

Grant Elementary School District

**Board Meeting
May 18, 2017**



WELCOME



Mission Statement

The Grant Elementary School District is committed to building an integrated learning community based upon the principles of dignity, competence, and individual achievement.

“We prepare students for the future.”



Board of Trustees:

Sami Kader, Sam Llamas, Michael Sanchez, Bill Schueller, Kelly Zolotoff

May 18th, Agenda



- Community Recognitions & Reports
- Curriculum Review: Grant Homeschool Program
- Approve Surplus List: HP dc7800 and Dell GTX 280 Desktop PC
- Approve Personnel Retirement:
 - Resource Specialist Program Teacher (effective June 2nd, 2017)
 - Office Manager (effective June 16th, 2017)
- Approve CEF Donation for Mini-Grant Request \$1,550.30
- Approve PTO Donation for Mini-Grant Request \$3,654.00
- Approve AB1200 with GTA
- Transitional Kindergarten Planning 2017-18
- Discuss Governor's May Revise Budget Update
- 2017-18 Local Control Accountability Plan Development Update
- Approve Resolution 1617-16
- Approve Resolution 1617-17
- Cafeteria Program Rate Increase

Parker Hanks, Kindergarten 2016-2017

Mrs. Murphy

Winner of the "Choose Well Mr. Brown" Award



Family: Mom, Dad, Brother Grayson

What Makes My Family Special: There are too many things.

Best Thing About School: Recess! I like to run around.

Best Buddies: My whole class

Interests & Hobbies: Running Cross Country

What I Want To Be When I Grow Up: I want to be a doctor because my dad is one and I've been wanting to work with him.

What My Teacher Says About Me: *"Parker is an active participant in our classroom. He is polite to peers and adults in and out of the classroom. He tackles new challenges seriously, eagerly, and with a positive attitude. It is a pleasure working with him!" -- Mrs. Murphy*

Superintendent

School Board President



Madelyn Long, 1st grade

2016-2017

Mrs. Mallamo Winner of the "Choose Well Mr. Brown" Award



Family: Mom, Dad, Brothers Jack, Jake & Justin

What Makes My Family Special: Everybody loves each other.

Pets: Guinea Pig Mr. Pickles

Best Thing About School: Learning

Best Buddies: Marissa, Hallie, Hannah, Addison, Emily, Taylor, Kennedy, Christiane

Interests & Hobbies: Hiking the river trail

What I Want To Be When I Grow Up: A doctor

What My Teacher Says About Me: *"Madelyn is an absolutely amazing human being. She is kind, generous and helpful to everyone. She loves to learn, asks questions, and does her best work. When something needs to be done in the classroom, she is the one who volunteers to do it. Maddi is well-liked by her peers and is a friend to all. She never leaves anyone out when she is working in a group or playing on the playground. Maddi is definitely a 'ROARS' student!"-- Mrs. Mallamo*



Superintendent

School Board President

Jessa Freiberg, 2nd grade

2016-2017

Mrs. Crane

Winner of the "Choose Well Mr. Brown" Award



Family: Mom, Dad, Brother Connor

What Makes My Family Special: We are silly but serious.

Pets: Cat Espy

Best Thing About School: Math because I like adding and subtracting

Best Buddies: Olivia, Kaydin & Celeste

Interests & Hobbies: Baking with my mom and making things from the stuff in my room. I like drawing and art.

What I Want To Be When I Grow Up: I'd like to help pandas because they are endangered.

What My Teacher Says About Me: *"Jessa is a role-model student. Not only does she excel in her class work, she shows true empathy and compassion for her classmates. Jessa's love of learning shines through her wonderful samples of her work. She is a talented writer, a hard-working mathematician, and a curious scientist. It has been a pleasure having Jessa in class this year, and I know she will achieve her dreams! Thank you for all your hard work, Jessa!" -- Mrs. Crane*



Jasmine Hall, 3rd grade

2016-2017

Mrs. Heller

Winner of the “Choose Well Mr. Brown” Award



Family: Mom, Dad, Sisters Hanna, Mia & Lily

What Makes My Family Special: They are fun and kind.

Pets: Dogs Dash and Kai (They are huskies.)

Best Thing About School: Math and learning new things.

Best Buddies: Phoebe, Ella, Mrs. Heller

Interests & Hobbies: Running, soccer and dance; I'm learning hip-hop and we have a performance in May.

What I Want To Be When I Grow Up: Professional runner

What My Teacher Says About Me: “Jasmine Hall is an amazing young lady that we are all lucky to know. She has a beautiful smile and personality that are contagious to everyone around her. Jasmine is one of the hardest working students I have ever seen. She pushes herself up and above what is expected of her. Her hard work has her comparable to all the other third graders. She values her education and the opportunities that she has. Jasmine has an incredible understanding of what is right and wrong and does not understand why rules are broken. Jasmine has made me a better teacher and a better human being because of who she is and who she is becoming. If you haven't had the privilege of getting to know her, I strongly suggest you take the time to have Jasmine enter your life.” -- Mrs. Heller



Khari Escobar, 4th grade 2016-2017

Mrs. Sutter

Winner of the "Choose Well Mr. Brown" Award



Family: Mom, Dad, Sisters Kya, Kenzi, Khaylee, Brother Khalil

What Makes My Family Special: They always help each other; we play board games and sometimes go swimming.

Pets: Dogs Koa & Albondiga

Best Thing About School: Computers & recess

Best Buddies: Elias, Keegan, Owen, Luka, Faith

Hobbies: Football

Example of "Better Together": My family

What My Teacher Says About Me: *"Khari has shown a lot of heart and determination this year, both in school and during school sports activities. He is a conscientious, hardworking student every single day. I never hear Khari complain about any of the activities we do in class or the team he works with. He is a friend to everyone in our class and always tries to make people feel better when they are down. I am so glad I was his teacher to be able to experience the joy and enthusiasm he brings the class every day. He is a ROARS student through and through."* -- Mrs. Sutter

Superintendent

School Board President



Grant Anderson, 5th grade

2016-2017

Mr. Sharpe

Winner of the “Choose Well Mr. Brown” Award



Family: Mom, Dad, Sisters Shayla, Riley, Taylor; Brothers Jordan & Ryan

What Makes My Family Special: We are competitive!

Pets: Dogs Kona, Kami, Nova & Ella

Best Thing About School: Math

Best Buddies: Tyler, Michael, Nicholas, Skylar & Max

Interests & Hobbies: Baseball, Basketball & Football

Example of “Better Together”: Sometimes out on the basketball courts

What I Want to Be When I Grow Up: Pro baseball pitcher or first baseman

What My Teacher Says About Me: *“The whole 5th grade team stands behind me in nominating Grant for the final ROARS award of the year. Grant has manifested a great deal of positive leadership this year, showing others what it means to be Respectful, Outstanding, Academic, Responsible, and Safe. Although leadership can take an occasional ‘wrong turn,’ guiding others along crooked paths, Grant has shown a willingness and ability to accept course-corrections and redirect those who so readily follow him toward better choices. Grant has been a power for good in the 5th grade this year, and we can’t wait to see what his powerful influence can accomplish in his certainly bright future .” -- Mr. Sharpe*

Superintendent

School Board President



Claire Lewis, 6th grade

2016-2017



Mr. Johnson & Mrs. Cremeans

Family: Mom, Dad, Sister Hanna, Brother Mark

What Makes My Family Special: They're very supportive and they let me try new things.

Pets: Dog Zeke

Best Thing About Grant: It pushes me and I like meeting new friends.

What I Want to be When I Grow Up: A business owner who helps animals

Example of Better Together: In choir and the musical we are definitely better together.

What My Teachers Say About Me: *"Claire has shown strong ROARS qualities all year long. She is very conscientious about neatness, quality, and effort in all of her work. She is kind to her peers and willing to help those who may be struggling with a concept. She takes responsibility for her learning and stays focused and organized. Her attitude toward school is positive and serious, but she also has a nice sense of humor that she uses at appropriate times. She is very well-rounded as a competent knitter (I have a lovely yarn bookmark made by Claire), actress, and a great writer. She is a ROARS student all the way."* -- Mr. Johnson & Mrs. Cremeans



Superintendent

School Board President

Mark Lewis, 6th grade

2016-2017

Mr. Johnson & Mrs. Cremeans

Winner of the "Choose Well Mr. Brown" Award



Family: Mom, Dad, Sisters Hanna & Claire

What Makes My Family Special: They are definitely nice to me. I like how my mom and dad are into biking because it has influenced what I like to do.

Pets: Dog Zeke

Best Thing About Grant: Unicycles!

What I Want to be When I Grow Up: Computer programmer

Example of Better Together: At WES camp my cabin mates and I stayed together and never fought.

What My Teachers Say About Me: *"Mark exhibits all five of the ROARS elements. He is very respectful of adults and peers alike. He is outstanding in his work ethic, attitude and good choices. Academics are another strong suit, as he is very motivated and often adds humor or unique twists to his work in clever and appropriate ways. Mark's level of responsibility is exceptional. For example, he began the year with some unexpected challenges that he continues to deal with, and he has handled these challenges with tenacity and spirit where others may have flailed or used the challenges as an excuse for not doing their best. Mark doesn't do that-- he is a trooper! Lastly, Mark practices safe and kind behaviors, even when zipping around on his unicycle. He embodies a ROARS student.." -- Mr. Johnson & Mrs. Cremeans*



Reese Schueller, 7th grade

2016-2017

Mrs. Thompson & Mrs. Davis Winner of the "Choose Well Mr. Brown" Award



Family: Mom, Dad, Sister Addison

What Makes My Family Special: We all love each other and do things together like going out to dinner and playing card games.

Pets: Dogs Max & Molly, Cat Finn, Six Chickens

Best Buddies: Ellana, Sophie, & T'ru

Current Electives: Art & Spanish

Interests & Hobbies: Painting & Gymnastics

Best Thing About Grant: The teachers really help us; they take our learning abilities and apply them to the lessons.

