect Bound Color cover on 80# Color Bar | 30 | 30 | 60 | \$6.14 | \$368.52 |
| G1.M2 - SS Student Sprints v3 160630.pdf | B/W S/S 20# White stapled upper left | 30 | 30 | 60 | \$0.63 | \$37.56 |

| | | | | | | |
|--|---|----|----|----|--------|----------|
| G1.M3 - EOMA v3.pdf | B/W D/S 20# White Stapled Upper Left | 30 | 30 | 60 | \$0.69 | \$5.40 |
| G1.M3 - SS Student ET v3 160630.pdf | B/W S/S 20# White UNCOLLATED Slip sheets between sets | 30 | 30 | 60 | \$0.48 | \$35.80 |
| G1.M3 - SS Student PS HW & Templates v3 160630.pdf | B/W S/S 20# Pre-Perforated Perfect Bound Color cover on 80# Color Bar | 30 | 30 | 60 | \$8.65 | \$220.68 |
| G1.M3 - SS Student Sprints v3 160630.pdf | B/W S/S 20# White stapled upper left | 30 | 30 | 60 | \$0.35 | \$21.72 |
| G1.M4 - EOMA v3.pdf | B/W D/S 20# White Stapled Upper Left | 30 | 30 | 60 | \$0.07 | \$4.20 |
| G1.M4 - MMA v3.pdf | B/W D/S 20# White Stapled Upper Left | 30 | 30 | 60 | \$0.11 | \$6.60 |
| G1.M4 - SS Student ET v3 160630.pdf | B/W S/S 20# White UNCOLLATED Slip sheets between sets | 30 | 30 | 60 | \$0.99 | \$50.52 |
| G1.M4 - SS Student PS HW & Templates v3 160630.pdf | B/W S/S 20# Pre-Perforated Perfect Bound Color cover on 80# Color Bar | 30 | 30 | 60 | \$5.95 | \$357.00 |
| G1.M4 - SS Student Sprints v3 160630.pdf | B/W S/S 20# White stapled upper left | 30 | 30 | 60 | \$0.32 | \$13.08 |
| G1.M5 - EOMA v3.pdf | B/W D/S 20# White Stapled Upper Left | 30 | 30 | 60 | \$0.13 | \$7.80 |
| G1.M5 - SS Student Core Fluency Sprint v3 160630.pdf | B/W S/S 20# White stapled upper left | 30 | 30 | 60 | \$0.14 | \$8.52 |
| G1.M5 - SS Student Core Sprint v3 160630.pdf | B/W S/S 20# White stapled upper left | 30 | 30 | 60 | \$0.19 | \$11.16 |
| G1.M5 - SS Student ET v3 160630.pdf | B/W S/S 20# White UNCOLLATED Slip sheets between sets | 30 | 30 | 60 | \$0.46 | \$27.80 |
| G1.M5 - SS Student PS HW & Templates v3 160630.pdf | B/W S/S 20# Pre-Perforated Perfect Bound Color cover on 80# Color Bar | 30 | 30 | 60 | \$3.71 | \$222.60 |
| G1.M6 - EOMA v3.pdf | B/W D/S 20# White Stapled Upper Left | 30 | 30 | 60 | \$0.09 | \$5.40 |
| G1.M6 - MMA v3.pdf | B/W D/S 20# White Stapled Upper Left | 30 | 30 | 60 | \$0.09 | \$5.40 |
| G1.M6 - SS Student Core Sprints v3 160630.pdf | B/W S/S 20# White stapled upper left | 30 | 30 | 60 | \$0.27 | \$16.44 |
| G1.M6 - SS Student ET v3 160630.pdf | B/W S/S 20# White UNCOLLATED Slip sheets between sets | 30 | 30 | 60 | \$0.93 | \$55.68 |
| G1.M6 - SS Student PS HW & Templates v3 160630.pdf | B/W S/S 20# Pre-Perforated Perfect Bound Color cover on 80# Color Bar | 30 | 30 | 60 | \$5.79 | \$347.40 |
| G1.M6 - SS Student Sprints v3 160630.pdf | B/W S/S 20# White stapled upper left | 30 | 30 | 60 | \$0.14 | \$8.52 |
| G2.M1 - EOMA v3.pdf | B/W D/S 20# White | 25 | 25 | 50 | \$0.04 | \$2.00 |
| G2.M1 - SS Student ET v3 160630.pdf | B/W S/S 20# White UNCOLLATED Slip sheets between sets | 25 | 25 | 50 | \$0.32 | \$16.00 |
| G2.M1 - SS Student PS HW Templates v3 160630.pdf | B/W S/S 20# Pre-Perforated Perfect Bound Color cover on 80# Color Bar | 25 | 25 | 50 | \$2.69 | \$134.30 |
| G2.M1 - SS Student Sprints v3 160630.pdf | B/W S/S 20# White stapled upper left | 25 | 25 | 50 | \$0.19 | \$9.50 |
| G2.M2 - EOMA v3.pdf | B/W D/S 20# White Stapled Upper Left | 25 | 25 | 50 | \$0.10 | \$4.90 |
| G2.M2 - SS Student ET v3 160630.pdf | B/W S/S 20# White UNCOLLATED Slip sheets between sets | 25 | 25 | 50 | \$0.38 | \$19.20 |
| G2.M2 - SS Student PS HW & Templates v3 160630.pdf | B/W S/S 20# Pre-Perforated Perfect Bound Color cover on 80# Color Bar | 25 | 25 | 50 | \$2.88 | \$143.90 |

| | | | | | | |
|--|---|----|----|----|--------|----------|
| G2.M2 - SS Student Sprints_v3 160630.pdf | B/W S/S 20# White stapled upper left | 25 | 25 | 50 | \$0.32 | \$15.90 |
| G2.M3 - EOMA_v3.pdf | B/W D/S 20# White Stapled Upper Left | 25 | 25 | 50 | \$0.06 | \$2.50 |
| G2.M3 - MMA_v3.pdf | B/W D/S 20# White Stapled Upper Left | 25 | 25 | 50 | \$0.06 | \$2.50 |
| G2.M3 - SS Student ET_v3 160630.pdf | B/W S/S 20# White UNCOLLATED Slip sheets between sets | 25 | 25 | 50 | \$0.73 | \$36.80 |
| G2.M3 - SS Student PS HW & Templates_v3 160630.pdf | B/W S/S 20# Pre-Perforated Perfect Bound Color cover on 80# Color Bar | 25 | 25 | 50 | \$4.09 | \$204.70 |
| G2.M3 - SS Student Sprints_v3 160630.pdf | B/W S/S 20# White stapled upper left | 25 | 25 | 50 | \$0.71 | \$35.70 |
| G2.M4 - EOMA_v3.pdf | B/W D/S 20# White Stapled Upper Left | 25 | 25 | 50 | \$0.11 | \$5.50 |
| G2.M4 - MMA_v3.pdf | B/W D/S 20# White Stapled Upper Left | 25 | 25 | 50 | \$0.07 | \$3.50 |
| G2.M4 - SS Student ET_v3 160630.pdf | B/W S/S 20# White UNCOLLATED Slip sheets between sets | 25 | 25 | 50 | \$1.06 | \$51.80 |
| G2.M4 - SS Student PS HW Templates_v3 160630.pdf | B/W S/S 20# Pre-Perforated Perfect Bound Color cover on 80# Color Bar | 25 | 25 | 50 | \$6.40 | \$319.90 |
| G2.M4 - SS Student Sprints_v3 160630.pdf | B/W S/S 20# White stapled upper left | 25 | 25 | 50 | \$0.64 | \$32.00 |
| G2.M5 - EOMA_v3.pdf | B/W D/S 20# White Stapled Upper Left | 25 | 25 | 50 | \$0.09 | \$4.50 |
| G2.M5 - MMA_v3.pdf | B/W D/S 20# White Stapled Upper Left | 25 | 25 | 50 | \$0.09 | \$4.50 |
| G2.M5 - SS Student ET_v3 160630.pdf | B/W S/S 20# White UNCOLLATED Slip sheets between sets | 25 | 25 | 50 | \$0.70 | \$35.20 |
| G2.M5 - SS Student PS HW & Templates_v3 160630.pdf | B/W S/S 20# Pre-Perforated Perfect Bound Color cover on 80# Color Bar | 25 | 25 | 50 | \$4.19 | \$209.50 |
| G2.M5 - SS Student Sprints_v3 160630.pdf | B/W S/S 20# White stapled upper left | 25 | 25 | 50 | \$0.36 | \$18.10 |
| G2.M6 - EOMA_v3.pdf | B/W D/S 20# White Stapled Upper Left | 25 | 25 | 50 | \$0.07 | \$3.50 |
| G2.M6 - MMA_v3.pdf | B/W D/S 20# White Stapled Upper Left | 25 | 25 | 50 | \$0.09 | \$4.50 |
| G2.M6 - SS Student ET_v3 160630.pdf | B/W S/S 20# White UNCOLLATED Slip sheets between sets | 25 | 25 | 50 | \$0.70 | \$35.20 |
| G2.M6 - SS Student PS HW Templates_v3 160630.pdf | B/W S/S 20# Pre-Perforated Perfect Bound Color cover on 80# Color Bar | 25 | 25 | 50 | \$4.19 | \$209.50 |
| G2.M6 - SS Student Sprints_v3 160630.pdf | B/W S/S 20# White stapled upper left | 25 | 25 | 50 | \$0.49 | \$24.70 |
| G2.M7 - EOMA_v3.pdf | B/W D/S 20# White Stapled Upper Left | 25 | 25 | 50 | \$0.09 | \$4.50 |
| G2.M7 - MMA_v3.pdf | B/W D/S 20# White Stapled Upper Left | 25 | 25 | 50 | \$0.09 | \$4.50 |
| G2.M7 - SS Student ET_v3 160630.pdf | B/W S/S 20# White UNCOLLATED Slip sheets between sets | 25 | 25 | 50 | \$0.90 | \$44.80 |
| G2.M7 - SS Student PS HW & Templates_v3 160630.pdf | B/W S/S 20# Pre-Perforated Perfect Bound Color cover on 80# Color Bar | 25 | 25 | 50 | \$5.76 | \$287.90 |
| G2.M7 - SS Student Sprints_v3 160630.pdf | B/W S/S 20# White stapled upper left | 25 | 25 | 50 | \$0.66 | \$33.10 |
| G2.M8 - EOMA_v3.pdf | B/W D/S 20# White Stapled Upper Left | 25 | 25 | 50 | \$0.09 | \$4.50 |

| | | | | | | |
|--|---|----|----|----|--------|----------|
| G2.M8 - MMA_v3.pdf | B/W D/S 20# White Stapled Upper Left | 25 | 25 | 50 | \$0.05 | \$2.50 |
| G2.M8 - SS Student ET_v3 160630.pdf | B/W S/S 20# White UNCOLLATED Slip sheets between sets | 25 | 25 | 50 | \$0.58 | \$14.50 |
| G2.M8 - SS Student PS HW Templates_v3 160630.pdf | B/W S/S 20# Pre-Perforated Perfect Bound Color cover on 80# Color Bar | 25 | 25 | 50 | \$4.32 | \$215.90 |
| G2.M8 - SS Student Sprints_v3 160630.pdf | B/W S/S 20# White stapled upper left | 25 | 25 | 50 | \$0.86 | \$18.10 |
| G3.M1 - DS Student ALL_v3 160630.pdf | B/W D/S 20# Pre-Perforated Perfect Bound Color cover on 80# Color Bar | 30 | 30 | 60 | \$5.06 | \$303.60 |
| G3.M2 - DS Student ALL_v3 160630.pdf | B/W D/S 20# Pre-Perforated Perfect Bound Color cover on 80# Color Bar | 30 | 30 | 60 | \$4.59 | \$275.40 |
| G3.M3 - DS Student ALL_v3 160630.pdf | B/W D/S 20# Pre-Perforated Perfect Bound Color cover on 80# Color Bar | 30 | 30 | 60 | \$5.15 | \$309.00 |
| G3.M4 - DS Student ALL_v3 160630.pdf | B/W D/S 20# Pre-Perforated Perfect Bound Color cover on 80# Color Bar | 30 | 30 | 60 | \$4.04 | \$242.40 |
| G3.M5 - DS Student ALL_v3 160630.pdf | B/W D/S 20# Pre-Perforated Perfect Bound Color cover on 80# Color Bar | 30 | 30 | 60 | \$5.74 | \$344.40 |
| G3.M6 - DS Student ALL_v3 160630.pdf | B/W D/S 20# Pre-Perforated Perfect Bound Color cover on 80# Color Bar | 30 | 30 | 60 | \$3.92 | \$198.90 |
| G3.M7 - DS Student ALL_v3 160630.pdf | B/W D/S 20# Pre-Perforated Perfect Bound Color cover on 80# Color Bar | 30 | 30 | 60 | \$8.03 | \$481.80 |
| G4.M1 - EOMA_v3.pdf | B/W D/S 20# White Stapled Upper Left | 25 | 25 | 50 | \$0.07 | \$3.50 |
| G4.M1 - MMA_v3.pdf | B/W D/S 20# White Stapled Upper Left | 25 | 25 | 50 | \$0.07 | \$3.50 |
| G4.M1 - SS Student ET_v3 160630.pdf | B/W S/S 20# White UNCOLLATED Slip sheets between sets | 25 | 25 | 50 | \$0.67 | \$33.60 |
| G4.M1 - SS Student PS HW & Templates_v3 160630.pdf | B/W S/S 20# Pre-Perforated Perfect Bound Color cover on 80# Color Bar | 25 | 25 | 50 | \$4.64 | \$231.90 |
| G4.M1 - SS Student Sprints_v3 160630.pdf | B/W S/S 20# White stapled upper left | 25 | 25 | 50 | \$0.82 | \$15.90 |
| G4.M2 - EOMA_v3.pdf | B/W D/S 20# White Stapled Upper Left | 25 | 25 | 50 | \$0.05 | \$2.50 |
| G4.M2 - SS Student ET_v3 160630.pdf | B/W S/S 20# White UNCOLLATED Slip sheets between sets | 25 | 25 | 50 | \$0.22 | \$11.20 |
| G4.M2 - SS Student PS HW & Templates_v3 160630.pdf | B/W S/S 20# Pre-Perforated Perfect Bound Color cover on 80# Color Bar | 25 | 25 | 50 | \$2.21 | \$110.30 |
| G4.M2 - SS Student Sprints_v3 160630.pdf | B/W S/S 20# White stapled upper left | 25 | 25 | 50 | \$0.19 | \$4.90 |
| G4.M3 - EOMA_v3.pdf | B/W D/S 20# White Stapled Upper Left | 25 | 25 | 50 | \$0.09 | \$4.50 |
| G4.M3 - MMA_v3.pdf | B/W D/S 20# White Stapled Upper Left | 25 | 25 | 50 | \$0.09 | \$4.50 |
| G4.M3 - SS Student ET_v3 160630.pdf | B/W S/S 20# White UNCOLLATED Slip sheets between sets | 25 | 25 | 50 | \$1.28 | \$64.00 |
| G4.M3 - SS Student PS HW & Templates_v3 160630.pdf | B/W S/S 20# Pre-Perforated Perfect Bound Color cover on 80# Color Bar | 25 | 25 | 50 | \$7.71 | \$385.50 |
| G4.M3 - SS Student Sprints_v3 160630.pdf | B/W S/S 20# White stapled upper left | 25 | 25 | 50 | \$0.88 | \$18.10 |
| G4.M4 - EOMA_v3.pdf | B/W D/S 20# White Stapled Upper Left | 25 | 25 | 50 | \$0.11 | \$5.50 |
| G4.M4 - MMA_v3.pdf | B/W D/S 20# White Stapled Upper Left | 25 | 25 | 50 | \$0.09 | \$4.50 |