What My Teachers Say About Me: *"Reese is always kind and respectful to all of her classmates and teachers. She is always willing to help. She is a fabulous team player in and out of the classroom, always making sure that everyone around her understands the concepts we are learning. She is conscientious with her studies and always works to the best of her ability. Reese is a true leader in the 7th grade!"* -- Mrs. Thompson & Mrs. Davis



Darren Ray, 8th grade

2016-2017

Mr. Wilkinson & Mrs. Morris Winner of the "Choose Well Mr. Brown" Award



Family: Mom, Dad, Brother Derek

Pets: Dogs Sooner & Raider

Best Thing About Grant: The people, the classes, and the honors program

Best Buddy: Elijah Decker

Current Electives: Reading tutor & Backpacking/Alcatraz

Interests & Hobbies: Athletics

What I Want to be When I Grow Up: Sports trainer

What My Teachers Say About Me: *"Darren has been a wonderful addition to Grant School. He is a leader inside and outside the classroom. He is a passionate learner who inspires other students. He is a kind, generous, and considerate human being. Thank you, Darren!" -- Mrs. Morris & Mr. Wilkinson*

Superintendent

School Board President



PTO Science Fair



Kindergarten 1st Place: Olivia Hayward
2nd Place: Ali Dickinson

1st Grade 1st Place: Kennedy Tate
2nd Place: Audry Martin

2nd Grade 1st Place: Kennedy Tate
2nd Place: Audry Martin
3rd Place: Tyler Rainsford

3rd Grade 1st Place: Riley Howard
2nd Place: Gavin Copeland
3rd Place: Jude Williem

4th Grade

5th Grade

6th Grade

7th Grade

8th Grade

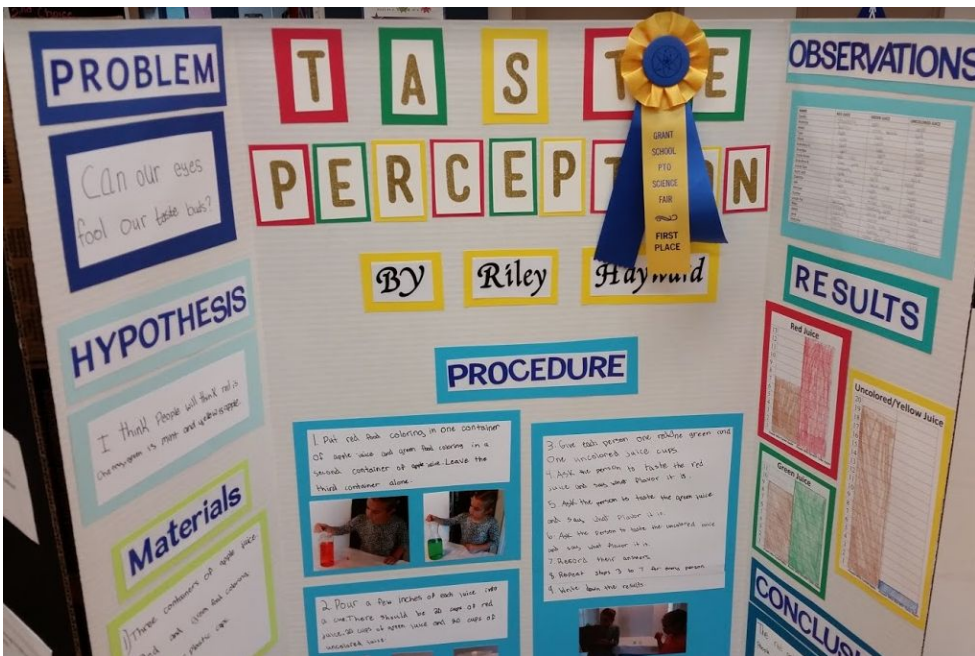
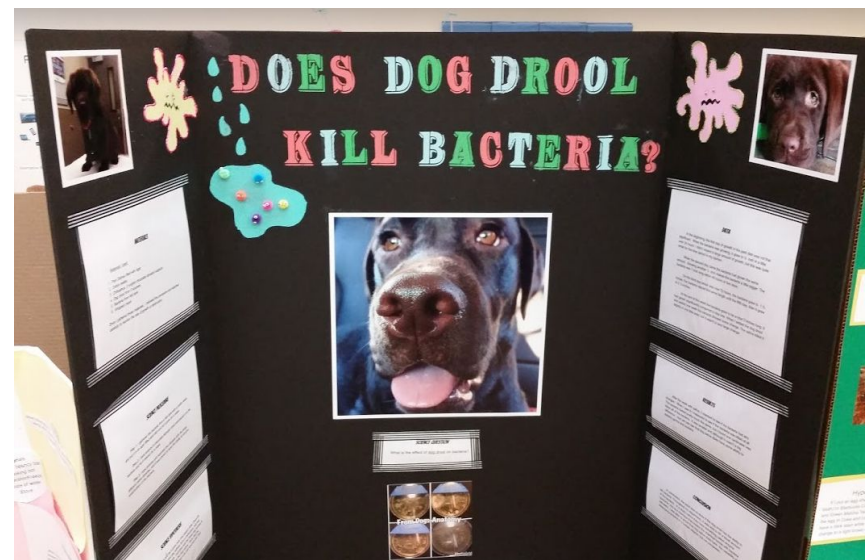
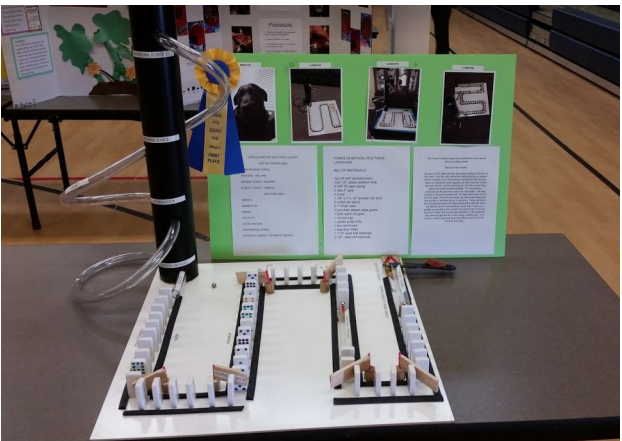
1st Place: Alani Peterson
2nd Place: Faith Ferguson
3rd Place: Campbell Jones

1st Place: Ryan Vesco
2nd Place: Gibson Bunton
3rd Place: Owen Thompson

1st Place: Caleb Wilson
2nd Place: Connor Evans
3rd Place: Brinley Ewen

1st Place: Carson Hines

1st Place: Joey White



Tennis Coaches



A Tennis Team -
Coach John Kelley

B Tennis Team -
Coach Erin Sutter



Track Coaches



Coach -
Andrew Boesiger



Grant Garden



Girls Inc.



Spelling Bee



Gabby Agarrado

Muez Khan



4th Graders!

6.3 Special Recognition

Hero of the Month: Hunter Poling



6.3 Special Recognition



Alyssa Cogle

6.3 Special Recognition



Retirees:

- *April Smalley, Preschool Accountant/Teacher*
- *Lisa Thomas, Instructional Aide*
- *Jean McDougall, Resource Specialist Program Teacher*
- *Mary Moore, Office Manager*

Hippie Dance 6th - 8th Grade



6th Grade Headed to WES Camp







4th Grade GATE Evening of Public Speaking

3rd Grade Animal Projects



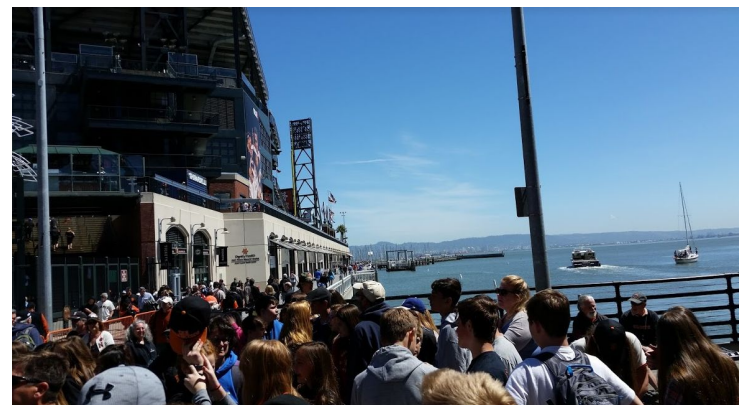
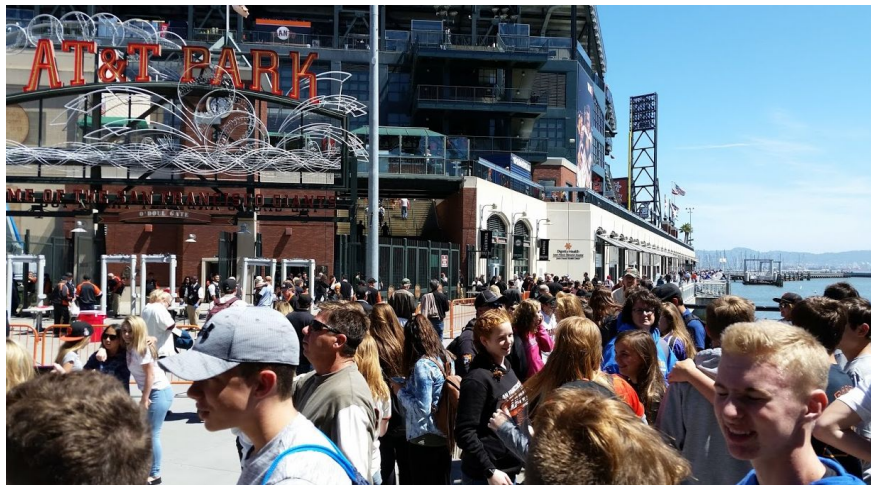


Old Shasta Field Trip



Kindergarten Three Piggy Opera







MONTHLY CELEBRATIONS & HAPPENINGS

What's Coming Up...

Student Council Election and Spring Sports Awards (5/19)

Spring Concerts (5/23 - 5/24)

Preschool Performance (5/26)

Memorial Day - No School (5/29)

8th Grade Trip to Six Flags (5/30)

CEF Pancake Breakfast (5/31)

8th Grade Graduation (5/31)

8th Grade Dance (6/1)

Last Day of School (6/2)



6.5 COMMUNITY REPORTS

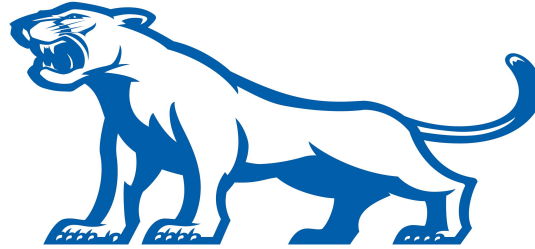


PTO

CEF

SSC

GARDEN



BOOSTERS

Grant Homeschool Update

May 2017

Where we started / Where we are:

2014/15 – started with 3, ended with 13 students (1 IEP)

2015/16 – started with 6, ended with 16 students (4 IEP, 1 behavior plan)

2016/17 – started with 3, ended with 13 students (1 IEP)

2017/18 – anticipate starting with 5

Grant Homeschool works with

Traditional and Transitional Homeschool students

What is Grant Homeschool?

We are a public school with a homeschool component.

Subjects: Language Arts, Math, Social Studies, Science, PE & Electives

- + Rigorous curriculum
- + Weekly face-to-face meetings to review/discuss work, check progress & tackle challenges, ask questions, complete assessments, and build relationship with teacher/family
- + On-site options = choir/band, Spanish, PE, library, assemblies, Junior High electives, family events, recess/lunch, yearbook, GATE
- + Extra curricular options = sports, musical, art & science fair, dances, talent show, family events
- + Field trips (school sponsored and community) & Vendor Program

Grant School Vendor Program

- Opportunity for Grant Homeschool students to pursue specialized interests through participation in enrichment activities in the community.
- Up to \$50.00/month allotted to each student September through May (paid to the vendor)
- Current vendors
 - G-Force Gymnastics
 - Karen Severson - Piano
 - Swallowtails Flight - Art
 - Prime Martial Arts
 - Jimmy Bryant - Piano/Vocal
 - Build-It
 - Sun Oaks

Enrolling in Grant Homeschool

1. Phone call/conversation*
2. Administrative intake meeting (includes sample daily schedule, MA, AR, AWR, & logs)*
- * after initial call or intake meeting, it is determined if Grant Homeschool is the best placement for the student
3. School registration
4. Curriculum meeting (including onsite options)
5. Set start date
6. Curriculum planning

Timeline - about 1 week from initial contact to start date

Continued Homeschool Improvements

- Online Grant Homeschool calendar with school and community events
- Connect families with other homeschoolers (RHN, on-site, field trips)
- Continually update K-8 grade level curriculum to match homeschool to classroom as much as possible
- Having enough curriculum on-hand at each grade level
- Offer Turtle Bay Memberships to enhance science/social studies curriculum
- Provide more hands-on kits/activities to encourage critical thinking
- Consider hiring secondary person if/when numbers increase

Grant Homeschool

- We are successfully serving students both in and out of our school district who do not fit into a traditional 5-day-a-week school setting.
- We are providing options to families in our community for their child's education.

These students will go to school somewhere, why not Grant Homeschool!

PUBLIC COMMENT



7.0 PUBLIC COMMENT

7.1 Items on the Agenda:

State your name and comment at this time or state your name and the item on which you will comment when it appears on the agenda.

7.2 Items not on the Agenda:

State your name and comment

8.0 CONSENT AGENDA



- 8.1.1 Approve April 20th, 2017 Board Meeting Minutes
- 8.1.2 Approve Payroll and Warrants
- 8.1.3 Approve Surplus List: HP dc 7800 and Dell GTX 280 Desktop PC
- 8.1.4 Approve Personnel Retirement:
Resource Specialist Program Teacher (effective June 2nd, 2017)
Office Manager (effective June 16th, 2017)
- 8.1.5 Approve CEF Donation for Mini-Grant Request \$1,550.30
- 8.1.6 Approve PTO Donation for Mini-Grant Request \$3,654.00

9.1 Approve AB 1200 with GTA



PUBLIC DISCLOSURE OF PROPOSED COLLECTIVE BARGAINING AGREEMENT (AB-1200, GOVERNMENT CODE SECTION 3547.5)

School District: GRANT ELEMENTARY

Name of Bargaining Unit: Grant Unit Shasta County Teachers Association
Effective dates of the proposed agreement: July 1, 2016-June 30, 2019
Settles negotiations for which fiscal year: 2016-2017 and 2017-2018
Date of Public Meeting: May 18, 2017
Disclosure prepared by: Heather Brown

Send to Shasta County Office of Education ten (10) days prior to Board approval.

A. Proposed Change in Salary

Indicate the percentage salary change over the prior year salary schedule for the current and two subsequent fiscal years. Are the costs on-going or one-time?

Year of Proposed Agreement	2016-2017	2017-2018	2018-2019
Percentage Salary Change	1.86% + 3%	1.15% + 3%	0%
On-going or one-time cost?	On-going and one-time	On-going and one-time	N/A

B. Cost of agreement

Indicate the costs of salary and benefit increases that would be incurred under the agreement for the current and two subsequent fiscal years.

Year	2016-2017	2017-2018	2018-2019
Salary	110,695	141,045	69,164
Benefits	16,096	13,871	13,867
Other Costs - Health & Welfare increase			
Total Cost	126,793	154,916	83,031

C. Source of funding

Indicate the source of funding for the proposed agreement. If Staff reductions would be required, this should be stated. Please use additional pages as necessary.

The funding source is the ending fund balance. However, we also expect some teacher retirements to happen sooner as a result of this salary schedule restructure which will provide on-going salary savings.

D. Major provisions

List the major provisions and each of the other costs of the agreement for the current and two subsequent fiscal years. Please use additional pages as necessary.

- Article 12 The District will grant a one-time, lump sum, off-schedule payment of 3% (prior to any ongoing salary adjustments) of the existing salary schedule retroactive to July 1, 2016. In addition, the District has restructured the salary schedule for 2016-2017 which equates to an on salary schedule cost of 1.86%. The payment will be made to all probationary and permanent unit members, according to their percentage of FTE, who provided service to the District on or after July 1, 2016.
- Article 12 The District will grant a one-time, lump sum, off-schedule payment of 3% of the newly restructured salary schedule retroactive to July 1, 2017. In addition, the District has restructured the salary schedule for 2017-2018 which equates to an on salary schedule cost of an additional 1.15%. The payment will be made to all probationary and permanent unit members, according to their percentage of FTE, who provided service to the District on or after July 1, 2017.
- Article 12 The following stipends will be given to teachers who receive and maintain Google Certification: Level 1 - \$300; Level 2 - \$300 plus paid prep time of \$35/hour for professional development Level 3 - \$500 plus paid prep time of \$35/hour for professional development. This is effective July 1, 2016. Costs are unknown.
- Article 6 Employees may use any of the 10 days of accumulated sick leave in any school year for personal necessity leave.

E. Impact of proposed agreement on District reserves

State Recommended Minimum Reserve Level (after implementation of Proposed agreement)
No impact to the State Recommended Minimum Reserve Level.

District UNRESTRICTED Reserves sufficient to meet the minimum recommended level AFTER IMPLEMENTATION OF PROPOSED AGREEMENT for the current and two subsequent fiscal years.

GENERAL FUND RESERVES

YEAR	2016-2017	2017-2018	2018-2019
Designated for Economic Uncertainties (Object code 9789)	262,898	261,283	267,349
Board-Assigned Reserves (Object code 9780)	2,114,315	1,728,194	1,267,692
UnAssigned / Unappropriated Amount (Object code 9790)	-	-	-
TOTAL RESERVES:	2,377,213	1,989,477	1,535,041

If the funding source is the ending balance; the ending balance should be reduced each year by the cost of this agreement.

CERTIFICATION

To be signed by the District Superintendent and Chief Business Official when submitted for Public Disclosure before formal action by the Governing Board on the proposed agreement.

The Superintendent and Chief Business Official verify that the costs incurred by the District can be met during the complete term of the agreement.

[Signature] District Superintendent May 4, 2017
(Signature) Date

[Signature] District Chief Business Official May 4, 2017
(Signature) Date

CERTIFICATION

To be signed by the District Superintendent when submitted for Public Disclosure and by the Board President after formal action by the Governing Board on the proposed agreement.

The information provided in this document summarized the financial implications of the proposed agreement and is submitted for public disclosure in accordance with the requirement of AB1200 and GC3547.5

[Signature] District Superintendent May 18, 2017
(Signature) Date

After public disclosure of the major provisions contained in the Summary, the Governing Board, at its meeting on _____ look action to approve the proposed agreement with the _____ bargaining unit.

[Signature] President, Governing Board May 18, 2017
(Signature) Date

9.2 Transitional Kindergarten Planning 2017-18



Recommendation:

Bring back to future Board meetings for the development/approval of TK enrollment policies

Background:

Transitional Kindergarten is the first year of a two-year kindergarten program designed for children who turn 5 years old between September 2nd and December 2nd. Looking back, the District has provided a Transitional Kindergarten program that has evolved from a combination setting (TK students in a Kindergarten classroom) to a full Transitional Kindergarten classroom with a certificated teacher, aide support, and a modified kindergarten curriculum that is age and developmentally appropriate.

As it pertains to TK enrollment of students whose 5th birthday falls outside of the TK range (9/2-12/2), school districts have been given flexibility. In the past, the District has placed students who are age-eligible for kindergarten into the TK program. This has been done in the best interest of the student and with parent consent to have their child continue in kindergarten for an additional year. We have not made exceptions for those students who turn 5 after the December 2nd cutoff date. Assembly Bill 104, which was approved in June of 2015, states that a district may enroll students who will turn 5 after 12/2 in TK before they turn 5 with the understanding that the student's enrollment will not generate ADA funding until the student turns 5.

Looking ahead to our plans for TK in 2017-18, the District needs to:

- Establish criteria for enrolling kindergarten age children in TK
- Consider expanded Transitional Kindergarten as an option
- If the expanded TK program is not implemented, establish criteria (if any) for enrollment of students who turn 5 after December 2nd into the TK program

Plan:

The information provided in this report will be considered as the district prepares for the 2017-18 school year.

BP6170 .1 Transitional Kindergarten

Eligibility

The district's transitional kindergarten program shall admit children whose fifth birthday lies between September 2 and December 2 in the 2014-15 school year and each school year thereafter. (Education Code 48000)

Upon request of a child's parents/guardians, the district may, on a case-by-case basis after the Superintendent/Principal or designee determines that it is in the child's best interest, admit into the district's TK program a child whose fifth birthday is on or before September 1 and who is therefore eligible for Kindergarten.

Current TK Enrollment Criteria

1. In District/In TK Birthday Range (9/2-12/2)
2. Out of District but in Preschool or Sibling/In TK Birthday Range
3. In District/Before 9/2, child's best interest
4. Out of District but in Preschool or Sibling/Before 9/2, child's best interest
5. Out of District, out of preschool, no sibling/In TK Range/Before 9/2

Recommendation: Bring back TK Board Policy with criteria language

Expanded Transitional Kindergarten

Gives District the option to enroll students who turn 5 after the December 2nd cutoff date into a TK program:

- ❑ Local decision
- ❑ Districts can enroll on day 1 or enroll at student's 5th birthday
- ❑ Districts cannot claim ADA revenue until the student turns 5

FISCAL ADVANTAGES WORTH CONSIDERING

Creates Long-term ADA Loyalty. ETK engages families early on, when they are most likely to partner with schools. This early commitment to a district creates a competitive enrollment advantage over other districts and charters, increasing revenue potential over time.

Differentiating Instruction by Reducing “Combo” Classes. In districts where small TK and kindergarten enrollments have necessitated the establishment of combination TK/kindergarten classes, ETK provides resources to support ending that practice. This better enables teachers to differentiate instruction in a way that is age appropriate for younger children.

Reduces Downstream Costs. As early education programs address learning and achievement gaps early in a student’s academic career, ETK can serve to reduce potential downstream costs of providing supplemental services and/or academic or behavioral intervention programs.

Optimizes Resources. ETK provides an opportunity to optimize underutilized resources. If a district has existing TK classes that are not at full capacity, the district is bearing costs for which it is not being fully compensated. Under these circumstances, while students enrolled through ETK generate funding based only on their ADA earned after the time they reach age 5, the district will receive some additional revenue for serving more students at little or no additional cost.