| | | | | | | |
|--|---|----|----|----|--------|----------|
| G4.M4 - SS Student ET v3 160630.pdf | B/W S/S 20# White UNCOLLATED Slip sheets between sets | 25 | 25 | 50 | \$6.56 | \$29.80 |
| G4.M4 - SS Student PS HW & Templates v3 160630.pdf | B/W S/S 20# Pre-Perforated Perfect Bound Color cover on 80# Color Bar | 25 | 25 | 50 | \$4.09 | \$204.70 |
| G4.M5 - EOMA v3.pdf | B/W D/S 20# White Stapled Upper Left | 25 | 25 | 50 | \$0.11 | \$6.50 |
| G4.M5 - MMA v3.pdf | B/W D/S 20# White Stapled Upper Left | 25 | 25 | 50 | \$0.11 | \$6.50 |
| G4.M5 - SS Student ET v3 160630.pdf | B/W S/S 20# White UNCOLLATED Slip sheets between sets | 25 | 25 | 50 | \$1.36 | \$68.80 |
| G4.M5 - SS Student PS HW & Templates v3 160630.pdf | B/W S/S 20# Pre-Perforated Perfect Bound Color cover on 80# Color Bar | 25 | 25 | 50 | \$7.58 | \$379.10 |
| G4.M5 - SS Student Sprints v3 160630.pdf | B/W S/S 20# White stapled upper left | 25 | 25 | 50 | \$0.41 | \$20.60 |
| G4.M6 - EOMA v3.pdf | B/W D/S 20# White Stapled Upper Left | 25 | 25 | 50 | \$0.11 | \$6.50 |
| G4.M6 - MMA v3.pdf | B/W D/S 20# White Stapled Upper Left | 25 | 25 | 50 | \$0.11 | \$6.50 |
| G4.M6 - SS Student ET v3 160630.pdf | B/W S/S 20# White UNCOLLATED Slip sheets between sets | 25 | 25 | 50 | \$0.58 | \$29.80 |
| G4.M6 - SS Student PS HW & Templates v3 160630.pdf | B/W S/S 20# Pre-Perforated Perfect Bound Color cover on 80# Color Bar | 25 | 25 | 50 | \$4.00 | \$199.90 |
| G4.M6 - SS Student Sprints v3 160630.pdf | B/W S/S 20# White stapled upper left | 25 | 25 | 50 | \$0.29 | \$11.50 |
| G4.M7 - EOMA v3.pdf | B/W D/S 20# White Stapled Upper Left | 25 | 25 | 50 | \$0.07 | \$3.50 |
| G4.M7 - SS Student ET v3 160630.pdf | B/W S/S 20# White UNCOLLATED Slip sheets between sets | 25 | 25 | 50 | \$0.51 | \$25.60 |
| G4.M7 - SS Student PS HW & Template v3 160630.pdf | B/W S/S 20# Pre-Perforated Perfect Bound Color cover on 80# Color Bar | 25 | 25 | 50 | \$3.97 | \$198.80 |
| G4.M7 - SS Student Sprints v3 160630.pdf | B/W S/S 20# White stapled upper left | 25 | 25 | 50 | \$0.14 | \$7.10 |
| G5.M1 - DS Student v3 160630.pdf | B/W D/S 20# Pre-Perforated Perfect Bound Color cover on 80# Color Bar | 26 | 26 | 52 | \$4.50 | \$234.00 |
| G5.M1 - EOMA v3.pdf | B/W D/S 20# White Stapled Upper Left | 26 | 26 | 52 | \$0.07 | \$3.64 |
| G5.M1 - MMA v3.pdf | B/W D/S 20# White Stapled Upper Left | 26 | 26 | 52 | \$0.07 | \$3.64 |
| G5.M2 - DS Student ALL v3 160630.pdf | B/W D/S 20# Pre-Perforated Perfect Bound Color cover on 80# Color Bar | 26 | 26 | 52 | \$6.70 | \$346.40 |
| G5.M2 - EOMA v3.pdf | B/W D/S 20# White Stapled Upper Left | 26 | 26 | 52 | \$0.11 | \$5.72 |
| G5.M2 - MMA v3.pdf | B/W D/S 20# White Stapled Upper Left | 26 | 26 | 52 | \$0.07 | \$3.64 |
| G5.M3 - DS Student v3 160630.pdf | B/W D/S 20# Pre-Perforated Perfect Bound Color cover on 80# Color Bar | 26 | 26 | 52 | \$4.67 | \$253.24 |
| G5.M3 - EOMA v3.pdf | B/W D/S 20# White Stapled Upper Left | 26 | 26 | 52 | \$0.05 | \$2.60 |
| G5.M3 - MMA v3.pdf | B/W D/S 20# White Stapled Upper Left | 26 | 26 | 52 | \$0.05 | \$2.60 |
| G5.M4 - DS Student v3 160630.pdf | B/W D/S 20# Pre-Perforated Perfect Bound Color cover on 80# Color Bar | 26 | 26 | 52 | \$6.64 | \$358.64 |
| G5.M4 - EOMA v3.pdf | B/W D/S 20# White Stapled Upper Left | 26 | 26 | 52 | \$0.15 | \$7.80 |

| | | | | | | |
|--------------------------------------|---|-------------------|-------------------|--------------|--------------------|--------------------|
| G5.M4 - MMA v3.pdf | B/W D/S 20# White Stapled Upper Left | 26 | 26 | 52 | \$0.09 | \$4.68 |
| G5.M5 - DS Student v3 ALL 160630.pdf | B/W D/S 20# Pre-Perforated Perfect Bound Color cover on 80# Color Bar | 26 | 26 | 52 | \$5.88 | \$279.76 |
| G5.M5 - EOMA v3.pdf | B/W D/S 20# White Stapled Upper Left | 26 | 26 | 52 | \$0.07 | \$3.64 |
| G5.M5 - MMA v3.pdf | B/W D/S 20# White Stapled Upper Left | 26 | 26 | 52 | \$0.07 | \$3.64 |
| G5.M6 - DS Student v3 ALL 160630.pdf | B/W D/S 20# Pre-Perforated Perfect Bound Color cover on 80# Color Bar | 26 | 26 | 52 | \$7.11 | \$369.46 |
| G5.M6 - EOMA v3.pdf | B/W D/S 20# White Stapled Upper Left | 26 | 26 | 52 | \$0.07 | \$3.64 |
| G5.M6 - MMA v3.pdf | B/W D/S 20# White Stapled Upper Left | 26 | 26 | 52 | \$0.09 | \$4.68 |
| Total Sets Per School | | 3,627 | 3,627 | 7,254 | | |
| Total Price Per School | | \$9,750.00 | \$9,750.00 | | \$12,500.88 | \$12,500.88 |



Quote Prepared for

Account: Gustine Unified Account Number: 89747279 Date: 06-01-2017

Project Umbrella - GES

| QUANTITY | DESCRIPTION | ITEM PRICE | TOTAL PRICE |
|----------|----------------------|------------|-------------|
| | Grades K-5 Materials | | \$18,177.78 |
| | | | |
| | | | |
| | | | |
| | | | |
| TOTAL = | | | \$18,177.78 |

*Production lead time varies depending on the size of the order and Print Center capacity at time of order
Price quotes are valid for 60 days
Payment terms are Net 30 days
Quoted price does not include tax of any kind, if applicable

Approval

Signature

Title

Date

Thank you for the opportunity to assist you!

| | SPECIFICATIONS | Gustine Elem Teacher 1 | Gustine Elem Teacher 2 | Gustine Elem Teacher 3 | Gustine Elem Teacher 4 | TOTAL SETS: | Price Per Set | Subtotal |
|--------------------------------------|--|---------------------------|---------------------------|---------------------------|---------------------------|-------------|---------------|-----------|
| GK.M1 - EOMA v3.pdf | B/W S/S 20# White | 25 | 25 | 25 | 25 | 100 | \$9.09 | \$9.09 |
| GK.M1 - MMA v3.pdf | B/W S/S 20# White | 25 | 25 | 25 | 25 | 100 | \$9.09 | \$9.09 |
| GK.M1 - SS Student v3 160630.pdf | B/W S/S 20# White UNCOLLATED Slip Sheet between sets | 25 | 25 | 25 | 25 | 100 | \$54.20 | \$542.00 |
| GK.M2 - EOMA v3.pdf | B/W D/S 20# White Staple Left Corner | 25 | 25 | 25 | 25 | 100 | \$7.00 | \$7.00 |
| GK.M2 - SS Student ALL v3 160630.pdf | B/W S/S 20# White UNCOLLATED Slip Sheet between sets | 25 | 25 | 25 | 25 | 100 | \$150.40 | \$1504.00 |
| GK.M3 - EOMA v3.pdf | B/W D/S 20# White Staple Left Corner | 25 | 25 | 25 | 25 | 100 | \$11.00 | \$11.00 |
| GK.M3 - MMA v3.pdf | B/W D/S 20# White Staple Left Corner | 25 | 25 | 25 | 25 | 100 | \$11.00 | \$11.00 |
| GK.M3 - SS Student ALL v3 160630.pdf | B/W S/S 20# White UNCOLLATED Slip Sheet between sets | 25 | 25 | 25 | 25 | 100 | \$488.20 | \$4882.00 |
| GK.M4 - EOMA v3.pdf | B/W D/S 20# White Staple Left Corner | 25 | 25 | 25 | 25 | 100 | \$7.00 | \$7.00 |
| GK.M4 - MMA v3.pdf | B/W D/S 20# White Staple Left Corner | 25 | 25 | 25 | 25 | 100 | \$7.00 | \$7.00 |
| GK.M4 - SS Student v3 160630.pdf | B/W S/S 20# White UNCOLLATED Slip Sheet between sets | 25 | 25 | 25 | 25 | 100 | \$643.20 | \$6432.00 |
| GK.M5 - SS Student ALL v3 160630.pdf | B/W S/S 20# White UNCOLLATED Slip Sheet between sets | 25 | 25 | 25 | 25 | 100 | \$556.80 | \$5568.00 |
| GK.M6 - SS Student ALL v3 160630.pdf | B/W S/S 20# White UNCOLLATED Slip Sheet between sets | 25 | 25 | 25 | 25 | 100 | \$201.60 | \$2016.00 |
| G1.M1 - EOMA v3.pdf | B/W D/S 20# | 23 | 23 | 23 | 23 | 92 | \$18.68 | \$18.68 |
| G1.M1 - MMA v3.pdf | B/W D/S 20# White Staple Left Corner | 23 | 23 | 23 | 23 | 92 | \$6.44 | \$6.44 |
| G1.M1 - SS Student ALL v3 160630.pdf | B/W S/S 20# White UNCOLLATED Slip Sheet between sets | 23 | 23 | 23 | 23 | 92 | \$765.44 | \$7654.40 |
| G1.M2 - EOMA v3.pdf | B/W D/S 20# White Staple Left Corner | 23 | 23 | 23 | 23 | 92 | \$8.28 | \$8.28 |
| G1.M2 - MMA v3.pdf | B/W D/S 20# White Staple Left Corner | 23 | 23 | 23 | 23 | 92 | \$6.44 | \$6.44 |
| G1.M2 - SS Student ALL v3 160630.pdf | B/W S/S 20# White UNCOLLATED Slip Sheet between sets | 23 | 23 | 23 | 23 | 92 | \$591.72 | \$5917.20 |
| G1.M3 - EOMA v3.pdf | B/W D/S 20# White Staple Left Corner | 23 | 23 | 23 | 23 | 92 | \$8.28 | \$8.28 |
| G1.M3 - SS Student ALL v3 160630.pdf | B/W S/S 20# White UNCOLLATED Slip Sheet between sets | 23 | 23 | 23 | 23 | 92 | \$282.62 | \$2826.20 |