Mitigates Declining Enrollment. To the extent that districts can enroll 4 year olds in a quality TK program at the start of the school year, such choices may mitigate the district’s declining enrollment as well as improve the probability that those students will remain with the district through the duration of their elementary and secondary education, providing both a stable learning environment for new students and more stability for the school district.



What To Do w/ December?

Current District policy does not make an exception for students who turn 5 after December 2nd.

- ❑ Not currently operating Expanded TK program
- ❑ TK space is limited
- ❑ Fiscal advantages do not apply
- ❑ Danger of making exception without policy, criteria
- ❑ Danger of setting precedent for other December birthdays
- ❑ Always someone who misses the cutoff

9.3 Discuss Governor's May Revise Budget Update



Background:

On Thursday, May 11th Governor Brown released his revised budget for 2017-18. Proposed changes to the education budget include the following:

Proposition 98 guarantee funding is increased by \$2.5 billion in 2017-18. These changes revise the Proposition 98 guarantee levels at the May Revision.

New resources in the May Revise are sufficient to eliminate the \$859 million deferral proposed in January.

- Increases funding for the Local Control Funding Formula by providing an additional \$661 million more than the governor's January Budget. In total, the more than \$1.4 billion investment will bring the formula to 97 percent of full implementation.
- An additional \$750 million, providing a total of more than \$1 billion in discretionary one-time funding to local educational agencies in 2017-18 to further the implementation of the state-adopted academic standards and support investments in other areas, such as professional development, deferred maintenance and technology needs. However, this funding will not be released until May 2019; therefore, our County Office and School Services of California advise districts to leave it out of the budget.
- Proposes to leverage federal funds to attract and support professional development of teachers, principals and other school leaders.
- Cost of Living Adjustment (COLA) is increased from 1.48 percent to 1.56 percent.
- No changes to special education funding, but indicates the administration will continue these discussions in the coming months.

Plan:

Use the information provided in the May Revise workshop to develop 2017-18 budget for approval in June.

January Budget vs. May Revision

© 2017 School Services of California, Inc.

Item	January Budget	May Revision
LCFF Gap Funding	23.67% or \$744 million	43.97% or \$1.4 billion
Proposition 98 Minimum Funding Guarantee		
2015-16	\$68.7 billion	\$69.1 billion
2016-17	\$71.4 billion	\$71.4 billion
2017-18	\$73.5 billion	\$74.6 billion
2017-18 COLA ¹	1.48%	1.56%
One-Time Discretionary Funds for 2017-18	\$287 million \$48 per ADA ²	\$1.01 billion ³ \$170 per ADA

¹Cost-of-living adjustment (COLA)

²Average daily attendance (ADA)

³Not received until May 2019



Implications for Education Funding

© 2017 School Services of California, Inc.

- **The Administration continues to signal that the next recession is just around the corner**
 - **The Governor was quick to point out that the current recovery is the third longest in the post-war period and if there is not a recession within the next two years it would be historic**
 - **However, the Budget forecast does not project a recession and, in fact, reflects continued growth over the next four years**
- **The largest impact to education is the proposed suspension of the statutory Proposition 98 Test 3B supplemental appropriation of \$347 million for 2016-17, and an estimated \$867 million over the three-year period from 2018-19 through 2020-21**
 - **Although funding reduced through this mechanism will be automatically added to the maintenance factor obligation, there are still unanswered questions on how this strategy will affect future Proposition 98 funding**

The Specifics: Test 1, Test 2, Test 3, and Restoration

Specifically, K–14 education is guaranteed a minimum funding level based on the greater of:

Test 1—Percentage of General Fund revenues: The percentage of state General Fund tax revenues received by schools and community colleges in 1986–87 as adjusted for the impact of shifts in property taxes from local governments to schools (currently about 36.8 percent), or

Test 2—Maintenance of prior-year service levels: The prior-year level of funding from state aid and local property taxes increased for enrollment growth and inflation as measured by the change in per capita personal income.

However, in years when the percentage growth in per capita General Fund revenues is less than the percentage growth in per capita personal income and the difference exceeds 0.5 percent, the following alternative test is substituted for Test 2:

Test 3—Adjustment based on available revenues: The prior-year level of funding from state aid and local property taxes increased for enrollment growth and inflation as measured by the change in per capita General Fund revenues plus 0.5 percent. Test 3 ensures that K–14 education bears a fair share of the state’s General Fund revenue growth or decline in extraordinarily good or bad revenue growth years.

Test 3B—“Equal Pain, Equal Gain”: Test 3 B is the same as Test 3, except that K–14 education cannot suffer more cuts than the rest of the state budget.

Restoration: If the Proposition 98 guarantee is reduced because of the application of Test 3 or a suspension of the guarantee, the amount lost is never repaid. The funding level must eventually be restored in the future, according to a formula that is tied to the pace of the state’s economic recovery.



2017-18 LCFF Target Funding Factors

© 2017 School Services of California, Inc.

- The K-12 COLA is 1.56% for 2017-18 and is applied to the LCFF base grants for each grade span

Grade Span	2016-17 Base Grant Per ADA	1.56% COLA	2017-18 Base Grant Per ADA
K-3	\$7,083	\$110	\$7,193
4-6	\$7,189	\$112	\$7,301
7-8	\$7,403	\$115	\$7,518
9-12	\$8,578	\$134	\$8,712

2017-18 LCFF Target Funding Factors

© 2017 School Services of California, Inc.

- Two grade span adjustments (GSAs) are applied as percentage increases against the adjusted base grant, also receiving the benefit of a 1.56% COLA in 2017-18
 - Grade K-3 – 10.4% increase for smaller average class enrollments
 - Grades 9-12 – 2.6% increase in recognition of the costs of Career Technical Education coursework

Grade Span	2017-18 Base Grant Per ADA	GSA	2017-18 Adjusted Grant
K-3 (10.4%)	\$7,193	\$748	\$7,941
4-6	\$7,301	-	\$7,301
7-8	\$7,518	-	\$7,518
9-12 (2.6%)	\$8,712	\$227	\$8,939

9.4 2017-18 Local Control Accountability Plan Development Update



Recommendation:

Include relevant input in draft of 2017-18 LCAP and bring back for Board/Public review in June's Board Meeting.

Background:

Throughout the year we have been providing updates to our stakeholder groups on the implementation of the district's Local Control Accountability Plan. Specifically, we have been reporting on our progress towards achieving goals in the areas of student achievement, safety, staff development, and student engagement. Beginning in the spring, we used our existing meetings to share progress towards goals, gather input and suggestions for revisions to our plan, and propose any actions and services that would help us continue to make progress towards our district's goals.

We have begun the process of evaluating current and proposed actions and services to identify those items that will be included in the updated LCAP in either year 1, 2, or 3. In this report the board will be provided with a state of the district report on current goals and a status report on the draft of the LCAP. A list of proposed LCAP action items will be shared and the board and public will have an opportunity to provide input and comments.

Plan:

Public input received in the meeting will be considered and the Advisory Committee will create a draft of the district's LCAP. This draft will be reviewed with the Shasta County Office of Education. The draft of the plan will be presented for public review and comment in our regular June 15th meeting. From that meeting, final changes will be made and it will be presented for Board approval in a Special Board Meeting on June 22nd.

9.4 2017-18 Local Control Accountability Plan Development Update



Highlights:

1. Safe/Welcome
 - ☐ School Counselor work
 - ☐ Facility Improvements
2. Student Achievement
 - ☐ Learning Lab overhaul
 - ☐ RTI/MTSS and use of data
3. Staff Development
 - ☐ ELA Adoption
 - ☐ Ed Tech/Google Certification
 - ☐ Science and Social Studies Roll Outs
4. Community Engagement
 - ☐ Library overhaul
 - ☐ College & Career progress
 - ☐ High school partnerships
 - ☐ Positive Coaching Alliance

9.4 2017-18 Local Control Accountability Plan Development Update



Greatest Needs:

From the LCFF Evaluation Rubrics/Dashboard-

1. Suspension rate of Hispanic students (Red)
2. Math performance of Hispanic students (Orange)
3. ELA performance of Socioeconomically Disadvantaged Students (Yellow)

Local Performance Indicators-

1. Facility improvements
2. Bullying reporting/prevention
3. Increase access to technology
4. Use technology tools to engage school community
5. Continue support of adopted standards

KEEP**Goal 1: Safe & Welcome****STOP**

School Counselor

Subsidize meals, reduced=free (\$1,500)

Improve the safety of the school campus by:

- o Repair roof leaks
- o Repair/replace Hand Held Radios (\$1,500)

START

Purchase GEM cart replacement (\$3,000-\$4,000)

CHANGE

Provide character development curriculum and assemblies (\$5,000)

Replace Bus Loop Blacktop (\$30,000)

Kindergarten Play Structures (\$25,000)

Replace Zipper Play Structure (\$25,000)

Junior High Water Faucets (\$8,000)

Preschool/K Siding (\$)

Painting (\$)

Replace Phone System (\$20,000)

Parking Lot Signage (\$1,000)

Enhanced Lighting/Photosensor/LED (\$)

Lost/Found Cart (\$)

KEEP**Goal 2: Student Achievement****STOP**

Instruction/Intervention Subscription Products
(Discovery, Renaissance Learning, Read Naturally,
Front Row, etc.) (\$11,647)
Provide certificated ELD Instruction services
designated for English Language Learners
Regular assessments to screen and monitor
progress (\$)
Purchase additional Chromebook carts (\$19,600)
Tablet technology ? (\$4,000)

Regular “SST Day” Meetings

START

Purchase Math Intervention Program for screening
and intervention services for identified students (\$)
Redesign report cards
Install solid states on computers (\$)
Windows 10 Upgrade in Lab (\$)
District Assessment Calendar

CHANGE

Increase certificated teacher time (Fridays) to work
with intervention staff and students
Continue to provide targeted support in primary
grades to provide early intervention in reading,
writing, and math (\$)

KEEP**Goal 3: Staff Development****STOP**

Pay registration costs and compensation for staff to participate in state standards training (\$9,000)
Administration will ensure that 100% of teachers are highly qualified and appropriately assigned
District teaching staff (6-8) will articulate with SUHSD staff at least twice/year
Continue to provide Certificated PE teacher time to 5th and 6th grades
Continue to provide .26 FTE Ed Tech Advisor
Provide First Aid/CPR training to staff (\$2,500)

Coaching and support services through SCOE (\$7,000)

START

Restorative Chat/Circles PD (\$400)
PD focus on Comprehension Strategies (\$)
Designate Research & Development Budget for Ed Tech Initiatives (\$1,000)
Design Thinking Training for Leadership Team (\$)
Launch new writing rubrics

CHANGE

PBIS Training for Staff (\$)
School Leadership Team Stipends (\$)
Grade level collaboration time

KEEP**Goal 4: Community Engagement****STOP**

Continue subscription to Blackboard (\$2,876)
8th grade students will have the opportunity to participate in relevant social experiences with SUHSD students (\$200)
Continue Intramural program (\$989)
Provide peer recognition program (\$500)
Replace recess/PE equipment (\$1,000)
Increase scratch cooking
Girls Inc. & Girls on the Run (\$5,000)

Regularly hold recognition/appreciation event (\$1,000)
Principal Advisory Council
Parent Chats

START

Class/Grade level Restorative Circles
College/Career Lunch Chats
Explore similar program for boys (\$5,000)
Video tech for streaming events/conferences (\$)
Marketing/Social Media

CHANGE

School Counselor implements college and career readiness program (PSAT/College Board)
Professional design/overhaul of district website (\$)
Changes to existing elective programs (\$2,000)

**9.5 Approve Resolution 1617-16, Supporting the
Designation of District Representatives and
Authorization to File Applications for the School Facility
Program**



**9.6 Approve Resolution 1617-17, Acknowledging Six
Certification Required to Submit Modernization and New
Construction Funding Applications to the Office of Public
School Construction**

9.7 Cafeteria Program Rate Increase



Recommendation:

Approve the proposal to increase the cost of paid school breakfasts from \$.75 to \$1.00 and lunches from \$2.60 to \$2.85.

Background:

Breakfast – The price of breakfast has not been increased in a number of years; however, personnel and food costs have increased over that time.

Lunch – Each year, the USDA provides districts with a price requirement tool to determine the minimum price that should be charged for paid lunches. Our current price is \$2.60 but USDA requires a price of \$2.85. Other districts can avoid raising prices because they are providing a general fund contribution to keep the cafeteria ending fund balance positive. We can also utilize this option. However, as personnel and food costs continue to rise, we will need to increase the paid lunch price to help cover this gap. Other districts have a much higher free and reduced meal population, so the bulk of their cafeteria revenue is from federal sources. The current federal reimbursement rate for a free meal is \$3.16 and reduced is \$2.76.

Plan:

Upon approval from the board, we will be increasing the cost of the paid breakfast to \$1.00 and paid lunch to \$2.85 effective August 16, 2017.

Fiscal Impact:

Estimated increase in revenue of \$11,114 for 2017-2018.

	2016-2017	2017-2018 (without increase)	2017-2018 (with increase)
Revenue	174,900	176,000	187,114
Salaries	61,587	62,864	62,864
Benefits	31,887	33,951	33,951
Food	81,774	83,000	83,000
Operating	3,563	3,700	3,700
Indirect Costs	6,300	6,800	6,800
Income (Deficit)	(10,211)	(14,315)	(3,201)
Contribution from GF	7,200	8,000	-
Net Income (Deficit)	(3,011)	(6,315)	(3,201)
Beginning Fund Balance	57,452	54,441	57,452
Estimated Ending Fund Balance	54,441	48,126	54,251

10.1 Preschool Daycare Financial Report

	2016-2017 Adopted Budget	2016-2017 Operating Budget	2016-2017 Actuals as of 04/30/17	2016-2017 Approp. Remaining	83.33% FY Complete
DESCRIPTION					
REVENUES					% Spent or Received
LOCAL REVENUE	448,000	467,000	392,913	(74,087)	84.14%
OTHER REVENUE	6,000	6,947	5,151	(1,796)	74.15%
TOTAL REVENUES	454,000	473,947	398,064	(75,883)	83.99%
EXPENDITURES					
CLASSIFIED SALARIES	326,962	319,181	275,210	43,971	86.22%
EMPLOYEE BENEFITS	90,990	88,997	75,501	13,496	84.84%
TOTAL BOOKS & SUPPLIES	18,110	25,673	18,462	7,211	71.91%
TOTAL CONTRACT MAINT	50,699	41,388	15,849	25,539	38.29%
TOTAL CAPITAL OUTLAY	0	0	0	0	0.00%
TOTAL EXPENDITURES	486,761	475,239	385,022	90,217	81.02%
OTHER OUTGO					
7438 DEBT SERVICE - INTEREST	2,587	942	942	0	100.00%
7439 DEBT SERVICE - PRINCIPAL	14,286	12,125	12,125	0	100.00%
TOTAL OTHER OUTGO	16,873	13,067	13,067	0	100.00%
	503,634	488,306	398,089	90,217	81.52%
EXCESS (DEFICIT) REVENUES	(49,634)	(14,359)			
NET INCREASE/(DECREASE) IN FUND BALANCE	(49,634)	(14,359)			
BEGINNING BALANCE	68,593	52,737			
ENDING BALANCE	18,959	38,378			
***House Payment Balance as of 02/28/17 - \$31,608					

	2016-2017 Adopted Budget	2016-2017 Operating Budget	2016-2017 Actuals as of 04/30/17	2016-2017 Approp. Remaining	83.33% FY Complete
DESCRIPTION					% Spent or Received
REVENUES					
LOCAL REVENUE	448,000	467,000	392,913	(74,087)	84.14%
OTHER REVENUE	6,000	6,947	5,151	(1,796)	74.15%
TOTAL REVENUES	454,000	473,947	398,064	(75,883)	83.99%
EXPENDITURES					
CLASSIFIED SALARIES	326,962	319,181	275,210	43,971	86.22%
EMPLOYEE BENEFITS	90,990	88,997	75,501	13,496	84.84%
BOOKS & SUPPLIES					
4300 INSTR SUPPLIES	7,300	6,800	6,647	153	97.75%
4410 NON-CAPITALIZED EQUIPMENT	0	4,800	0	4,800	0.00%
4500 OTHER SUPPLIES	5,700	7,873	7,294	579	92.65%
4511 FOOD (NON FOOD SVC)	5,110	6,200	4,521	1,679	72.92%
TOTAL BOOKS & SUPPLIES	18,110	25,673	18,462	7,211	71.91%
CONTRACT MAINTENANCE					
5200 TRAVEL & CONFERENCES	1,230	400	134	266	33.50%
5500 UTILITIES	13,250	10,800	7,604	3,196	70.41%
5600 RENTALS & REPAIRS	7,300	3,500	837	2,663	23.91%
5700 FIELD TRIPS/Admin Costs	21,286	16,142	0	16,142	0.00%
5800 GENERAL OPER EXP	6,813	9,726	7,274	2,452	74.79%
5900 COMMUNICATIONS	820	820	0	820	0.00%
TOTAL CONTRACT MAINT	50,699	41,388	15,849	25,539	38.29%
CAPITAL OUTLAY					
6100 SITE & IMPROV	0	0	0	0	0.00%
6200 BLDG & IMPROV	0	0	0	0	0.00%
6400 NEW EQUIP	0	0	0	0	0.00%
TOTAL CAPITAL OUTLAY	0	0	0	0	0.00%
TOTAL EXPENDITURES	486,761	475,239	385,022	90,217	81.02%

OTHER OUTGO					
7438 DEBT SERVICE - INTEREST	2,587	942	942	0	100.00%
7439 DEBT SERVICE - PRINCIPAL	14,286	12,125	12,125	0	100.00%
TOTAL OTHER OUTGO	16,873	13,067	13,067	0	100.00%
	503,634	488,306	398,089	90,217	81.52%
EXCESS (DEFICIT) REVENUES	(49,634)	(14,359)			
NET INCREASE/(DECREASE) IN FUND BALANCE	(49,634)	(14,359)			
BEGINNING BALANCE	68,593	52,737			
ENDING BALANCE	18,959	38,378			
**House Payment Balance as of 02/28/17 - \$31,608					

10.2 General Fund Financial Report

DESCRIPTION	2016-2017 Adopted Budget	2016-2017 Operating Budget	2016-2017 Actuals 4/30/2017	2016-2017 Approp. Remaining	83.33% of FY Complete
REVENUES					% Spent or Received
ADA BASED ON 640 Enrollment (96.5%)	610.20	619.48			
LCFF SOURCES	4,632,012	4,698,000	3,993,149	(704,851)	85.00%
FEDERAL REVENUES	164,373	218,801	120,092	(98,709)	54.89%
OTHER STATE REVENUES	385,406	465,573	181,353	(284,220)	38.95%
LOCAL REVENUES	796,319	885,616	684,008	(201,608)	77.24%
TOTAL REVENUES	5,978,110	6,267,990	4,978,602	(1,289,388)	79.43%
EXPENDITURES					
CERT. SALARIES	2,616,983	2,603,716	2,123,442	480,274	81.55%
CLASS. SALARIES	1,127,448	1,114,537	959,259	155,278	86.07%
TOTAL SALARIES	3,744,431	3,718,253	3,082,701	635,552	82.91%
EMPLOYEE BENEFITS	1,230,815	1,335,457	928,066	407,391	69.49%
TOTAL BOOKS & SUPPLIES	442,403	507,248	488,636	18,612	96.33%
TOTAL OTHER SVCS & OPERATING EXPENSES	793,702	737,994	588,711	149,283	79.77%
TOTAL CAPITAL OUTLAY	65,000	66,089	66,089	0	100.00%
TOTAL OTHER OUTGOING	10,713	6,767	13,067	(6,300)	193.10%
TOTAL EXPENDITURES	6,287,064	6,371,808	5,167,270	1,204,538	81.10%
8900 OTHER FINANCING SOURCES	0	1,272	1,272	0	100.00%
TOTAL OTHER USES	1,500	7,478	278	7,200	3.72%
	6,288,564	6,378,014	5,166,276	1,211,738	80.73%
EXCESS (DEFICIT) REVENUES	(308,954)	(103,818)			
NET INCREASE/(DECREASE) IN FUND BALANCE	(310,454)	(110,024)			
BEGINNING BALANCE	2,502,001	2,770,184			
ENDING BALANCE	2,191,547	2,660,160			

DESCRIPTION	2016-2017 Adopted Budget	2016-2017 Operating Budget	2016-2017 Actuals 4/30/2017	2016-2017 Approp. Remaining	83.33% of FY Complete
REVENUES					% Spent or Received
ADA BASED ON 640 Enrollment (96.5%)	610.20	619.48			
LCFF SOURCES	4,632,012	4,698,000	3,993,149	(704,851)	85.00%
FEDERAL REVENUES	164,373	218,801	120,092	(98,709)	54.89%
OTHER STATE REVENUES	385,406	465,573	181,353	(284,220)	38.95%
LOCAL REVENUES	796,319	885,616	684,008	(201,608)	77.24%
TOTAL REVENUES	5,978,110	6,267,990	4,978,602	(1,289,388)	79.43%
EXPENDITURES					
CERT. SALARIES	2,616,983	2,603,716	2,123,442	480,274	81.55%
CLASS. SALARIES	1,127,448	1,114,537	959,259	155,278	86.07%
TOTAL SALARIES	3,744,431	3,718,253	3,082,701	635,552	82.91%
EMPLOYEE BENEFITS	1,230,815	1,335,457	928,066	407,391	69.49%