| | | | | | | | | |
|---|---|----|----|----|----|-----|---------|----------|
| G1.M4 - EOMA v3.pdf | B/W D/S 20# White Staple Left Corner | 23 | 23 | 23 | 23 | 92 | \$0.07 | \$6.44 |
| G1.M4 - MMA v3.pdf | B/W D/S 20# White Staple Left Corner | 23 | 23 | 23 | 23 | 92 | \$0.11 | \$10.12 |
| G1.M4 - SS Student ALL v3 160630.pdf | B/W S/S 20# White UNCOLLATED Slip Sheet between sets | 23 | 23 | 23 | 23 | 92 | \$0.37 | \$567.86 |
| G1.M5 - EOMA v3.pdf | B/W D/S 20# White Staple Left Corner | 23 | 23 | 23 | 23 | 92 | \$0.13 | \$11.86 |
| G1.M5 - SS Student ALL v3 160630.pdf | B/W S/S 20# White UNCOLLATED Slip Sheet between sets | 23 | 23 | 23 | 23 | 92 | \$0.14 | \$280.51 |
| G1.M6 - EOMA v3.pdf | B/W D/S 20# White Staple Left Corner | 23 | 23 | 23 | 23 | 92 | \$0.04 | \$8.28 |
| G1.M6 - MMA v3.pdf | B/W D/S 20# White Staple Left Corner | 23 | 23 | 23 | 23 | 92 | \$0.09 | \$8.28 |
| G1.M6 - SS Student ALL v3 160630.pdf | B/W S/S 20# White UNCOLLATED Slip Sheet between sets | 23 | 0 | 0 | 0 | 23 | \$5.02 | \$104.95 |
| G2.M1 - DS Student ALL v3 160630.pdf | B/W S/S 20# Pre-Perforated Perfect Bound Color cover on 80# Color Bar | 25 | 25 | 25 | 25 | 100 | \$2.53 | \$252.60 |
| G2.M1 - EOMA v3.pdf | B/W D/S 20# | 25 | 25 | 25 | 25 | 100 | \$0.04 | \$4.00 |
| G2.M2 - DS Student ALL v3 160630.pdf | B/W S/S 20# Pre-Perforated Perfect Bound Color cover on 80# Color Bar | 25 | 25 | 25 | 25 | 100 | \$2.91 | \$291.00 |
| G2.M2 - EOMA v3.pdf | B/W D/S 20# White Staple Left Corner | 25 | 25 | 25 | 25 | 100 | \$0.80 | \$8.00 |
| G2.M3 - DS Student ALL v3 160630.pdf | B/W D/S 20# Pre-Perforated Perfect Bound Color cover on 80# Color Bar | 25 | 25 | 25 | 25 | 100 | \$4.43 | \$443.00 |
| G2.M3 - EOMA v3.pdf | B/W D/S 20# | 25 | 25 | 25 | 25 | 100 | \$0.04 | \$4.00 |
| G2.M3 - MMA v3.pdf | B/W D/S 20# | 25 | 25 | 25 | 25 | 100 | \$0.64 | \$4.00 |
| G2.M4 - DS Student ALL v3 160630.pdf | B/W D/S 20# Pre-Perforated Perfect Bound Color cover on 80# Color Bar | 25 | 25 | 25 | 25 | 100 | \$5.42 | \$542.00 |
| G2.M4 - EOMA v3.pdf | B/W D/S 20# White Staple Left Corner | 25 | 25 | 25 | 25 | 100 | \$0.11 | \$11.00 |
| G2.M4 - MMA v3.pdf | B/W D/S 20# White Staple Left Corner | 25 | 25 | 25 | 25 | 100 | \$0.07 | \$7.00 |
| G2.M8 - DS Student ALL v3 160630.pdf | B/W D/S 20# Pre-Perforated Perfect Bound Color cover on 80# Color Bar | 25 | 25 | 25 | 25 | 100 | \$4.01 | \$401.00 |
| G2.M8 - EOMA v3.pdf | B/W D/S 20# White Staple Left Corner | 25 | 25 | 25 | 25 | 100 | \$0.09 | \$9.00 |
| G2.M8 - MMA v3.pdf | B/W D/S 20# | 25 | 25 | 25 | 25 | 100 | \$0.04 | \$4.00 |
| G2.M8.v3.1.3.0w Teacher Edition 160630.pdf | B/W D/S 20# 3HD 1" White Binder Color Cover and Spine on 80# Cover | 1 | 1 | 1 | 1 | 4 | \$10.56 | \$42.23 |
| 2017 ENY Math_G3.M1_ET - 21 SS.pdf | B/W S/S 20# White Staple Left Corner | 26 | 26 | 26 | 26 | 104 | \$0.47 | \$49.09 |
| 2017 ENY Math_G3.M1_HW - 42 SS.pdf | B/W S/S 20# White Staple Left Corner | 26 | 26 | 26 | 26 | 104 | \$0.83 | \$87.14 |
| 2017 ENY Math_G3.M1_PS Template - 43 SS.pdf | B/W S/S 20# Pre-Perforated Perfect Bound Color cover on 80# Color Bar | 26 | 26 | 26 | 26 | 104 | \$6.04 | \$615.95 |
| 2017 ENY Math_G3.M1_Sprint - 16 SS.pdf | B/W S/S 20# White Staple Left Corner | 26 | 26 | 26 | 26 | 104 | \$0.36 | \$37.66 |
| 2017 ENY Math_G3.M2_ET - 21 SS.pdf | B/W S/S 20# White Staple Left Corner | 26 | 26 | 26 | 26 | 104 | \$0.47 | \$49.09 |

| | | | | | | | | |
|--|---|----|----|----|----|-----|--------|----------|
| 2017_ENY Math_G3.M2_HW - 41 SS.pdf | B/W S/S 20# White Staple Left Corner | 26 | 26 | 26 | 26 | 104 | \$0.91 | \$94.85 |
| 2017_ENY Math_G3.M2_PS_Template - 46 SS.pdf | B/W S/S 20# Pre-Perforated Perfect Bound Color cover on 80# Color Bar | 26 | 26 | 26 | 26 | 104 | \$2.81 | \$292.66 |
| 2017_ENY Math_G3.M2_Sprints - 6 SS.pdf | B/W S/S 20# White Staple Left Corner | 26 | 26 | 26 | 26 | 104 | \$0.14 | \$14.57 |
| 2017_ENY Math_G3.M3_ET - 24 SS.pdf | B/W S/S 20# White Staple Left Corner | 26 | 26 | 26 | 26 | 104 | \$0.47 | \$49.09 |
| 2017_ENY Math_G3.M3_HW - 43 SS.pdf | B/W S/S 20# White Staple Left Corner | 26 | 26 | 26 | 26 | 104 | \$0.95 | \$99.42 |
| 2017_ENY Math_G3.M3_PS_Template - 59 SS.pdf | B/W S/S 20# Pre-Perforated Perfect Bound Color cover on 80# Color Bar | 26 | 26 | 26 | 26 | 104 | \$3.29 | \$342.68 |
| 2017_ENY Math_G3.M3_Sprints - 12 SS.pdf | B/W S/S 20# White Staple Left Corner | 26 | 26 | 26 | 26 | 104 | \$0.27 | \$28.50 |
| 2017_ENY Math_G3.M4_ET - 16 SS.pdf | B/W S/S 20# White Staple Left Corner | 26 | 26 | 26 | 26 | 104 | \$0.65 | \$67.65 |
| 2017_ENY Math_G3.M4_HW - 19 SS.pdf | B/W S/S 20# White Staple Left Corner | 26 | 26 | 26 | 26 | 104 | \$0.43 | \$44.51 |
| 2017_ENY Math_G3.M4_PS_Template - 34 SS.pdf | B/W S/S 20# Pre-Perforated Perfect Bound Color cover on 80# Color Bar | 26 | 26 | 26 | 26 | 104 | \$0.66 | \$68.24 |
| 2017_ENY Math_G3.M5_ET - 29 SS.pdf | B/W S/S 20# White Staple Left Corner | 26 | 26 | 26 | 26 | 104 | \$0.65 | \$67.39 |
| 2017_ENY Math_G3.M5_HW - 60 SS.pdf | B/W S/S 20# White Staple Left Corner | 26 | 26 | 26 | 26 | 104 | \$1.38 | \$143.22 |
| 2017_ENY Math_G3.M5_PS_Template - 64 SS.pdf | B/W S/S 20# Pre-Perforated Perfect Bound Color cover on 80# Color Bar | 26 | 26 | 26 | 26 | 104 | \$3.65 | \$379.28 |
| 2017_ENY Math_G3.M5_Sprints - 34 SS.pdf | B/W S/S 20# White Staple Left Corner | 26 | 26 | 26 | 26 | 104 | \$0.75 | \$78.83 |
| 2017_ENY Math_G3.M6_ET - 9 SS.pdf | B/W S/S 20# White Staple Left Corner | 26 | 26 | 26 | 26 | 104 | \$0.21 | \$21.63 |
| 2017_ENY Math_G3.M6_HW - 19 SS.pdf | B/W S/S 20# White Staple Left Corner | 26 | 26 | 26 | 26 | 104 | \$0.48 | \$49.81 |
| 2017_ENY Math_G3.M6_PS_Template - 36 SS.pdf | B/W S/S 20# Pre-Perforated Perfect Bound Color cover on 80# Color Bar | 26 | 26 | 26 | 26 | 104 | \$2.27 | \$236.08 |
| 2017_ENY Math_G3.M6_Sprints - 2 SS.pdf | B/W S/S 20# White Staple Left Corner | 26 | 26 | 26 | 26 | 104 | \$0.05 | \$5.62 |
| 2017_ENY Math_G3.M7_ET - 32 SS.pdf | B/W S/S 20# White Staple Left Corner | 26 | 26 | 26 | 0 | 78 | \$0.71 | \$55.69 |
| 2017_ENY Math_G3.M7_HW - 65 SS.pdf | B/W S/S 20# White Staple Left Corner | 26 | 26 | 26 | 0 | 78 | \$1.44 | \$112.32 |
| 2017_ENY Math_G3.M7_PS_Template - 112 SS.pdf | B/W S/S 20# Pre-Perforated Perfect Bound Color cover on 80# Color Bar | 26 | 26 | 26 | 0 | 78 | \$4.22 | \$329.62 |
| 2017_ENY Math_G3.M7_Sprints - 24 SS.pdf | B/W S/S 20# White Staple Left Corner | 26 | 26 | 26 | 0 | 78 | \$0.54 | \$41.96 |
| G4.M1 - DS Student v3 160630.pdf | B/W D/S 20# Pre-Perforated Perfect Bound Color cover on 80# Color Bar | 25 | 25 | 25 | 25 | 100 | \$4.86 | \$495.00 |
| G4.M1 - EOMA v3.pdf | B/W D/S 20# White Staple Left Corner | 25 | 25 | 25 | 25 | 100 | \$0.07 | \$7.00 |
| G4.M1 - MMA v3.pdf | B/W D/S 20# White Staple Left Corner | 25 | 25 | 25 | 25 | 100 | \$0.07 | \$7.00 |
| G4.M2 - DS Student ALL v3 160630.pdf | B/W D/S 20# Pre-Perforated Perfect Bound Color cover on 80# Color Bar | 25 | 25 | 25 | 25 | 100 | \$2.28 | \$228.00 |
| G4.M2 - EOMA v3.pdf | B/W D/S 20# White | 25 | 25 | 25 | 25 | 100 | \$0.04 | \$4.00 |

| | | | | | | | | |
|--------------------------------------|---|--------------|--------------|--------------|--------------|--------------|--------------------|--------------------|
| G4.M3 - DS Student ALL v3 160630.pdf | B/W D/S 20# Pre-Perforated Perfect Bound Color cover on 80# Color Bar | 25 | 25 | 25 | 25 | 100 | \$8.14 | \$812.50 |
| G4.M3 - EOMA v3.pdf | B/W D/S 20# White Staple Left Corner | 25 | 25 | 25 | 25 | 100 | \$8.00 | \$80.00 |
| G4.M3 - MMA v3.pdf | B/W D/S 20# White Staple Left Corner | 25 | 25 | 25 | 25 | 100 | \$8.00 | \$80.00 |
| G4.M4 - DS Student v3 160630.pdf | B/W D/S 20# Pre-Perforated Perfect Bound Color cover on 80# Color Bar | 25 | 25 | 25 | 25 | 100 | \$4.70 | \$472.00 |
| G4.M4 - EOMA v3.pdf | B/W D/S 20# White Staple Left Corner | 25 | 25 | 25 | 25 | 100 | \$8.11 | \$17.00 |
| G4.M4 - MMA v3.pdf | B/W D/S 20# White Staple Left Corner | 25 | 25 | 25 | 25 | 100 | \$8.00 | \$4.00 |
| G4.M5 - DS Student ALL v3 160630.pdf | B/W D/S 20# Pre-Perforated Perfect Bound Color cover on 80# Color Bar | 25 | 25 | 25 | 25 | 100 | \$8.25 | \$825.00 |
| G4.M5 - EOMA v3.pdf | B/W D/S 20# White Staple Left Corner | 25 | 25 | 25 | 25 | 100 | \$8.11 | \$31.00 |
| G4.M5 - MMA v3.pdf | B/W D/S 20# White Staple Left Corner | 25 | 25 | 25 | 25 | 100 | \$8.11 | \$11.00 |
| G4.M6 - DS Student ALL v3 160630.pdf | B/W D/S 20# Pre-Perforated Perfect Bound Color cover on 80# Color Bar | 25 | 25 | 25 | 25 | 100 | \$4.25 | \$425.00 |
| G4.M6 - EOMA v3.pdf | B/W D/S 20# White Staple Left Corner | 25 | 25 | 25 | 25 | 100 | \$8.11 | \$11.00 |
| G4.M6 - MMA v3.pdf | B/W D/S 20# White Staple Left Corner | 25 | 25 | 25 | 25 | 100 | \$8.11 | \$11.00 |
| G4.M7 - DS Student ALL v3 160630.pdf | B/W D/S 20# Pre-Perforated Perfect Bound Color cover on 80# Color Bar | 25 | 25 | 25 | 25 | 100 | \$4.36 | \$436.00 |
| G4.M7 - EOMA v3.pdf | B/W D/S 20# White Staple Left Corner | 25 | 25 | 25 | 25 | 100 | \$7.00 | \$7.00 |
| G5.M1 - DS Student v3 160630.pdf | B/W D/S 20# Pre-Perforated Perfect Bound Color cover on 80# Color Bar | 28 | 28 | 28 | 28 | 112 | \$4.55 | \$514.00 |
| G5.M2 - DS Student ALL v3 160630.pdf | B/W D/S 20# Pre-Perforated Perfect Bound Color cover on 80# Color Bar | 28 | 28 | 28 | 28 | 112 | \$6.70 | \$750.40 |
| G5.M3 - DS Student v3 160630.pdf | B/W D/S 20# Pre-Perforated Perfect Bound Color cover on 80# Color Bar | 28 | 28 | 28 | 28 | 112 | \$4.47 | \$645.44 |
| G5.M4 - DS Student v3 160630.pdf | B/W D/S 20# Pre-Perforated Perfect Bound Color cover on 80# Color Bar | 28 | 28 | 28 | 28 | 112 | \$6.84 | \$765.92 |
| G5.M5 - DS Student v3 ALL 160630.pdf | B/W D/S 20# Pre-Perforated Perfect Bound Color cover on 80# Color Bar | 28 | 28 | 28 | 28 | 112 | \$5.88 | \$662.56 |
| G5.M6 - DS Student v3 ALL 160630.pdf | B/W D/S 20# Pre-Perforated Perfect Bound Color cover on 80# Color Bar | 28 | 28 | 28 | 28 | 112 | \$7.11 | \$795.76 |
| Total Sets Per School | | 2,364 | 2,341 | 2,341 | 2,237 | 9,283 | | |
| Total Price Per School | | | | | | | \$18,177.74 | \$18,177.74 |



Quote Prepared for

Account: Gustine Unified Account Number: 89747279 Date: 06-01-2017

Project Ship - GMS

| QUANTITY | DESCRIPTION | ITEM PRICE | TOTAL PRICE |
|----------|----------------------|------------|-------------|
| | Grades 6-8 Materials | | \$11,338.33 |
| | | | |
| | | | |
| | | | |
| | | | |
| TOTAL = | | | \$11,338.33 |

*Production lead time varies depending on the size of the order and Print Center capacity at time of order

Price quotes are valid for 60 days

Payment terms are Net 30 days

Quoted price does not include tax of any kind, if applicable

Approval

Signature

Title

Date

Thank you for the opportunity to assist you!