BOOKS & SUPPLIES					
4100 TEXTBOOKS	160,265	155,312	155,196	116	99.93%
4200 OTHER BOOKS	13,750	750	10	740	1.33%
4300 INSTR SUPPLIES	113,848	77,779	64,500	13,279	82.93%
4400 NONCAPITALIZED EQUIPMENT	33,505	143,308	148,137	(4,829)	103.37%
4500 OTHER SUPPLIES	110,285	122,299	116,294	6,005	95.09%
4600 TRANSP SUPPLIES	10,750	7,800	4,499	3,301	57.68%
TOTAL BOOKS & SUPPLIES	442,403	507,248	488,636	18,612	96.33%
CONTRACT MAINTENANCE					
5200 TRAVEL & CONFERENCE	21,114	17,614	13,921	3,693	79.03%
5300 DUES & MEMBERSHIPS	15,987	16,347	15,656	691	95.77%
5400 INSURANCE	52,138	52,138	52,138	0	100.00%
5500 UTILITIES	164,250	162,100	124,012	38,088	76.50%
5600 RENTALS & REPAIRS	221,299	112,754	117,454	(4,700)	104.17%
5800 GENERAL OPER EXP	303,594	364,471	257,987	106,484	70.78%
5900 COMMUNICATIONS	15,320	12,570	7,543	5,027	60.01%
TOTAL OTHER SVCS & OPERATING EXPENSES	793,702	737,994	588,711	149,283	79.77%
CAPITAL OUTLAY					
6120 SITE IMPROVEMENT	0	0	0	0	0.00%
6220 BLDG IMPROVEMENT	0	0	0	0	0.00%
6410 NEW EQUIPMENT	45,000	41,054	41,054	0	100.00%
6510 REPLACE EQUIPMENT	20,000	25,035	25,035	0	100.00%
TOTAL CAPITAL OUTLAY	65,000	66,089	66,089	0	100.00%
OTHER OUTCOMES					

OTHER OUTGOING					
7100 SPEC ED EXCESS COSTS	0	0	0	0	0.00%
7300 TRANSFER OF INDIRECT/DIRECT SUPPORT COST	(6,160)	(6,300)	0	(6,300)	0.00%
7438 DEBT SERVICE - INTEREST	2,587	942	942	0	100.00%
7439 DEBT SERVICE - PRINCIPAL	14,286	12,125	12,125	0	100.00%
TOTAL OTHER OUTGOING	10,713	6,767	13,067	(6,300)	193.10%
TOTAL EXPENDITURES	6,287,064	6,371,808	5,167,270	1,204,538	81.10%
OTHER REVENUE SOURCES					
8900 OTHER FINANCING SOURCES	0	1,272	1,272	0	100.00%
OTHER USES					
7613 INTERFUND TRANSFER (COUNTY FACILITIES)	0	278	278	0	100.00%
7615 INTERFUND TRANSFER (CAFETERIA)	1,500	7,200	0	7,200	0.00%
7615 INTERFUND TRANSFER (DEFERRED MAINT)	0	0	0	0	0.00%
TOTAL OTHER USES	1,500	7,478	278	7,200	3.72%
	6,288,564	6,378,014	5,166,276	1,211,738	80.73%
EXCESS (DEFICIT) REVENUES		(308,954)	(103,818)		
NET INCREASE/(DECREASE) IN FUND BALANCE		(310,454)	(110,024)		
BEGINNING BALANCE	2,502,001	2,770,184			
ENDING BALANCE	2,191,547	2,660,160			

10.3 Report on 2016-17 CAASPP Testing



[Contact Us](#)

WELCOME TO THE CAASPP PORTAL

[Home](#)

[About ▾](#)

[Test Administration ▾](#)

[Resources ▾](#)

[Training ▾](#)

[FAQs ▾](#)

[Calendar ▾](#)

[System Status ▾](#)



Test Operations Management
System (TOMS)

Test Administrator Interface
for All Online Tests

Practice & Training Tests

Smarter Balanced
Digital Library

Secure Browsers

Completion Status/
Roster Management

STAIRS

Smarter Balanced
Interim Assessments



Window for Testing 5/8-5/19

10.4 2016-17 Survey Results



Background:

Administration has worked with stakeholder groups (Site Council, Staff, Student Council and Principal Advisory Council) to develop survey tools to be administered this spring. The results from these surveys have been compiled and will be presented to the Board.

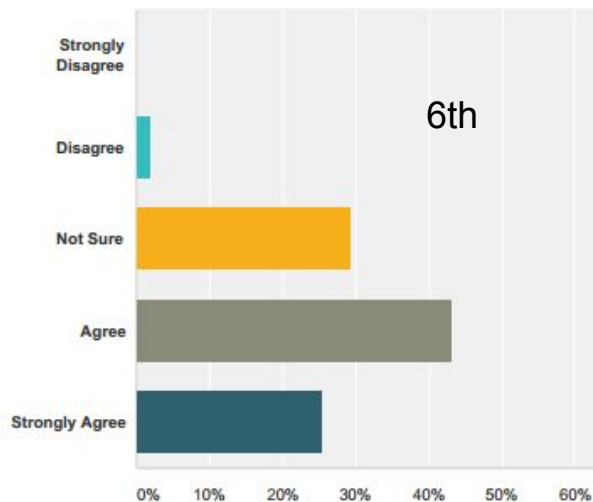
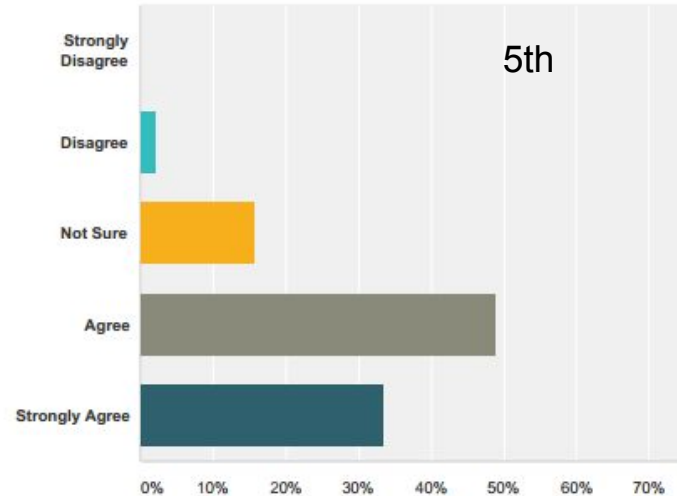
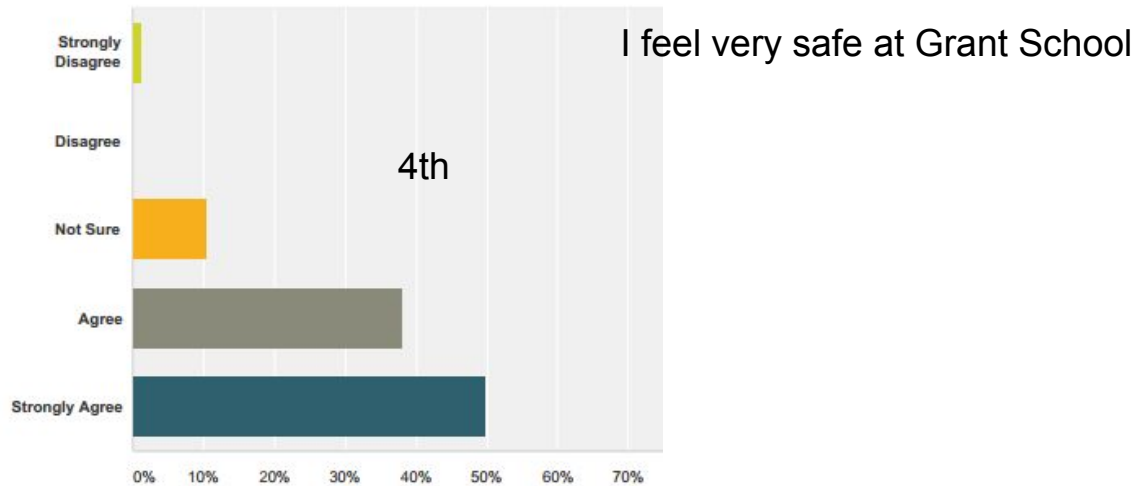
Plan:

Use parent and student survey results as part of the District's needs assessment analysis to determine the 2017-18 LCAP goals, actions, and services.

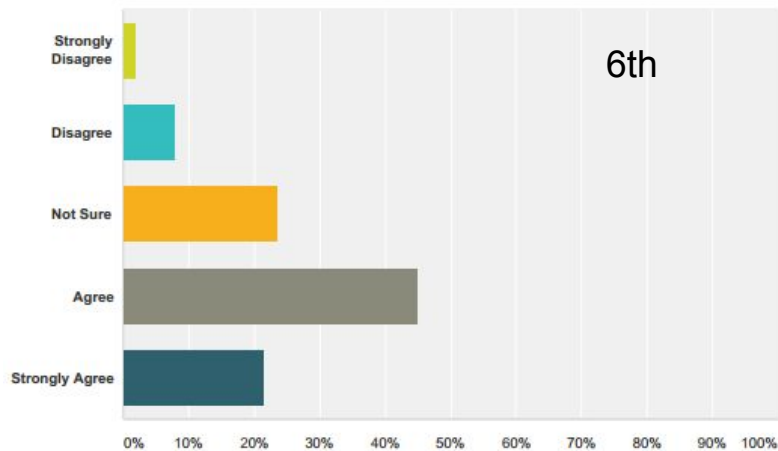
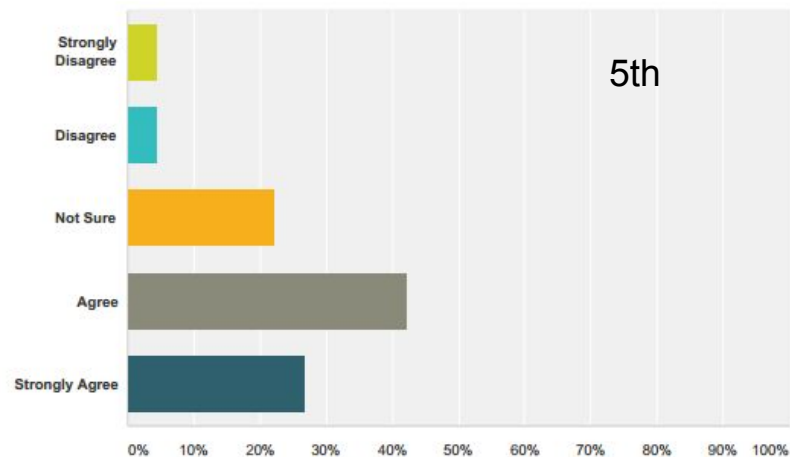
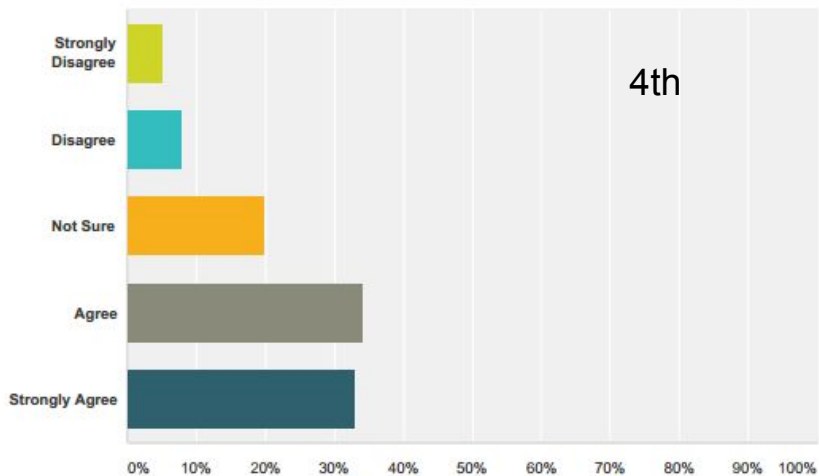
Grant Elementary School District