| Binder Size | SPECIFICATION | Gustine Middle Teacher 1 | | Gustine Middle Teacher 2 | | TOTAL SETS | Price Per Set | Subtotal |
|-------------------------------|---|--------------------------|------------|--------------------------|--|------------|--------------------|--------------------|
| | | | | | | | | |
| 6th Grade M1 Full | B/W D/S 20# Pre-Perforated Perfect Bound Color Cover on 80# Color Bar | 64 | 96 | 160 | | \$5.98 | \$956.80 | |
| 6th Grade M2 Full | B/W D/S 20# Pre-Perforated Perfect Bound Color Cover on 80# Color Bar | 64 | 96 | 160 | | \$4.53 | \$724.80 | |
| 6th Grade M3 Full | B/W D/S 20# Pre-Perforated Perfect Bound Color Cover on 80# Color Bar | 64 | 96 | 160 | | \$4.20 | \$672.00 | |
| 6th Grade M4 Full | B/W D/S 20# Pre-Perforated Perfect Bound Color Cover on 80# Color Bar | 64 | 96 | 160 | | \$7.37 | \$1,179.20 | |
| 7th Grade M1 Full | B/W D/S 20# Pre-Perforated Perfect Bound Color Cover on 80# Color Bar | 85 | 85 | 170 | | \$5.08 | \$863.60 | |
| 7th Grade M2 Full | B/W D/S 20# Pre-Perforated Perfect Bound Color Cover on 80# Color Bar | 85 | 85 | 170 | | \$5.88 | \$999.60 | |
| 7th Grade M3 Full | B/W D/S 20# Pre-Perforated Perfect Bound Color Cover on 80# Color Bar | 85 | 85 | 170 | | \$5.58 | \$948.60 | |
| 7th Grade M3 Teacher | 1.5 B/W D/S 20# 3HD White Binder Color Cover and Spine on 80# Gloss | 1 | 1 | 2 | | \$12.00 | \$24.00 | |
| 7th Grade M4 Full | B/W D/S 20# Pre-Perforated Perfect Bound Color Cover on 80# Color Bar | 85 | 85 | 170 | | \$5.82 | \$989.40 | |
| 7th Grade M4 Teacher | 1 B/W D/S 20# 3HD White Binder Color Cover and Spine on 80# Gloss | 1 | 1 | 2 | | \$11.00 | \$22.00 | |
| 8th Grade M1 Full | B/W D/S 20# Pre-Perforated Perfect Bound Color Cover on 80# Color Bar 3HD | 130 | 0 | 130 | | \$6.48 | \$842.40 | |
| 8th Grade M1 Teacher | 1 B/W D/S 20# 3HD White Binder Color Cover and Spine on 80# Gloss | 1 | 0 | 1 | | \$7.50 | \$7.50 | |
| 8th Grade M2 Full | B/W D/S 20# Pre-Perforated Perfect Bound Color Cover on 80# Color Bar 3HD | 130 | 0 | 130 | | \$4.55 | \$591.50 | |
| 8th Grade M2 Teacher | 1 B/W D/S 20# 3HD White Binder Color Cover and Spine on 80# Gloss | 1 | 0 | 1 | | \$8.55 | \$8.55 | |
| 8th Grade M3 Full | B/W D/S 20# Pre-Perforated Perfect Bound Color Cover on 80# Color Bar 3HD | 130 | 0 | 130 | | \$2.26 | \$293.80 | |
| 8th Grade M3 Teacher | 1 B/W D/S 20# 3HD White Binder Color Cover and Spine on 80# Gloss | 1 | 0 | 1 | | \$8.03 | \$8.03 | |
| 8th Grade M4 Full | B/W D/S 20# Pre-Perforated Perfect Bound Color Cover on 80# Color Bar 3HD | 130 | 0 | 130 | | \$7.73 | \$1,004.90 | |
| 8th Grade M4 Teacher | 1.5 B/W D/S 20# 3HD White Binder Color Cover and Spine on 80# Gloss | 1 | 0 | 1 | | \$15.00 | \$15.00 | |
| 8th Grade M5 Full | B/W D/S 20# Pre-Perforated Perfect Bound Color Cover on 80# Color Bar 3HD | 130 | 0 | 130 | | \$1.21 | \$157.30 | |
| 8th Grade M5 Teacher | 1 B/W D/S 20# 3HD White Binder Color Cover and Spine on 80# Gloss | 1 | 0 | 1 | | \$7.84 | \$7.84 | |
| 8th Grade M6 Full | B/W D/S 20# Pre-Perforated Perfect Bound Color Cover on 80# Color Bar 3HD | 130 | 0 | 130 | | \$2.54 | \$330.20 | |
| 8th Grade M6 Teacher | 1 B/W D/S 20# 3HD White Binder Color Cover and Spine on 80# Gloss | 1 | 0 | 1 | | \$3.02 | \$3.02 | |
| 8th Grade M7 Full | B/W D/S 20# Pre-Perforated Perfect Bound Color Cover on 80# Color Bar 3HD | 130 | 0 | 130 | | \$5.96 | \$774.80 | |
| 8th Grade M7 Teacher | 1 B/W D/S 20# 3HD White Binder Color Cover and Spine on 80# Gloss | 1 | 0 | 1 | | \$11.60 | \$11.60 | |
| Total Sets Per School | | 1,515 | 726 | 2,241 | | | | |
| Total Price Per School | | | | | | | \$11,344.43 | \$11,344.43 |

GUSTINE UNIFIED SCHOOL DISTRICT**Meeting of the Board of Trustees****MEETING DATE:**

June 28, 2017

AGENDA ITEM TITLE: GES Requisition to Southwest School & Office Supply**AGENDA SECTION:** Action**PRESENTED BY:** Lisa Filippini, Principal**RECOMMENDATIONS:**

It is recommended that the Board of Education approve the GES Requisition to Southwest School & Office Supply.

SUMMARY:

2017-2018 School Teacher Supplies for GES

FISCAL IMPACT: \$10,400.30**BUDGET CATEGORY:** Title I

Ship To: Gustine Elementary School
2806 Grove Avenue
Gustine, CA 95322

Date:

Vendor Email (for email option only):

☐ Fax ☐ Return to site ☐ Email ☒ Other online

01-0824.0-4300.00-1110-(000-110-000-100

VENDOR NAME: Southwest School & office Supply

ADDRESS: 1915 N. Mac Arthur Dr.

Tracy, CA 95376

PHONE: _____

FAX: _____

[illegible]SCHOOL SITE GES

JUSTIFICATION: _____

DISTRICT REQUISITION #:

APPROVED:

DISTRICT PURCHASE ORDER #:

For LCAP Purchases **ONLY** (Required)

Goal # 1.0

Action # 1

Example (1,2, etc.)

Example (.01, .02, etc.)

"Purchase Order Instruction" box must be filled to avoid delay*

GUSTINE UNIFIED SCHOOL DISTRICT

Meeting of the Board of Trustees

MEETING DATE:

June 28, 2017

AGENDA ITEM TITLE: Appointment of Board Measure P Sub Committee Members

AGENDA SECTION: Action

PRESENTED BY: Bill Morones, Superintendent

RECOMMENDED:

It is recommended that the Board approve the Appointment of Board Measure P Sub Committee Members.

SUMMARY

The GUSD School Board has agreed to establish a Board Measure P Sub Committee. The Board Measure P Sub Committee shall serve as an advisory body to the Gustine Unified School District School Board, providing additional viewpoints, and insights for the School Boards consideration in planning the next phase of Measure P Facility Projects.

1. Jarrett Martin
2. Rich Ford
3. Andrew Bloom
4. Leonard Acosta
5. Loretta Rose (Board Member)

FISCAL IMPACT: None

BUDGET CATEGORY: None

GUSTINE UNIFIED SCHOOL DISTRICT**Meeting of the Board of Trustees****MEETING DATE:**

June 28, 2017

AGENDA ITEM TITLE: 2017-18 Consolidated Application for Funding (Title I, II, III, V, and EIA)

AGENDA SECTION: Action

PRESENTED BY: Bill Morones, Superintendent
Lizett Aguilar, CBO

RECOMMENDATIONS:

It is recommended that the Board of Education approve the 2017-18 Consolidated Application for Funding (Title I, II, III, V, and EIA)

SUMMARY:

Board approval is requested for the attached 2017-2018 Application for Funding. In order for Gustine Unified School District to receive these funds, the attached selections must be reviewed and approved by the governing board. This is the annual Consolidated Application for Categorical Programs, including Title I, II, III and V. This also includes Economic Impact Aid (EIA) for the use of any potential carry-over funds. 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 \$702,485 (Estimated 2017/18 funding amounts)

BUDGET CATEGORY: Title I, II, III, V and EIA



California Department of
EDUCATION

CONSOLIDATED APPLICATION AND REPORTING SYSTEM (CARS)

Gustine Unified (24 73619 0000000)

[Home](#)[Data Entry Forms](#)[Certification Preview](#)[Certify Data](#)[Reports](#)[Users](#)[Contacts](#)[FAQs](#)[Data Entry Instructions](#)

2017-18 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: 06/28/2017 (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: Connie Hernandez

DELAC review date: 05/10/2017

Meeting minutes web address:

Please enter the Web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee.

DELAC comment:

If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

Economic Impact Aid: ☐ No ☒ Yes

EC 54000 SACS 7090, 7091

With continued participation in the Economic Impact Aid program the LEA is agreeing to comply with the assurance posted at

<http://www.cde.ca.gov/fg/aa/co/ca17assloc.asp>.

*** Title I Part A (Basic Grant):** ☐ No ☒ Yes

ESSA Sec. 1111 et seq.

SACS 3010

*** Title II Part A (Supporting Effective Instruction):** ☐ No ☒ Yes

ESEA Sec. 2104

SACS 4035

*** Title III Part A Immigrant:** ☐ No ☒ Yes

ESEA Sec. 3102

SACS 4201

*** Title III Part A English Learner:** ☐ No ☒ Yes

ESEA Sec. 3102

SACS 4203

Title V, Part B Subpart 2 Rural and Low-Income Grant: ☐ No ☒ Yes

ESSA Sec. 5221

SACS 4126

Last Saved: Lizett Aguilar (GustineConAp), 6/20/2017 4:21 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 28, 2017

AGENDA ITEM TITLE: 2017-2018 Paid lunch Equity (Lunch Price Increases)

AGENDA SECTION: Action

PRESENTED BY: Bill Morones, Superintendent
Lizett Aguilar, CBO

RECOMMENDED:

It is recommended that the Board approve the 2017-2018 Paid lunch Equity (Lunch Price Increases)

SUMMARY

Federal Regulations 7 CFR 210.14(e) require school food authorities (SFAs) participating in the National School Lunch Program to ensure sufficient funds are provided to the nonprofit school food service account for meals served to students not eligible for free or reduced price meals (i.e. "paid" meals). There are two ways to meet this requirement: either through the prices charged for "paid" meals or through other non-federal sources provided to the nonprofit school food service account. Gustine Unified School District meets this requirement through the prices charged for "paid" meals.

The Paid Lunch Equity (PLE) tool is a calculator to determine what the "paid" meal price must be. The tool measures the difference between the federal reimbursements for free and paid lunch and SFAs are required to increase prices to cover the difference. SFAs utilizing the PLE tool may be required to demonstrate one of the following:

- A minimum average price of \$2.86 was charged for paid lunches
- Documentation showing the completed PLE tool issued on December 15, 2016
- Documentation of a comparable calculation method to meet the estimated required meal prices and/or nonfederal funds contributions

Based on the calculations from the PLE tool (attached), approval is requested to increase the paid lunch prices for Gustine Unified School District by \$0.10 for 2017-18, to \$1.75 for the Elementary Schools and \$2.00 for Middle and High School. Paid lunch prices in 2016-17 were \$1.65 and \$1.90, respectively.

FISCAL IMPACT: Possible increase in revenue

BUDGET CATEGORY: Food Service – Fund 13

SFA NAME:

Gustine Unified School District

SY 2017-18 Price Adjustment Calculator

[Go to Instructions](#)

SY 2017-18 Weighted Average Price Requirement

| Requirement price to the nearest cent | Optional price requirement ROUNDED DOWN to nearest 5 cent |
|--|--|
| \$ 1.88 | \$ 1.85 |
| Note: Above prices are based on adjusting SY 2016-2017 price requirement by the 2% rate increase plus the Consumer Price Index (2.64%) | |

SY 2016-17 Weighted Average Price Calculator

Enter the paid prices and number of paid lunches sold at each price for
October 2016.

| | Monthly # of Paid Lunches | Paid Lunch Price | Monthly Revenue | SY 2016-17 Weighted Average Price |
|---|---------------------------|------------------|-----------------|-----------------------------------|
| 1. | 1,539 | \$ 1.65 | \$ 2,539.35 | |
| 2. | 2,220 | \$ 1.90 | \$ 4,218.00 | |
| 3. | | | \$ - | |
| 4. | | | \$ - | |
| 5. | | | \$ - | |
| 6. | | | \$ - | |
| 7. | | | \$ - | |
| 8. | | | \$ - | |
| 9. | | | \$ - | |
| 10. | | | \$ - | |
| TOTAL | 3,759 | | \$ 6,757.35 | \$ 1.80 |
| Note: SY 2016-17 Weighted Average Price equal to or above \$2.86 are compliant for SY 2017-18. \$2.86 is the difference between the Free and Paid reimbursement rates for SY 2016-17. | | | | |

Total Price Increase
for SY 2017-18

\$ 0.05

Required price increase for SY 2017-18 (with
10 cent cap)

\$ 1.85

Remaining increase carried forward
to SY 2018-19

\$ -

Remaining credit carried forward
to SY 2018-19

\$ -

[Go to SY2017-2018 Report](#)

Step 3 (Optional)

Pricing Estimation Calculator

Below is a tool allowing users to manipulate prices to achieve the required new weighted average price.

| | Monthly # of Paid Lunches | Paid Lunch Price | Monthly Revenue | Weighted Average Price |
|-------|---------------------------|------------------|-----------------|------------------------|
| 1. | 1,539 | \$ 1.75 | \$ 2,693.25 | |
| 2. | 2,220 | \$ 2.00 | \$ 4,440.00 | |
| 3. | | | \$ - | |
| 4. | | | \$ - | |
| 5. | | | \$ - | |
| 6. | | | \$ - | |
| 7. | | | \$ - | |
| 8. | | | \$ - | |
| 9. | | | \$ - | |
| 10. | | | \$ - | |
| TOTAL | 3,759 | | \$ 7,133.25 | \$ 1.90 |

Note: This tool is created to allow the user to only enter the number of paid lunches and the related prices. If any other parts of the tool are modified, the user runs the risk of calculating an incorrect new average price. Users should not modify the tool's current functionality.
June 2017

The FISCAL REPORT *an informational update*

Copyright © 2017 School Services of California, Inc.

Volume 37

For Publication Date: June 16, 2017

No. 12

By the Way . . . Revised Paid Lunch Equity Tool Issued

The Paid Lunch Equity (PLE) tool is a calculator to determine that local educational agencies (LEAs) are providing sufficient funds to their cafeteria fund/food service account for paid lunches in compliance with the Healthy, Hunger Free Kids Act of 2010. The tool measures the difference between the federal reimbursements for free and paid lunch and LEAs are required to increase prices to cover the difference or provide nonfederal funds to cover the difference. LEAs that have already made calculations for 2017-18 based upon the previously issued PLE tool will not be required to recalculate. They may be required to demonstrate:

- A minimum average price of \$2.86 was charged for paid lunches
- Documentation showing the completed PLE tool issued on December 15, 2016
- Documentation of a comparable calculation method to meet the estimated required meal prices and/or nonfederal funds contributions

LEA's calculating lunch prices after the issuance of the revised memorandum (June 2, 2017) will be required to provide documentation and use the revised tool which can be found [here](#).

posted 06/09/2017



Food and
Nutrition
Service

Park Office
Center

3101 Park
Center Drive
Alexandria
VA 22302

DATE: June 02, 2017

MEMO CODE: SP 11-2017 Revised

SUBJECT: Paid Lunch Equity: School Year 2017-2018 Calculations and Revised Tool

TO: Regional Directors
Special Nutrition Programs
All Regions

State Directors
Child Nutrition Programs
All States

Regulations at 7 CFR 210.14(e) require school food authorities (SFAs) participating in the National School Lunch Program to ensure sufficient funds are provided to the nonprofit school food service account for meals served to students not eligible for free or reduced price meals. There are two ways to meet this requirement: either through the prices charged for "paid" meals or through other non-federal sources provided to the nonprofit school food service account.

On December 15, 2016, the Food and Nutrition Service issued memorandum SP 11-2017. This memorandum provided guidance on the calculations SFAs must make to ensure they are in compliance with the requirements for School Year (SY) 2017-18. In addition, the SY 2017-18 Paid Lunch Equity (PLE) tool was attached to the memorandum to help SFAs make the required calculations.

Program Operators reported a few errors associated with the SY 2017-18 PLE Tool that was released in December. A corrected version of the PLE Tool, to assist SFAs still in the process of completing PLE calculations for SY 2017-18, is attached to this memorandum and has been posted to PartnerWeb. The errors identified and their corrections are detailed below.

SFAs calculating paid lunch prices for SY 2017-18, after the date of this memo must provide documentation and use this revised tool. SFAs that already made calculations for SY 2017-18 using the previously issued SY 2017-18 PLE tool are not required to recalculate. If documentation is requested during a review, one of the following must be provided:

- Records demonstrating that a minimum average price of \$2.86 was charged for paid lunches or;
- Documentation showing the completed PLE tool issued on December 15, 2016 or;
- Documentation of a comparable calculation method to meet the estimated required paid meal prices and/or non-federal funds contributions.

Details of SY 2017-18 PLE Tool Corrections

(1) Unrounded Requirement Finder Tab Correction

Annual Unrounded Requirement Finder

- Error: In cell D16 which represents “Price 1: SY 2015-16 Requirement price to the nearest cent,” there was an oversight in updating the formula to take into consideration the cumulative inflation rate.
- Correction: The formula was corrected to include the cumulative inflation rate needed to accurately calculate “Price 1: SY 2015-16 Requirement price to the nearest cent.”

This correction only impacts SFAs that use the *Unrounded Requirement Finder* tab because documentation of their weighted average price requirement from the previous year is not available.

(2) Instructions Tab Correction

Tab 3 SY 2017-18 Price Calculator links

- Error: The SY 2017-18 Price Calculator links directed users to the SY 2016-17 Price Calculator tab and not the SY 2017-18 Price Calculator tab.
- Correction: The links now direct users to the correct tab (SY 2017-18 Price Calculator).

(3) Unrounded Requirement Finder Tab Correction

Click here to go to SY 2017-18 Price Calculator link

- Error: The SY 2017-18 Price Calculator link directed to the SY 2016-17 Price Calculator tab.
- Correction: The link now directs users to the correct price calculator (SY 2017-18 Price Calculator).

The hyperlink errors directed users to the incorrect tabs, but did not result in any inaccurate calculations in the tab or the rest of the tool.

State agencies are reminded to distribute this memorandum to Program operators immediately. Program operators should direct any questions regarding this memorandum to the appropriate State agency. State agency contact information is available at <http://www.fns.usda.gov/cnd/Contacts/StateDirectory.htm>. State agencies should direct questions to the appropriate FNS Regional Office.

Original Signed

Sarah E. Smith-Holmes
Director
Program Monitoring and Operational Support Division
Child Nutrition Programs

Attachment

GUSTINE UNIFIED SCHOOL DISTRICT

Meeting of the Board of Trustees

MEETING DATE:

June 28, 2017

AGENDA ITEM TITLE: Appointment of Measure P Bond Oversight Committee Vacancy

AGENDA SECTION: Action

PRESENTED BY: Bill Morones, Superintendent

RECOMMENDATIONS:

It is recommended that the Board of Education shall appoint a Bond Oversight Committee Member

SUMMARY:

Per Citizen Bond Oversight Bylaw 5.5 – Appointment

Members of the Committee shall be appointed by the Board through the following process: (a) appropriate local groups will be solicited for applications; (b) the Superintendent will review the applications; and (c) the Superintendent will present the applications to the Board.

Attached are four applications.

FISCAL IMPACT: None

BUDGET CATEGORY: None

(b) The committee may not include any employee, official of the District or any vendor, contractor or consultant of the District.

5.3 Ethics: Conflicts of Interest. By accepting appointment to the Committee, each member agrees to comply with Articles 4 (commencing with Section 1090) and 4.7 (commencing with Section 1125) of Division 4 of Title 1 of the Government Code. Additionally, each member shall comply with the Committee Ethics Policy attached as "Attachment A" to these Bylaws.

5.4 Term. Except as otherwise provided herein, each member shall serve a term of two (2) years, commencing on the date of the first meeting of the Committee. No member may serve more than two (2) consecutive terms. At the suggestion of the Superintendent/President, at the Committee's first meeting, members may draw lots or otherwise select a minimum of two members to serve for an initial one (1) year term and the remaining members for an initial two (2) year term.

5.5 Appointment. Members of the Committee shall be appointed by the Board through the following process: (a) appropriate local groups will be solicited for applications; (b) the Superintendent will review the applications; and (c) the Superintendent will present the applications to the Board.

5.6 Removal/ Vacancy. The Board may remove any Committee member for any reason, including failure to attend two consecutive Committee meetings without reasonable excuse or for failure to comply with the Committee Ethics Policy. Upon a member's removal, his or her seat shall be declared vacant. The Board, in accordance with the established appointment process shall fill any vacancies on the Committee. Vacancies shall be filled within 90 days from the initial date of each such vacancy.

5.7 Compensation. The Committee members shall not be compensated for their services.

5.8 Authority of Members. (a) Committee members shall not have the authority to direct staff of the District, (b) individual members of the Committee retain the right to address the Board, either on behalf of the Committee or as an individual, and (c) the Committee may only receive copies of reports and documents which have been previously presented to the Board and which are a public record.

Section 6. Meetings of the Committee.

6.1 Regular Meetings. The Committee is required to meet at least once a year but may meet more often as the Committee shall determine.

6.2 Location. All meetings shall be held within the Gustine Unified School District.

GUSTINE UNIFIED SCHOOL DISTRICT

CITIZEN'S FACILITIES OVERSIGHT COMMITTEE APPLICATION

JUN 6 '17 6:53

The Gustine Unified School District is accepting applications to serve on the GUSD Citizen's Facilities Oversight Committee, the Committee which oversees the use of local General Obligation Bond Measure tax funding.

Committee members will serve without compensation and will report directly to the Board of Education to inform them of their review of expenditures on capital facilities improvement projects consistent with the provisions of approved projects as described in the language of General Obligation Bond measures approved by local voters. They will receive and review performance and financial audit reports to ensure that all Bond Measure monies are spent on voter-approved projects. State law provides that a local citizens' oversight committee oversee all school construction bond expenditures.

In addition to members of the general public, the committee will include those with expertise in the following professions: architecture, engineering, construction, educational administration, public administration, financial management, real estate/development, construction management, and law.

NAME COTA R. HOWELL SR. DATE 06/02/17
 ADDRESS 1400 MEREDITH AVE. #55
 CITY GUSTINE - CA. ZIP 95322
 PHONE (home) (209) 270-1900 (cell) (209) 404-9809
 Email Address COTAHOWELL6R@YAHOO.COM
 How long in community? 2 YEARS

Circle The Group You Would Represent On The Committee:

Parent/Guardian

Gustine Resident

Business Community

GUSD Student

County of Merced

Special Interest Group:

Write In Name or Description of Special Interest Group

Senior Citizens Group

Bona-fide Taxpayers' Organization

School Site Council or PTC

Reason for Desire to Serve on Committee:

As an active participant in this community, I would very much embrace the AARP or Senior Residents who are not as agile and energetic, however, I'd like to

SIGNATURE: [Signature]

RETURN APPLICATION TO:

Gustine Unified School District
 1500 Meredith Avenue
 Gustine, CA 95322
 (209) 854-3784

BE HEARD ON SEVERAL KEY ISSUES. I BELIEVE INVOLVING THE SENIOR RESIDENTS OF THIS FAIR TOWN.

Cota R. Howell
1400 Meredith Ave. Spc #55
Gustine-CA. 95322
(209)404-9809
CotaHowellSr@gmail.com

Objective

To establish a strong presence in an organization whereby I can use my talents and abilities to enhance and benefit any potential employer.

Profile

In recent years, I have worked in areas of counseling, teaching, and life skill projects. I have also done volunteer work with the Stanislaus County Reading and Literacy Project.

Education

CSUS Turlock, CA

English Rhetoric and Writing

Graduated 06/08

Modesto Junior College Modesto, CA.

English

Graduated 06/06

UOP Stockton, CA.

Substance Abuse Counseling

Continuing Education

Graduated 10/05

Work History

Self Employed

2007-Present

Self-Employed Substance Abuse Interventionist

Volunteer Work with Alliance for the Mentally Ill

Local and community reading and literacy programs

Living Center Substance Abuse Center

2005-2007

Responsibilities included teaching clients

How to return to Family and Employment

Relapse Prevention and Anger Management

Western Pacific Truck School

1994-1996

Teaching & Instruction of New OTR Truckers

MMHI (Memphis Mental Health Institute)

1983-1986

Psychiatric Technician/Duties Included

Monitoring/Evaluating Combative

Neurotic and Psychotic Patients

Federal Express

1982-1992

Loaded Planes and next transferred to OAK Ramp

**CITIZEN'S FACILITIES OVERSIGHT COMMITTEE
APPLICATION**

The Gustine Unified School District is accepting applications to serve on the GUSD Citizen's Facilities Oversight Committee, the Committee which oversees the use of local General Obligation Bond Measure tax funding.

Committee members will serve without compensation and will report directly to the Board of Education to inform them of their review of expenditures on capital facilities improvement projects consistent with the provisions of approved projects as described in the language of General Obligation Bond measures approved by local voters. They will receive and review performance and financial audit reports to ensure that all Bond Measure monies are spent on voter-approved projects. State law provides that a local citizens' oversight committee oversee all school construction bond expenditures.

In addition to members of the general public, the committee will include those with expertise in the following professions: architecture, engineering, construction, educational administration, public administration, financial management, real estate/development, construction management, and law.

NAME STEVEN D. GOES DATE 6/1/17

PLEASE PRINT

ADDRESS 130 THIRD AVE

CITY GUSTINE ZIP 95322-1208

PHONE (home) 209-854-3657 (cell) 209-355-6337

Email Address SDGOES@ATT.NET

How long in community? 25 YEARS

Circle The Group You Would Represent On The Committee:

Parent/Guardian

Gustine Resident

Business Community

GUSD Student

County of Merced

Special Interest Group: _____

Write In Name or Description of Special Interest Group

Senior Citizens Group

Bona-fide Taxpayers' Organization

School Site Council or PTC

Reason for Desire to Serve on Committee:

TO ASSIST WITH THE PROPER UTILIZATION OF FUNDS
MADE AVAILABLE TO GUSD SO THAT MAXIMUM
BENEFIT IS ACHIEVED.

SIGNATURE: SD Goes

RETURN APPLICATION TO:

Gustine Unified School District
1500 Meredith Avenue
Gustine, CA 95322
(209) 854-3784

GUSTINE UNIFIED SCHOOL DISTRICT

RECEIVED
5/30/17CITIZEN'S FACILITIES OVERSIGHT COMMITTEE
APPLICATION

12:29 pm

The Gustine Unified School District is accepting applications to serve on the GUSD Citizen's Facilities Oversight Committee, the Committee which oversees the use of local General Obligation Bond Measure tax funding.

Committee members will serve without compensation and will report directly to the Board of Education to inform them of their review of expenditures on capital facilities improvement projects consistent with the provisions of approved projects as described in the language of General Obligation Bond measures approved by local voters. They will receive and review performance and financial audit reports to ensure that all Bond Measure monies are spent on voter-approved projects. State law provides that a local citizens' oversight committee oversee all school construction bond expenditures.

In addition to members of the general public, the committee will include those with expertise in the following professions: architecture, engineering, construction, educational administration, public administration, financial management, real estate/development, construction management, and law.

NAME Fabiola Caballero DATE 05.31.17
PLEASE PRINT
 ADDRESS 5153 S. Hunt rd.
 CITY Gustine ZIP 95322
 PHONE (home) N/A (cell) 209 230 1108
 Email Address FabiolaCaballero209@icloud.com
 How long in community? 23 years

Circle The Group You Would Represent On The Committee:

Parent/Guardian

Gustine Resident

Business Community

GUSD Student

County of Merced

Special Interest Group: _____

Write In Name or Description of Special Interest Group

Senior Citizens Group

Bona-fide Taxpayers' Organization

School Site Council or PTC

Reason for Desire to Serve on Committee:

Always wanted to be a part
of the community & be involved
but never had time, but now I do.
 SIGNATURE: Fabiola Caballero

RETURN APPLICATION TO:

Gustine Unified School District
 1500 Meredith Avenue
 Gustine, CA 95322
 (209) 854-3784

GUSTINE UNIFIED SCHOOL DISTRICT
CITIZEN'S FACILITIES OVERSIGHT COMMITTEE
APPLICATION

The Gustine Unified School District is accepting applications to serve on the GUSD Citizen's Facilities Oversight Committee, the Committee which oversees the use of local General Obligation Bond Measure tax funding.

Committee members will serve without compensation and will report directly to the Board of Education to inform them of their review of expenditures on capital facilities improvement projects consistent with the provisions of approved projects as described in the language of General Obligation Bond measures approved by local voters. They will receive and review performance and financial audit reports to ensure that all Bond Measure monies are spent on voter-approved projects. State law provides that a local citizens' oversight committee oversee all school construction bond expenditures.

In addition to members of the general public, the committee will include those with expertise in the following professions: architecture, engineering, construction, educational administration, public administration, financial management, real estate/development, construction management, and law.