**4-6 Student Survey
Results**

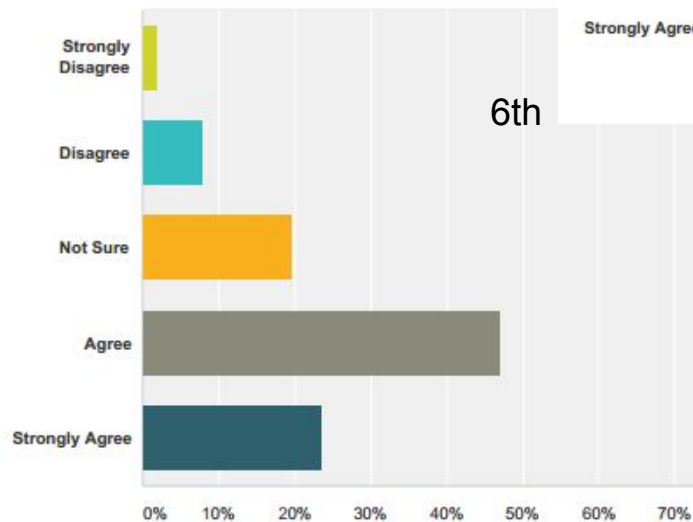
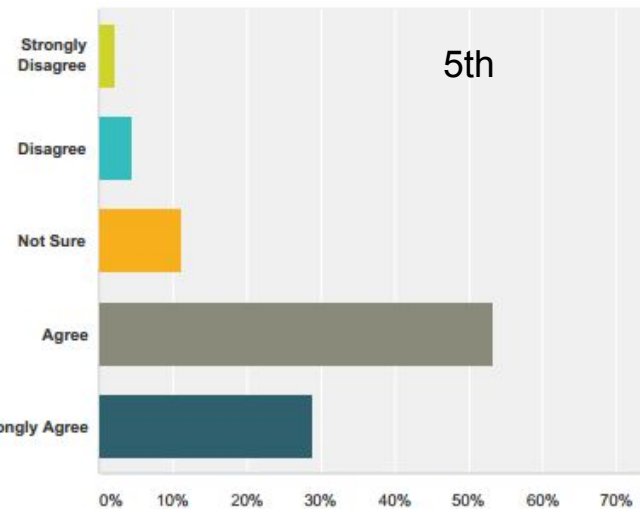
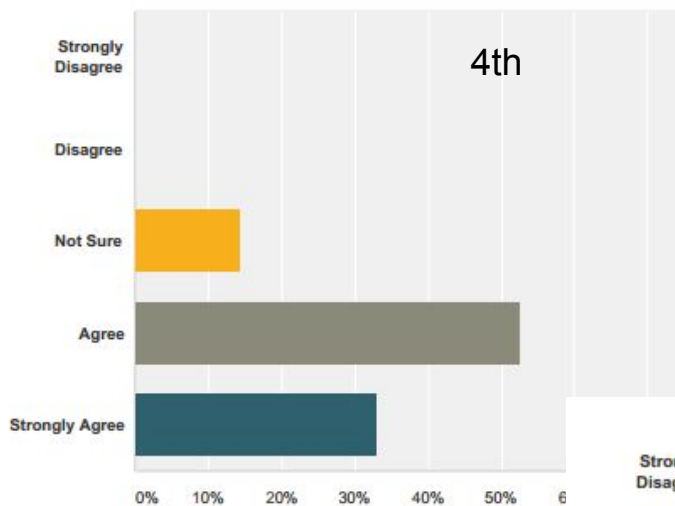




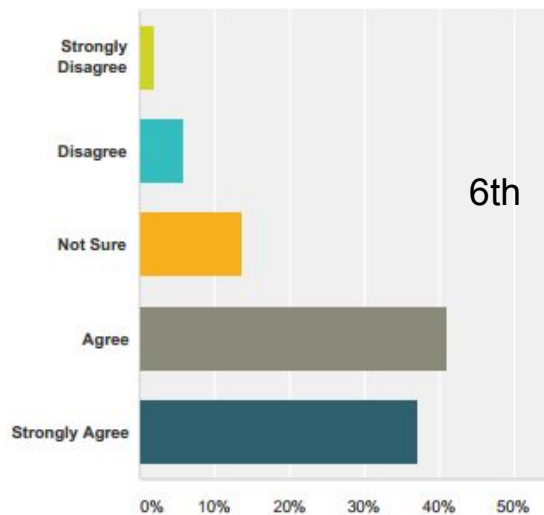
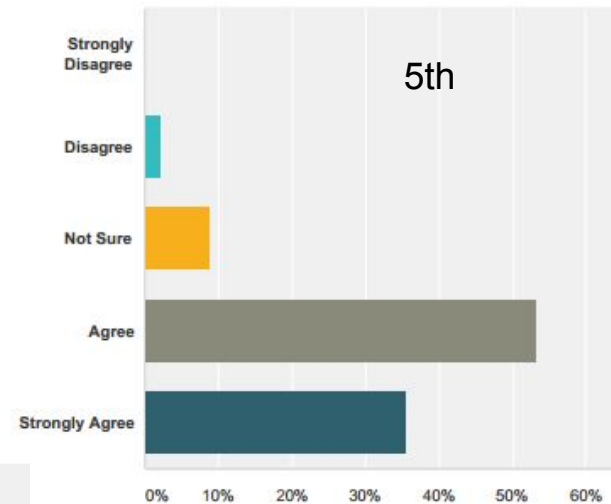
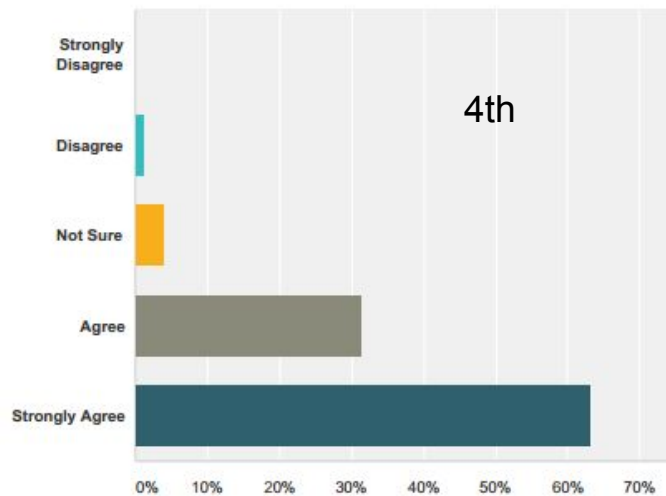
I am challenged at school



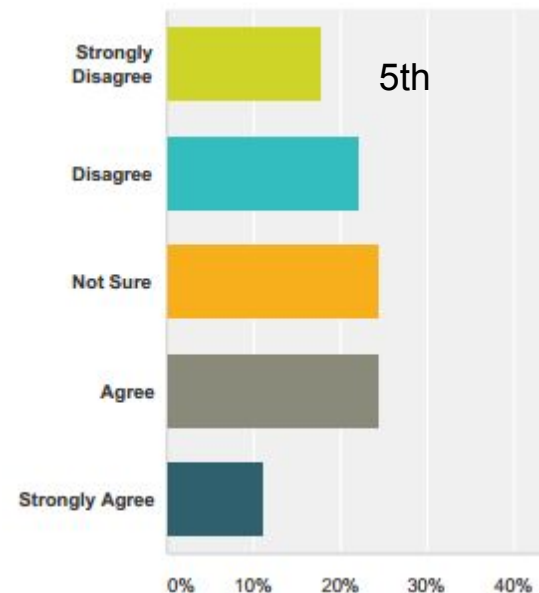
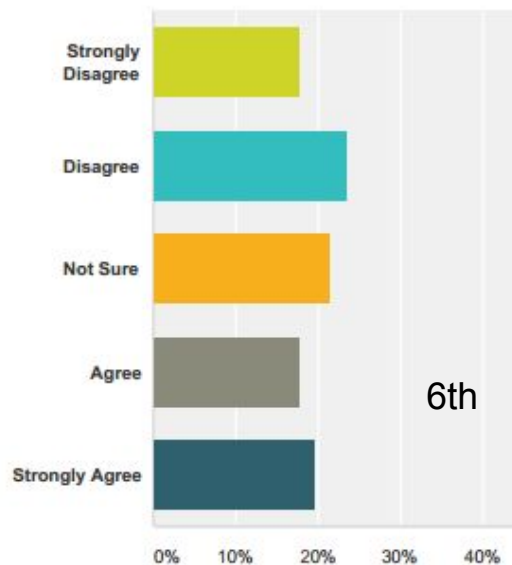
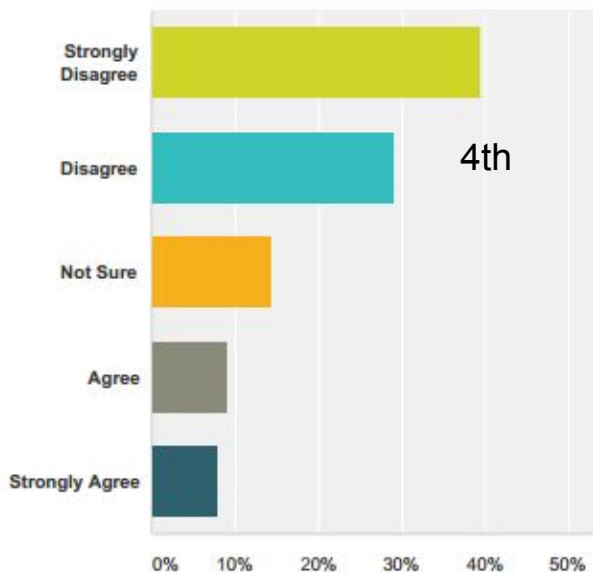
I feel included in school activities