JUN 23 '17 8:30

NAME Craig Christenson DATE 6-16-17

ADDRESS 657 West Ave PLEASE PRINT

CITY Gustine ZIP 95322

PHONE (home) _____ (cell) 209 675-6105

Email Address craigccconcrete@yahoo.com

How long in community? 26 years

Circle The Group You Would Represent On The Committee:

Parent/Guardian ☒ Gustine Resident ☐ Business Community ☐ GUSD Student

County of Merced Special Interest Group: _____
Write In Name or Description of Special Interest Group

Senior Citizens Group ☐ Bona-fide Taxpayers' Organization ☐ School Site Council or PTC ☐

Reason for Desire to Serve on Committee: want to make sure not wasting tax payers monies
40+ years in construction - own business for 30+ years
worked for civil engineer for 8 years - built custom homes
self-employed for 30+ with tons of construction knowledge hands

SIGNATURE: [Signature]

RETURN APPLICATION TO:

Gustine Unified School District
1500 Meredith Avenue
Gustine, CA 95322
(209) 854-3784

commercial
construction &
underground
infrastructure
& structural concrete
licensed w/ state of
california is good
standing for 28+ years!

GUSTINE UNIFIED SCHOOL DISTRICT

Meeting of the Board of Trustees

MEETING DATE:

June 28, 2017

AGENDA ITEM TITLE: Measure P – DSA Requirements

AGENDA SECTION: Action

PRESENTED BY: Bill Morones, Superintendent

RECOMMENDATIONS:

It is recommended that the Board of Education approve Measure P – DSA Requirements.

SUMMARY:

The following items are presented to the Board for approval. Note: The numbers below correspond to the attachments:

1. DSA Plan Check fees for Gustine HS Classroom Buildings: DSA requires Plan Check Fees to be paid at the time of initial project submittal. Total Cost: \$29,650.00. *NOTE: DSA requires separate checks for each project submittal. They do not accept Plan Check Fees for multiple projects to be combined and included on one check.*
2. DSA Plan Check fees for Gustine MS Classroom Building: DSA requires Plan Check Fees to be paid at the time of initial project submittal. Total Cost: \$16,375.00. *NOTE: DSA requires separate checks for each project submittal. They do not accept Plan Check Fees for multiple projects to be combined and included on one check.*
3. DSA Plan Check fees for Gustine ES Classroom Building: DSA requires Plan Check Fees to be paid at the time of initial project submittal. Total Cost: \$16,375.00. *NOTE: DSA requires separate checks for each project submittal. They do not accept Plan Check Fees for multiple projects to be combined and included on one check.*
4. DSA Plan Check fees for Romero ES Classroom Building: DSA requires Plan Check Fees to be paid at the time of initial project submittal. Total Cost: \$16,375.00. *NOTE: DSA requires separate checks for each project submittal. They do not accept Plan Check Fees for multiple projects to be combined and included on one check.*

FISCAL IMPACT: \$78,775.00

BUDGET CATEGORY: Measure P Funds



CALIFORNIA DESIGN WEST ARCHITECTS INC.

2100 19th STREET
SACRAMENTO, CA 95818
916.446.2466 | OFFICE
916.446.5118 | FAX

May 26, 2017

Bill Morones
Gustine Unified School District
1500 Meredith Avenue
Gustine, CA 95322

**RE: Gustine High School – Classroom Buildings
DSA Plan Review Fees**

Dear Bill,

In preparation for DSA submittal of the plans for the two Classroom Buildings at Gustine High School, we are requesting a check for the submittal fees. Based on the construction cost of \$2,600,000, the plan review fees are as follows:

| | | |
|--------------------|----|---------------------|
| Access Compliance | \$ | 6,850.00 |
| Fire & Life Safety | \$ | 6,200.00 |
| Structural Safety | \$ | 16,600.00 |
| TOTAL | | \$ 29,650.00 |

Please mail a check to our office payable to the Division of State Architect in the amount of \$29,650.00 and we will submit fees to DSA with the plans.

If you have any questions, please give me a call.

Sincerely,

Mitchell A. McAllister
President



Plan/Field Review Fee Calculator

Project submitted to DSA

- ☐ before 2/1/2010
☐ between 2/1/2010 and 5/31/2013
☐ between 6/1/2013 and 11/30/2014
☐ between 12/1/2014 and 1/31/2016
☒ on or after 2/1/2016

Project Type: School(K-12) ▼
Estimated Amt: 2600000
Contracted Amt: 0
Change Order Amt: 0

- ☒ Access Compliance
☒ Fire & Life Safety
☒ Structural Safety

Calculate

| | Access Compliance | Fire & Life Safety | Structural Safety | Total Due |
|-----------------------|-------------------|--------------------|-------------------|-------------|
| Filing Fee | \$6,850.00 | \$6,200.00 | \$16,600.00 | \$29,650.00 |
| Additional Fee | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Further Fee | \$0.00 | \$0.00 | \$0.00 | \$0.00 |

[Conditions of Use](#) | [Privacy Policy](#)
Copyright © 2007 State of California

#2



CALIFORNIA DESIGN WEST ARCHITECTS INC.

2100 19th STREET
SACRAMENTO, CA 95818
916.446.2466 | OFFICE
916.446.5118 | FAX

May 26, 2017

Bill Morones
Gustine Unified School District
1500 Meredith Avenue
Gustine, CA 95322

**RE: Gustine Middle School – Classroom Building
DSA Plan Review Fees**

Dear Bill,

In preparation for DSA submittal of the plans for the Classroom Building at Gustine Middle School, we are requesting a check for the submittal fees. Based on the estimate construction cost of \$1,250,000, the plan review fees are as follows:

| | | |
|--------------------|----|--------------|
| Access Compliance | \$ | 4,375.00 |
| Fire & Life Safety | \$ | 3,500.00 |
| Structural Safety | \$ | 8,500.00 |
| TOTAL | | \$ 16,375.00 |

Please mail a check to our office payable to the Division of State Architect in the amount of \$16,375.00 and we will submit fees to DSA with the plans.

If you have any questions, please give me a call.

Sincerely,

Mitchell A. McAllister
President



Plan/Field Review Fee Calculator

Project submitted to DSA

- ☐ before 2/1/2010
- ☐ between 2/1/2010 and 5/31/2013
- ☐ between 6/1/2013 and 11/30/2014
- ☐ between 12/1/2014 and 1/31/2016
- ☒ on or after 2/1/2016

Project Type: School(K-12) ▼

Estimated Amt: 1250000

Contracted Amt: 0

Change Order
Amt: 0

- ☒ Access Compliance
- ☒ Fire & Life Safety
- ☒ Structural Safety

Calculate

| | Access Compliance | Fire & Life Safety | Structural Safety | Total Due |
|----------------|-------------------|--------------------|-------------------|-------------|
| Filing Fee | \$4,375.00 | \$3,500.00 | \$8,500.00 | \$16,375.00 |
| Additional Fee | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Further Fee | \$0.00 | \$0.00 | \$0.00 | \$0.00 |

[Conditions of Use](#) | [Privacy Policy](#)
Copyright © 2007 State of California

#3



CALIFORNIA DESIGN WEST ARCHITECTS INC.

2100 19th STREET
SACRAMENTO, CA 95818
916.446.2466 | OFFICE
916.446.5118 | FAX

May 26, 2017

Bill Morones
Gustine Unified School District
1500 Meredith Avenue
Gustine, CA 95322

**RE: Gustine Elementary School – Classroom Building
DSA Plan Review Fees**

Dear Bill,

In preparation for DSA submittal of the plans for the Classroom Building at Gustine Elementary School, we are requesting a check for the submittal fees. Based on the estimate construction cost of \$1,250,000, the plan review fees are as follows:

| | | |
|--------------------|----|---------------------|
| Access Compliance | \$ | 4,375.00 |
| Fire & Life Safety | \$ | 3,500.00 |
| Structural Safety | \$ | 8,500.00 |
| TOTAL | | \$ 16,375.00 |

Please mail a check to our office payable to the Division of State Architect in the amount of \$16,375.00 and we will submit fees to DSA with the plans.

If you have any questions, please give me a call.

Sincerely,

Mitchell A. McAllister
President



Plan/Field Review Fee Calculator

Project submitted to DSA

- ☐ before 2/1/2010
☐ between 2/1/2010 and 5/31/2013
☐ between 6/1/2013 and 11/30/2014
☐ between 12/1/2014 and 1/31/2016
☒ on or after 2/1/2016

Project Type:
Estimated Amt: 1250000
Contracted Amt: 0
Change Order Amt: 0

- ☒ Access Compliance
☒ Fire & Life Safety
☒ Structural Safety

| | Access Compliance | Fire & Life Safety | Structural Safety | Total Due |
|----------------|-------------------|--------------------|-------------------|-------------|
| Filing Fee | \$4,375.00 | \$3,500.00 | \$8,500.00 | \$16,375.00 |
| Additional Fee | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Further Fee | \$0.00 | \$0.00 | \$0.00 | \$0.00 |

[Conditions of Use](#) | [Privacy Policy](#)
Copyright © 2007 State of California



CALIFORNIA DESIGN WEST ARCHITECTS INC.

2100 19th STREET
SACRAMENTO, CA 95818
916.446.2466 | OFFICE
916.446.5118 | FAX

4

May 26, 2017

Bill Morones
Gustine Unified School District
1500 Meredith Avenue
Gustine, CA 95322

**RE: Romero Elementary School – Classroom Building
DSA Plan Review Fees**

Dear Bill,

In preparation for DSA submittal of the plans for the Classroom Building at Romero Elementary School, we are requesting a check for the submittal fees. Based on the estimate construction cost of \$1,250,000, the plan review fees are as follows:

| | | |
|--------------------|----|--------------|
| Access Compliance | \$ | 4,375.00 |
| Fire & Life Safety | \$ | 3,500.00 |
| Structural Safety | \$ | 8,500.00 |
| TOTAL | | \$ 16,375.00 |

Please mail a check to our office payable to the Division of State Architect in the amount of \$16,375.00 and we will submit fees to DSA with the plans.

If you have any questions, please give me a call.

Sincerely,

Mitchell A. McAllister
President



Plan/Field Review Fee Calculator

Project submitted to DSA

- ☐ before 2/1/2010
- ☐ between 2/1/2010 and 5/31/2013
- ☐ between 6/1/2013 and 11/30/2014
- ☐ between 12/1/2014 and 1/31/2016
- ☒ on or after 2/1/2016

Project Type:

Estimated Amt: 1250000

Contracted Amt: 0

Change Order
Amt: 0

- ☒ Access Compliance
- ☒ Fire & Life Safety
- ☒ Structural Safety

| | Access Compliance | Fire & Life Safety | Structural Safety | Total Due |
|----------------|-------------------|--------------------|-------------------|-------------|
| Filing Fee | \$4,375.00 | \$3,500.00 | \$8,500.00 | \$16,375.00 |
| Additional Fee | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Further Fee | \$0.00 | \$0.00 | \$0.00 | \$0.00 |

[Conditions of Use](#) | [Privacy Policy](#)
Copyright © 2007 State of California

GUSTINE UNIFIED SCHOOL DISTRICT

Meeting of the Board of Trustees

MEETING DATE:

June 28, 2017

AGENDA ITEM TITLE: Provisional Internship Program (PIP)

AGENDA SECTION: Action

PRESENTED BY: Bill Morones, Superintendent

RECOMMENDATIONS:

It is recommended that the Board approve the Provisional Internship Program (PIP)

SUMMARY:

The Provisional Internship Permit (PIP) and Short-Term Staff Permit (STP) was created in response to the phasing out of emergency permits and became effective on July 1, 2005. It allows an employing agency to fill an immediate staffing need by hiring an individual who has not yet met the subject matter competence requirement needed to enter an internship program. Prior to requesting a PIP, the employing agency must verify that a diligent search has been made, and a fully-credentialed teacher cannot be found.

The District has 5 teachers who will be issued a PIP for the 2017/2018 school year. Voting separately on each.

1. Duran, Jennifer – Gustine Elementary School, TK Teacher, Multiple Subject
2. Okamoto, Jennifer – Gustine Elementary School, Special Education, Multiple Subject
3. Lopez, Sabrina – Gustine Middle School, 6th Grade Math/Science, Multiple Subject
4. Maciel, Tiffany – Gustine Middle School, Special Education, Multiple Subject
5. Beevers, Craig – Gustine Middle School, 8th Grade History, Single Subject
6. Johnson, Kayla – Gustine Elementary, 1st Grade, Multiple Subject

FISCAL IMPACT: None

BUDGET CATEGORY: None



State of California
Commission on Teacher Credentialing
Certification Division
1900 Capitol Avenue
Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

VERIFICATION OF REQUIREMENTS For the Provisional Internship Permit

This form must be completed by the employing agency and submitted with each application for a Provisional Internship Permit.

Name of Applicant Jennifer Lara-Duran

SSN _____

Name of Employing Agency Gustine Unified School District

County/District/CDS Code 24/3619

☒ Multiple Subject

☐ Single Subject - Specify subject(s): _____

☐ Education Specialist - Specify specialty area(s): _____

By submitting this form, the employing agency named above verifies that items 1-6 have been completed.

1. A diligent search has been conducted for a suitable credentialed teacher or qualified intern teacher by the following methods and verification of such recruitment efforts is attached:

Required recruitment methods (provide photocopies of **all** of the following 3 methods):

- ☒ Distributed job announcements
- ☒ Contacted college or university placement centers
- ☒ Advertised on the Internet

Optional recruitment methods (in addition to the required methods above):

- ☐ Advertised in professional journals
- ☐ Attended job fairs in California
- ☐ Attended recruitment out-of-state
- ☐ Contacted California teacher recruitment centers
- ☐ Advertised in local/national newspapers
- ☐ Other (explain) _____

2. The permit holder will be provided orientation, guidance and assistance during the valid period of the permit
3. Public notice of intent to employ the applicant in the identified position has been given and meets the following criteria (check the box that applies):

☒ **Public School District**

Public notice was presented as an action item on the governing board agenda and acted upon favorably. A copy of the agenda item is attached.

The agenda item included the applicant's name, assignment, including subject(s) grade level(s), school site, and a statement that the applicant will be employed on the basis of a Provisional Internship Permit.

☐ **County Offices of Education, Nonpublic Schools, Statewide Agencies, and Charter Schools**

Public notice was posted at least 72 hours before the position was filled. A copy of the dated notice is attached.

Public notice included the applicant's name, assignment, including subject(s) grade level(s), school site, and a statement that the applicant will be employed on the basis of a Provisional Internship Permit.

Public notice included a signed statement from the superintendent or administrator confirming there were no objections to the issuance of the permit.

4. The permit holder will be provided assistance in developing a personalized plan through an agency-defined assessment that would lead to meeting subject matter competence related to the permit
5. The permit holder will be provided assistance to seek and enroll in subject matter training, such as workshops or seminars and site-based courses along with training in test-taking strategies and will assist the permit holder in meeting subject matter competence related to the permit
6. The candidate has been apprised of the steps required to earn a credential and enroll in an intern program

☐ I understand that I must complete core academic area subject matter to enroll in an intern program for the Education Specialist Instruction Preliminary Credential (academic areas include art, English, foreign language, mathematics, music, science, social science, and multiple subjects)

Applicant Signature _____

Employing Agency Certification

This form must be signed by the District/County Superintendent, Personnel Administrator, NPS/NPA Administrator, or Designee.

I certify under penalty of perjury that the information provided on this form is true and correct.

Signature _____

Title **HR Specialist** _____

Date _____



State of California
Commission on Teacher Credentialing
Certification Division
1900 Capitol Avenue
Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

VERIFICATION OF REQUIREMENTS For the Provisional Internship Permit

This form must be completed by the employing agency and submitted with each application for a Provisional Internship Permit.

Name of Applicant Jennifer Okamoto

SSN _____

Name of Employing Agency Gustine Unified School District

County/District/CDS Code 24/3619

☐ Multiple Subject

☐ Single Subject - Specify subject(s): _____

☒ Education Specialist - Specify specialty area(s): Mild/Moderate

By submitting this form, the employing agency named above verifies that items 1-6 have been completed.

1. A diligent search has been conducted for a suitable credentialed teacher or qualified intern teacher by the following methods and verification of such recruitment efforts is attached:

Required recruitment methods (provide photocopies of **all** of the following 3 methods):

- ☒ Distributed job announcements
- ☒ Contacted college or university placement centers
- ☒ Advertised on the Internet

Optional recruitment methods (in addition to the required methods above):

- ☐ Advertised in professional journals
- ☒ Attended job fairs in California
- ☐ Attended recruitment out-of-state
- ☐ Contacted California teacher recruitment centers
- ☒ Advertised in local/national newspapers
- ☐ Other (explain) _____

2. The permit holder will be provided orientation, guidance and assistance during the valid period of the permit
3. Public notice of intent to employ the applicant in the identified position has been given and meets the following criteria (check the box that applies):

☒ **Public School District**

Public notice was presented as an action item on the governing board agenda and acted upon favorably. A copy of the agenda item is attached.

The agenda item included the applicant's name, assignment, including subject(s) grade level(s), school site, and a statement that the applicant will be employed on the basis of a Provisional Internship Permit.

☐ **County Offices of Education, Nonpublic Schools, Statewide Agencies, and Charter Schools**

Public notice was posted at least 72 hours before the position was filled. A copy of the dated notice is attached.

Public notice included the applicant's name, assignment, including subject(s) grade level(s), school site, and a statement that the applicant will be employed on the basis of a Provisional Internship Permit.

Public notice included a signed statement from the superintendent or administrator confirming there were no objections to the issuance of the permit.

4. The permit holder will be provided assistance in developing a personalized plan through an agency-defined assessment that would lead to meeting subject matter competence related to the permit
5. The permit holder will be provided assistance to seek and enroll in subject matter training, such as workshops or seminars and site-based courses along with training in test-taking strategies and will assist the permit holder in meeting subject matter competence related to the permit
6. The candidate has been apprised of the steps required to earn a credential and enroll in an intern program

☐ I understand that I must complete core academic area subject matter to enroll in an intern program for the Education Specialist Instruction Preliminary Credential (academic areas include art, English, foreign language, mathematics, music, science, social science, and multiple subjects)

Applicant Signature _____

Employing Agency Certification

This form must be signed by the District/County Superintendent, Personnel Administrator, NPS/NPA Administrator, or Designee.

I certify under penalty of perjury that the information provided on this form is true and correct.

Signature _____

Title **HR Specialist** _____

Date _____



State of California
Commission on Teacher Credentialing
Certification Division
1900 Capitol Avenue
Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

VERIFICATION OF REQUIREMENTS For the Provisional Internship Permit

This form must be completed by the employing agency and submitted with each application for a Provisional Internship Permit.

Name of Applicant Sabrina Lopez

SSN _____

Name of Employing Agency Gustine Unified School District

County/District/CDS Code 24/3619

☒ Multiple Subject

☐ Single Subject - Specify subject(s): _____

☐ Education Specialist - Specify specialty area(s): _____

By submitting this form, the employing agency named above verifies that items 1-6 have been completed.

1. A diligent search has been conducted for a suitable credentialed teacher or qualified intern teacher by the following methods and verification of such recruitment efforts is attached:

Required recruitment methods (provide photocopies of **all** of the following 3 methods):

- ☒ Distributed job announcements
- ☒ Contacted college or university placement centers
- ☒ Advertised on the Internet

Optional recruitment methods (in addition to the required methods above):

- ☐ Advertised in professional journals
- ☒ Attended job fairs in California
- ☐ Attended recruitment out-of-state
- ☐ Contacted California teacher recruitment centers
- ☒ Advertised in local/national newspapers
- ☐ Other (explain) _____

2. The permit holder will be provided orientation, guidance and assistance during the valid period of the permit

3. Public notice of intent to employ the applicant in the identified position has been given and meets the following criteria (check the box that applies):

☒ **Public School District**

Public notice was presented as an action item on the governing board agenda and acted upon favorably. A copy of the agenda item is attached.

The agenda item included the applicant's name, assignment, including subject(s) grade level(s), school site, and a statement that the applicant will be employed on the basis of a Provisional Internship Permit.

☐ **County Offices of Education, Nonpublic Schools, Statewide Agencies, and Charter Schools**

Public notice was posted at least 72 hours before the position was filled. A copy of the dated notice is attached.

Public notice included the applicant's name, assignment, including subject(s) grade level(s), school site, and a statement that the applicant will be employed on the basis of a Provisional Internship Permit.

Public notice included a signed statement from the superintendent or administrator confirming there were no objections to the issuance of the permit.

4. The permit holder will be provided assistance in developing a personalized plan through an agency-defined assessment that would lead to meeting subject matter competence related to the permit
5. The permit holder will be provided assistance to seek and enroll in subject matter training, such as workshops or seminars and site-based courses along with training in test-taking strategies and will assist the permit holder in meeting subject matter competence related to the permit
6. The candidate has been apprised of the steps required to earn a credential and enroll in an intern program

☐ I understand that I must complete core academic area subject matter to enroll in an intern program for the Education Specialist Instruction Preliminary Credential (academic areas include art, English, foreign language, mathematics, music, science, social science, and multiple subjects)

Applicant Signature _____

Employing Agency Certification

This form must be signed by the District/County Superintendent, Personnel Administrator, NPS/NPA Administrator, or Designee.

I certify under penalty of perjury that the information provided on this form is true and correct.

Signature _____

Title **HR Specialist** _____

Date _____



State of California
Commission on Teacher Credentialing
Certification Division
1900 Capitol Avenue
Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

VERIFICATION OF REQUIREMENTS For the Provisional Internship Permit

This form must be completed by the employing agency and submitted with each application for a Provisional Internship Permit.

Name of Applicant Tiffany Maciel

SSN _____

Name of Employing Agency Gustine Unified School District

County/District/CDS Code 24/3619

☐ Multiple Subject

☐ Single Subject - Specify subject(s): _____

☒ Education Specialist - Specify specialty area(s): Mild/Moderate

By submitting this form, the employing agency named above verifies that items 1-6 have been completed.

1. A diligent search has been conducted for a suitable credentialed teacher or qualified intern teacher by the following methods and verification of such recruitment efforts is attached:

Required recruitment methods (provide photocopies of **all** of the following 3 methods):

- ☒ Distributed job announcements
- ☒ Contacted college or university placement centers
- ☒ Advertised on the Internet

Optional recruitment methods (in addition to the required methods above):

- ☐ Advertised in professional journals
- ☒ Attended job fairs in California
- ☐ Attended recruitment out-of-state
- ☐ Contacted California teacher recruitment centers
- ☒ Advertised in local/national newspapers
- ☐ Other (explain) _____

2. The permit holder will be provided orientation, guidance and assistance during the valid period of the permit
3. Public notice of intent to employ the applicant in the identified position has been given and meets the following criteria (check the box that applies):

☒ **Public School District**

Public notice was presented as an action item on the governing board agenda and acted upon favorably. A copy of the agenda item is attached.

The agenda item included the applicant's name, assignment, including subject(s) grade level(s), school site, and a statement that the applicant will be employed on the basis of a Provisional Internship Permit.

☐ **County Offices of Education, Nonpublic Schools, Statewide Agencies, and Charter Schools**

Public notice was posted at least 72 hours before the position was filled. A copy of the dated notice is attached.

Public notice included the applicant's name, assignment, including subject(s) grade level(s), school site, and a statement that the applicant will be employed on the basis of a Provisional Internship Permit.

Public notice included a signed statement from the superintendent or administrator confirming there were no objections to the issuance of the permit.

4. The permit holder will be provided assistance in developing a personalized plan through an agency-defined assessment that would lead to meeting subject matter competence related to the permit
5. The permit holder will be provided assistance to seek and enroll in subject matter training, such as workshops or seminars and site-based courses along with training in test-taking strategies and will assist the permit holder in meeting subject matter competence related to the permit
6. The candidate has been apprised of the steps required to earn a credential and enroll in an intern program

☐ I understand that I must complete core academic area subject matter to enroll in an intern program for the Education Specialist Instruction Preliminary Credential (academic areas include art, English, foreign language, mathematics, music, science, social science, and multiple subjects)

Applicant Signature _____

Employing Agency Certification

This form must be signed by the District/County Superintendent, Personnel Administrator, NPS/NPA Administrator, or Designee.

I certify under penalty of perjury that the information provided on this form is true and correct.

Signature _____

Title **HR Specialist** _____

Date _____



State of California
Commission on Teacher Credentialing
Certification Division
1900 Capitol Avenue
Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

VERIFICATION OF REQUIREMENTS For the Provisional Internship Permit

This form must be completed by the employing agency and submitted with each application for a Provisional Internship Permit.

Name of Applicant Craig J Beevers

SSN _____

Name of Employing Agency Gustine Unified School District

County/District/CDS Code 24/3619

☐ Multiple Subject

☒ Single Subject - Specify subject(s): Social Science

☐ Education Specialist - Specify specialty area(s): _____

By submitting this form, the employing agency named above verifies that items 1-6 have been completed.

1. A diligent search has been conducted for a suitable credentialed teacher or qualified intern teacher by the following methods and verification of such recruitment efforts is attached:

Required recruitment methods (provide photocopies of **all** of the following 3 methods):

- ☒ Distributed job announcements
- ☒ Contacted college or university placement centers
- ☒ Advertised on the Internet

Optional recruitment methods (in addition to the required methods above):

- ☐ Advertised in professional journals
- ☒ Attended job fairs in California
- ☐ Attended recruitment out-of-state
- ☐ Contacted California teacher recruitment centers
- ☒ Advertised in local/national newspapers
- ☐ Other (explain) _____

2. The permit holder will be provided orientation, guidance and assistance during the valid period of the permit
3. Public notice of intent to employ the applicant in the identified position has been given and meets the following criteria (check the box that applies):

☒ **Public School District**

Public notice was presented as an action item on the governing board agenda and acted upon favorably. A copy of the agenda item is attached.

The agenda item included the applicant's name, assignment, including subject(s) grade level(s), school site, and a statement that the applicant will be employed on the basis of a Provisional Internship Permit.

☐ **County Offices of Education, Nonpublic Schools, Statewide Agencies, and Charter Schools**

Public notice was posted at least 72 hours before the position was filled. A copy of the dated notice is attached.

Public notice included the applicant's name, assignment, including subject(s) grade level(s), school site, and a statement that the applicant will be employed on the basis of a Provisional Internship Permit.

Public notice included a signed statement from the superintendent or administrator confirming there were no objections to the issuance of the permit.

4. The permit holder will be provided assistance in developing a personalized plan through an agency-defined assessment that would lead to meeting subject matter competence related to the permit
5. The permit holder will be provided assistance to seek and enroll in subject matter training, such as workshops or seminars and site-based courses along with training in test-taking strategies and will assist the permit holder in meeting subject matter competence related to the permit
6. The candidate has been apprised of the steps required to earn a credential and enroll in an intern program

☐ I understand that I must complete core academic area subject matter to enroll in an intern program for the Education Specialist Instruction Preliminary Credential (academic areas include art, English, foreign language, mathematics, music, science, social science, and multiple subjects)

Applicant Signature _____

Employing Agency Certification

This form must be signed by the District/County Superintendent, Personnel Administrator, NPS/NPA Administrator, or Designee.

I certify under penalty of perjury that the information provided on this form is true and correct.

Signature _____

Title **HR Specialist** _____

Date _____



State of California
Commission on Teacher Credentialing
Certification Division
1900 Capitol Avenue
Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

VERIFICATION OF REQUIREMENTS For the Provisional Internship Permit

This form must be completed by the employing agency and submitted with each application for a Provisional Internship Permit.

Name of Applicant Kayla Johnson

SSN _____

Name of Employing Agency Gustine Unified School District

County/District/CDS Code 24/3619

☒ Multiple Subject

☐ Single Subject - Specify subject(s): Social Science

☐ Education Specialist - Specify specialty area(s): _____

By submitting this form, the employing agency named above verifies that items 1-6 have been completed.

1. A diligent search has been conducted for a suitable credentialed teacher or qualified intern teacher by the following methods and verification of such recruitment efforts is attached:

Required recruitment methods (provide photocopies of **all** of the following 3 methods):

- ☒ Distributed job announcements
- ☒ Contacted college or university placement centers
- ☒ Advertised on the Internet

Optional recruitment methods (in addition to the required methods above):

- ☐ Advertised in professional journals
- ☒ Attended job fairs in California
- ☐ Attended recruitment out-of-state
- ☐ Contacted California teacher recruitment centers
- ☒ Advertised in local/national newspapers
- ☐ Other (explain) _____

2. The permit holder will be provided orientation, guidance and assistance during the valid period of the permit
3. Public notice of intent to employ the applicant in the identified position has been given and meets the following criteria (check the box that applies):

☒ **Public School District**

Public notice was presented as an action item on the governing board agenda and acted upon favorably. A copy of the agenda item is attached.

The agenda item included the applicant's name, assignment, including subject(s) grade level(s), school site, and a statement that the applicant will be employed on the basis of a Provisional Internship Permit.

☐ **County Offices of Education, Nonpublic Schools, Statewide Agencies, and Charter Schools**

Public notice was posted at least 72 hours before the position was filled. A copy of the dated notice is attached.

Public notice included the applicant's name, assignment, including subject(s) grade level(s), school site, and a statement that the applicant will be employed on the basis of a Provisional Internship Permit.

Public notice included a signed statement from the superintendent or administrator confirming there were no objections to the issuance of the permit.

4. The permit holder will be provided assistance in developing a personalized plan through an agency-defined assessment that would lead to meeting subject matter competence related to the permit
5. The permit holder will be provided assistance to seek and enroll in subject matter training, such as workshops or seminars and site-based courses along with training in test-taking strategies and will assist the permit holder in meeting subject matter competence related to the permit
6. The candidate has been apprised of the steps required to earn a credential and enroll in an intern program

☐ I understand that I must complete core academic area subject matter to enroll in an intern program for the Education Specialist Instruction Preliminary Credential (academic areas include art, English, foreign language, mathematics, music, science, social science, and multiple subjects)

Applicant Signature _____

Employing Agency Certification

This form must be signed by the District/County Superintendent, Personnel Administrator, NPS/NPA Administrator, or Designee.

I certify under penalty of perjury that the information provided on this form is true and correct.

Signature _____

Title **HR Specialist** _____

Date _____

GUSTINE UNIFIED SCHOOL DISTRICT

Meeting of the Board of Trustees

MEETING DATE:

June 28, 2017

AGENDA ITEM TITLE: Revised Board Policy /Administrative Regulation 3551
Food Service Operations/Cafeteria Fund – Payments for Meals

AGENDA SECTION: Action

PRESENTED BY: Bill Morones, Superintendent
Lizett Aguilar, CBO

RECOMMENDATIONS:

It is recommended that the Board of Education approve the Revised Board Policy /Administrative Regulation 3551 Food Service Operations/Cafeteria Fund – Payments for Meals.

SUMMARY:

Policy and regulation updated to reflect NEW FEDERAL GUIDANCE (U.S. Department of Agriculture Memorandum SP 46-2016 and SP 23-2017) which mandates any district participating in the National School Lunch and/or Breakfast Program to adopt a written policy on meal charges, including the collection of delinquent meal charge debt, no later than July 1, 2017, and to annually communicate that policy to parents/guardians. Policy and regulation also reflect NEW STATE GUIDANCE (California Department of Education Management Bulletin SNP-03-2017) which requires district policy to ensure that students with unrecovered or delinquent meal charge debt are not overtly identified, requires that debt collection efforts are consistent with specified cost principles, and establishes conditions for reclassifying unpaid debt as bad debt. Policy also revised to reflect the Buy American provision of federal regulations which requires districts, to the maximum extent practicable, to purchase domestically grown and processed foods.

Administration recommends adoption of revised Board Policy / Administrative Regulation 3551 Food Service Operations/Cafeteria Fund as presented.

FISCAL IMPACT: To Be Determined

BUDGET CATEGORY: Food Service – Fund 13

CSBA Sample

Board Policy

Business and Noninstructional Operations

BP 3551(a)

FOOD SERVICE OPERATIONS/CAFETERIA FUND

Note: The following ~~optional~~ policy may be revised to reflect district practice. Pursuant to U.S. Department of Agriculture (USDA) Memorandum SP 46-2016, districts participating in the National School Lunch and/or Breakfast program (42 USC 1751-1769j, 1773) are mandated to adopt policy addressing delinquent meal charges; see the section "Meal Sales" below and the accompanying administrative regulation.

Pursuant to 7 CFR 210.9, 210.14, and 220.7, districts participating in the National School Lunch and/or Breakfast program (~~42 USC 1751-1769j, 1773~~) must maintain a nonprofit school food service program. Revenues received through the program may be used ~~only~~ for the operation or improvement of the food service program, ~~except that such revenues must not be used to~~ but not to construct buildings. Revenues also may not be used to purchase land or buildings, ~~unless otherwise approved by the USDA. or construct buildings unless otherwise approved.~~ Authorized expenditures are defined in the California Department of Education's (CDE) California School Accounting Manual.

The Governing Board intends that school food services shall be a self-supporting, nonprofit program. To ensure program quality and increase cost effectiveness, the Superintendent or designee shall centralize and direct the purchasing of foods and supplies, the planning of menus, and the auditing of all food service accounts for the district.

(cf. 3100 - Budget)

(cf. 3300 - Expenditures and Purchases)

(cf. 3311 - Bids)

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 3552 - Summer Meal Program)

(cf. 5030 - Student Wellness)

Note: Pursuant to 42 USC 1776, the USDA has established minimum professional standards for food service personnel. With approval from the CDE, more flexible standards may be used in districts with average daily attendance of less than 500 or in districts of any size when hiring a new acting food services director. For more information about professional standards for food service directors, see CDE's Management Bulletin SNP-17-2016.

The Superintendent or designee shall ensure that all food service personnel possess ~~appropriate~~ the required qualifications and receive ongoing professional development related to the effective management and implementation of the district's food service program in accordance with law.

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Note: The following paragraph is for use by districts participating in the National School Lunch and/or Breakfast Program (42 USC 1751-1769j, 1773). Pursuant to 42 USC 1776, such districts must ensure that food service personnel and other appropriate personnel who conduct or oversee administrative

FOOD SERVICE OPERATIONS/CAFETERIA FUND (continued)

~~procedures and other appropriate personnel~~ receive training on administrative practices (i.e., training in application, certification, verification, meal counting, and meal claiming procedures) at least once each year. In addition, all food service personnel are required to receive annual training that (1) is designed to improve the accuracy of approvals for free and reduced-price meals and the identification of reimbursable meals at the point of service and (2) includes modules on nutrition, health and food safety standards and methodologies, and any other appropriate topics as determined by the U.S. Secretary of Agriculture. The CDE provides online training that meets these requirements; see the CDE's web site.

~~In addition, on a date to be determined by the U.S. Secretary pursuant to 42 USC 1776, food service directors will be required to meet minimum requirements related to education, training, and certification.~~

At least once each year, food service administrators, other appropriate personnel who conduct or oversee administrative procedures, and other food service personnel shall receive training provided by the California Department of Education (CDE). (42 USC 1776)

Meal Sales

Meals may be sold to students, district employees, Board members, and employees or members of the fund or association maintaining the cafeteria. (Education Code 38082)

Note: The following paragraph is **optional**. Pursuant to Education Code 38082, the Governing Board may, by formal resolution, authorize the serving of meals to persons other than those listed above. In Management Bulletin No. 00-111, the CDE states that the Board's policy or resolution must specify the circumstances under which those other persons will be served and indicates that using funds from the National School Lunch or Breakfast Program to serve any nonstudent would be contrary to program goals.

In addition, meals may be sold to nonstudents, including parents/guardians, volunteers, students' siblings, or other individuals, who are on campus for a legitimate purpose. Any meals served to nonstudents shall not be subsidized by federal or state reimbursements, food service revenues, or U.S. Department of Agriculture (USDA) foods.

Note: Pursuant to Education Code 38084, the district may determine meal prices consistent with the goal of paying the costs of maintaining the cafeterias (exclusive of the costs of housing and equipping cafeterias, or other costs determined by ~~Governing~~ Board resolution, pursuant to Education Code 38100).

Students who meet federal eligibility criteria for the reduced-price meal program cannot be charged more than the amounts listed in 42 USC 1758 and 1773; see AR 3553 - Free and Reduced Price Meals. ~~In setting prices for students who are not eligible for the free and reduced-price meal program, 42 USC 1760 requires schools to charge those students a price that is, on average, equal to the difference between free meal reimbursement and paid meal reimbursement. Schools that charge less than the average are required to gradually increase their prices over time until they meet the requirement or may cover the difference with nonfederal funds. 42 USC 1760 provides that the price shall generally not increase more than 10 cents each year, but allows districts to establish a higher increase at their discretion. For information about setting prices for full-price meals, see 42 USC 1760 and CDE Management Bulletin USDA-SNP-16-2012.~~

FOOD SERVICE OPERATIONS/CAFETERIA FUND (continued)

Meal prices, as recommended by the Superintendent or designee and approved by the Board, shall be based on the costs of providing food services and consistent with Education Code 38084 and 42 USC 1760.

Note: Education Code 49557 requires the Board to approve a plan that ensures students eligible to receive free or reduced-price meals are not treated differently from other students, including, but not limited to, assurance that eligible students will not be overtly identified by the use of special tokens, tickets, or any other means. For additional language addressing this requirement, see BP/AR 3553 - Free and Reduced Price Meals.

Students who are enrolled in the free or reduced-price meal program shall receive meals free of charge or at a reduced price in accordance with law, Board policy, and administrative regulation. **Such students shall not be overtly identified or treated differently from other students.**

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

(cf. 3553 - Free and Reduced Price Meals)

(cf. 5145.3 - Nondiscrimination/Harassment)

Note: Pursuant to USDA Memorandum SP 46-2016, districts participating in the National School Lunch and/or Breakfast program are mandated to have a written and clearly communicated meal charge policy which includes, but is not limited to, policy on the collection of delinquent meal charge debt. Pursuant to CDE Management Bulletin SNP-03-2017, the district's unpaid meals policy must ensure that students with unrecovered or delinquent debt are not overtly identified. See the accompanying administrative regulation for additional language fulfilling this mandate.

The Superintendent or designee shall establish strategies and procedures for the collection of meal payments, including delinquent meal payments, and shall clearly communicate these procedures and related district policies to students and parents/guardians. The procedures adopted by the Superintendent or designee shall conform with 2 CFR 200.426 and any applicable CDE guidance, and shall not overtly identify students with unrecovered or delinquent debt or treat them differently than other students.

Cafeteria Fund

Note: Pursuant to Education Code 38090, money received for the sale of food or for any services performed by the cafeterias may be paid into the county treasury to the credit of a "cafeteria fund" for the district.

The Superintendent or designee shall establish a cafeteria fund independent of the district's general fund.

FOOD SERVICE OPERATIONS/CAFETERIA FUND (continued)

The wages, salaries, and benefits of food service employees shall be paid from the cafeteria fund. (Education Code 38103)

Note: The following **optional** paragraph may be revised to reflect district practice. ~~2-CFR-225~~ **2 CFR Part 200, Appendix VII** and ~~U.S. Department of Agriculture (USDA)~~ guidance, Indirect Costs: Guidance for State Agencies and School Food Authorities, provide information regarding allowable indirect costs that may be charged to the nonprofit school food service account. Also see the accompanying administrative regulation.

The Superintendent or designee shall ensure that state and federal funds provided through school meal programs are allocated only for purposes related to the operation or improvement of food services and reasonable and necessary indirect program costs as allowed by law.

(cf. 3230 - Federal Grant Funds)

(cf. 3400 - Management of District Assets/Accounts)

(cf. 3460 - Financial Reports and Accountability)

Contracts with Outside Services

Note: The following section is **optional**. Pursuant to Education Code 45103.5, the district is authorized to contract for consulting services related to food service management. 42 USC 1758, 7 CFR 210.16, and Education Code 45103.5 authorize a district, under specified conditions and with approval of the CDE, to contract with a food service management company to manage its food service operation in one or more of its schools. See the accompanying administrative regulation for related requirements.

With Board approval, the district may enter into a contract for food service consulting services or management services in one or more district schools. (Education Code 45103.5; 42 USC 1758; 7 CFR 210.16)

(cf. 3312 - Contracts)

(cf. 3600 - Consultants)

FOOD SERVICE OPERATIONS/CAFETERIA FUND (continued)**Procurement of Foods**

Note: The following section is for districts participating in the National School Lunch and/or Breakfast Program (42 USC 1751-1769j, 1773). Pursuant to 7 CFR 210.21, districts are required to comply with all requirements for purchasing commercial food products served in the school meals programs, including those outlined in the Buy American provision. This provision indicates that a district participating in the National School Lunch and/or Breakfast Program or any entity purchasing food on its behalf must, to the maximum extent practicable, purchase domestically grown and processed foods, as defined. According to USDA Memorandum SP-24-2016, a domestic commodity or product is deemed to be "substantially using" domestic agricultural commodities when over 51 percent of the final processed product consists of agricultural commodities produced in the United States.

To the maximum extent practicable, foods purchased for use in school meals by the district or by any entity purchasing food on its behalf shall be domestic commodities or products. *Domestic commodity or product* means an agricultural commodity that is produced in the United States and a food product that is processed in the United States substantially using agricultural commodities that are produced in the United States. (42 USC 1760; 7 CFR 210.21)

Note: The following paragraph reflects limited exceptions to the Buy American requirement, as described in USDA Memorandum SP-24-2016. If the district is using one of these exceptions, it must maintain documentation justifying the exception(s).

A nondomestic food product may be purchased for use in the district's food service program only as a last resort when the product is not produced or manufactured in the United States in sufficient and reasonable quantities of a satisfactory quality, or when competitive bids reveal the costs of a United States product are significantly higher than the nondomestic product. In such cases, the Superintendent or designee shall retain documentation justifying the exception.

Program Monitoring and Evaluation

The Superintendent or designee shall present to the Board, at least annually, financial reports regarding revenues and expenditures related to the food service program.

Note: The following paragraph is for use by districts that have one or more schools participating in the National School Lunch Program, School Breakfast Program, Seamless Summer Feeding Option, and/or other federal meal program. The state monitoring process (the Administrative Review) includes a review of district compliance with requirements for federal meal programs, including a review of resource management in the food service program as provided in the following paragraph. Each district is reviewed at least once every three years. See the CDE's nutrition services web site for a current list of documents that may be requested for the review. ~~USDA correspondence dated August 30, 2013, provides a list of documents that may be requested by the CDE for the review.~~

FOOD SERVICE OPERATIONS/CAFETERIA FUND (continued)

During the Administrative Review, CDE will review district policies on charge accounts, alternate meals, and guidelines for continually notifying parents/guardians of these policies. USDA Memorandum SP 23-2017 adds a requirement to maintain and submit the district's policy on unpaid meal charges to the CDE during the Administrative Review.

The Superintendent or designee shall provide all necessary documentation required for the Administrative Review conducted by the CDE to ensure compliance of the district's food service program with federal requirements related to maintenance of the nonprofit school food service account, **meal charges**, paid lunch equity, revenue from nonprogram goods, indirect costs, and USDA foods.

(cf. 3555 - Nutrition Program Compliance)

Legal Reference:

EDUCATION CODE

38080-38086 Cafeteria, establishment and use

38090-38095 Cafeterias, funds and accounts

38100-38103 Cafeterias, allocation of charges

42646 Alternate payroll procedure

45103.5 Contracts for management consulting services; restrictions

49490-49493 School breakfast and lunch programs

49500-49505 School meals

49554 Contract for services

49550-49562 Meals for needy students

HEALTH AND SAFETY CODE

113700-114437 California Retail Food Code

CODE OF REGULATIONS, TITLE 5

15550-15565 School lunch and breakfast programs

UNITED STATES CODE, TITLE 42

1751-1769j School lunch programs

1771-1791 Child nutrition, including:

1773 School breakfast program

CODE OF FEDERAL REGULATIONS, TITLE 2

200.56 Indirect costs, definition

200.400-200.475 Cost principles

200 Appendix VII Indirect cost proposals

~~225 Cost Principles for State, Local, and Indian Tribal Governments~~

CODE OF FEDERAL REGULATIONS, TITLE 7

210.1-210.31 National School Lunch Program

220.1-220.21 National School Breakfast Program

250.1-250.70 USDA foods

Management Resources: (see next page)