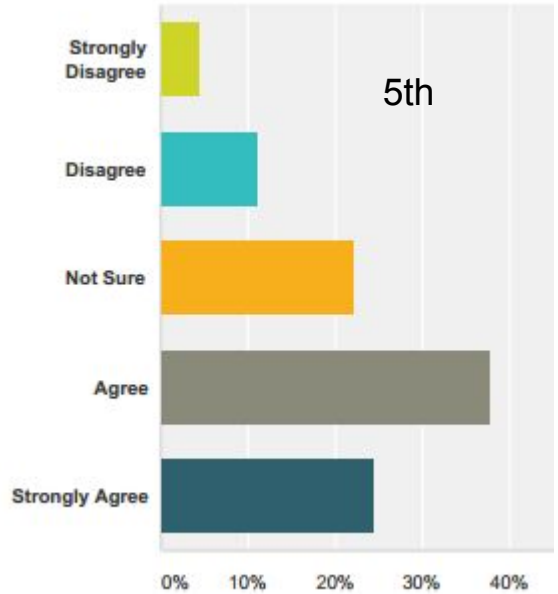
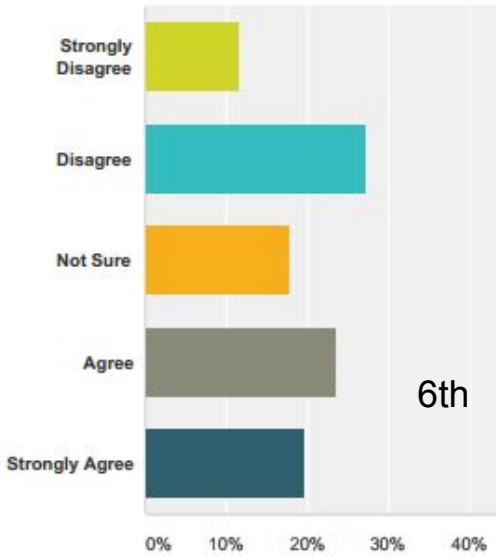
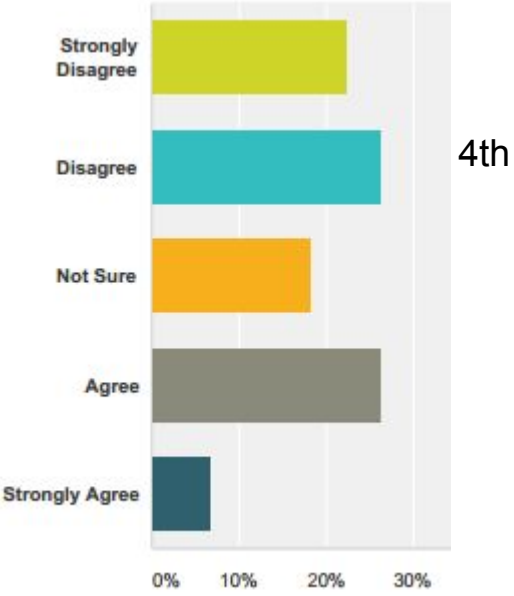
I am happy at Grant School



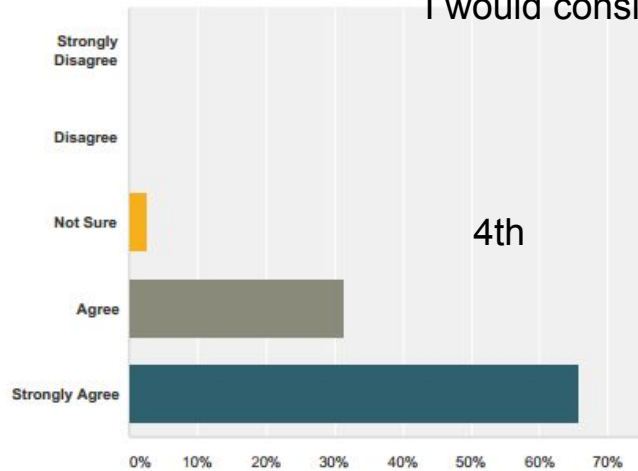
This year I have been physically or emotionally hurt, on purpose and more than once by the same person/people at Grant School



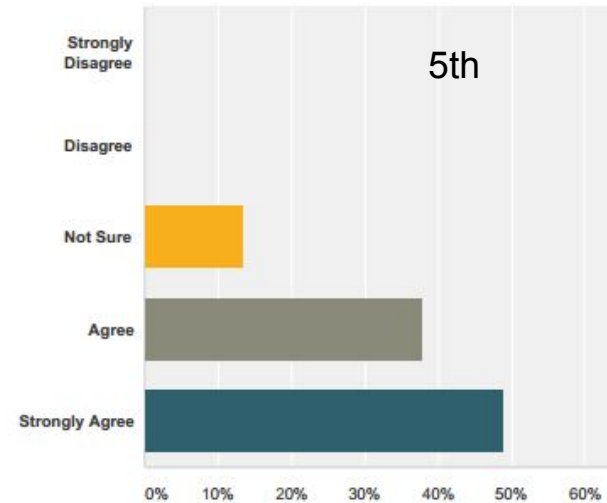
This year I have witnessed other people being physically or emotionally hurt, on purpose and more than once by the same person/people at Grant School



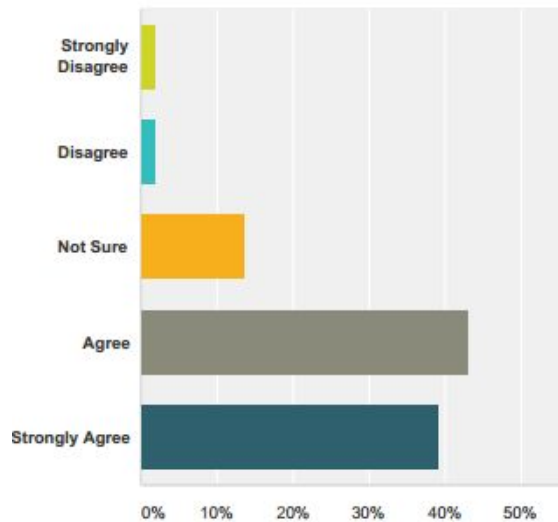
I would consider Grant School to be an excellent place to learn



4th



5th



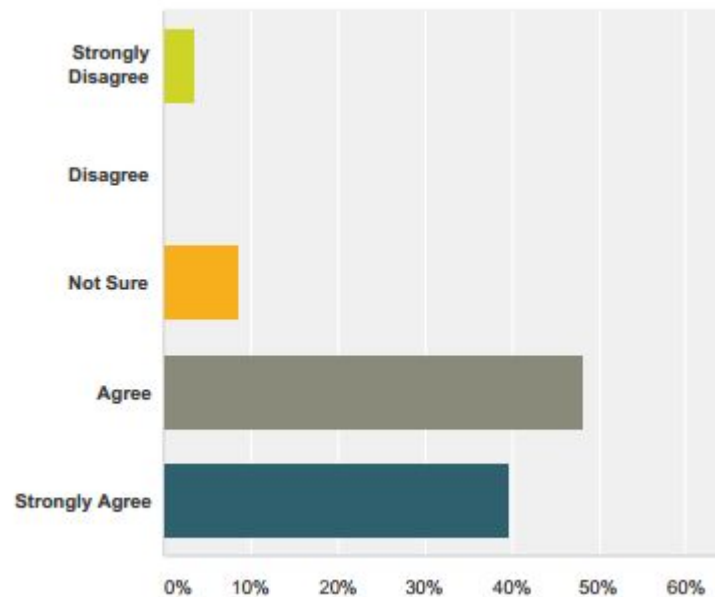
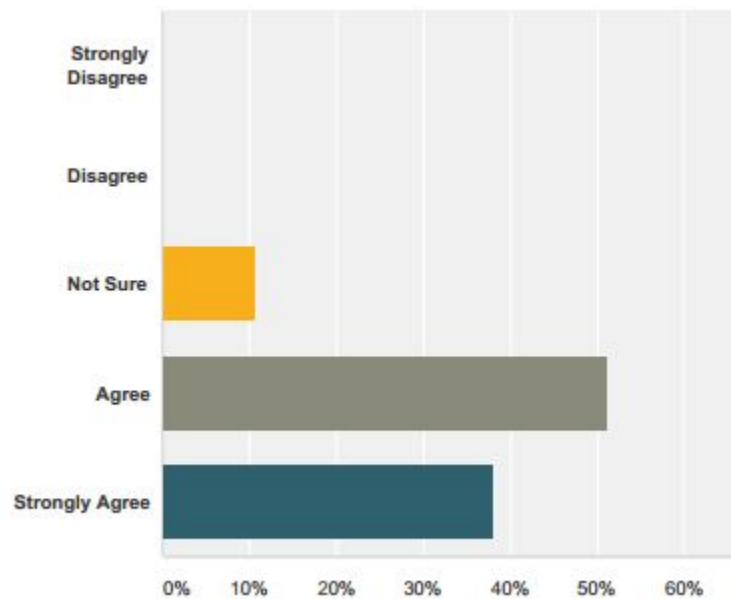
6th

Grant Elementary School District

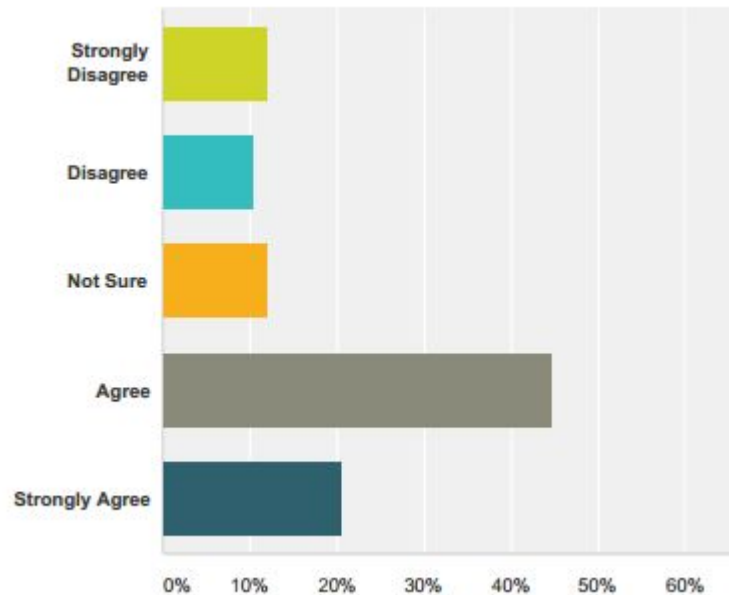
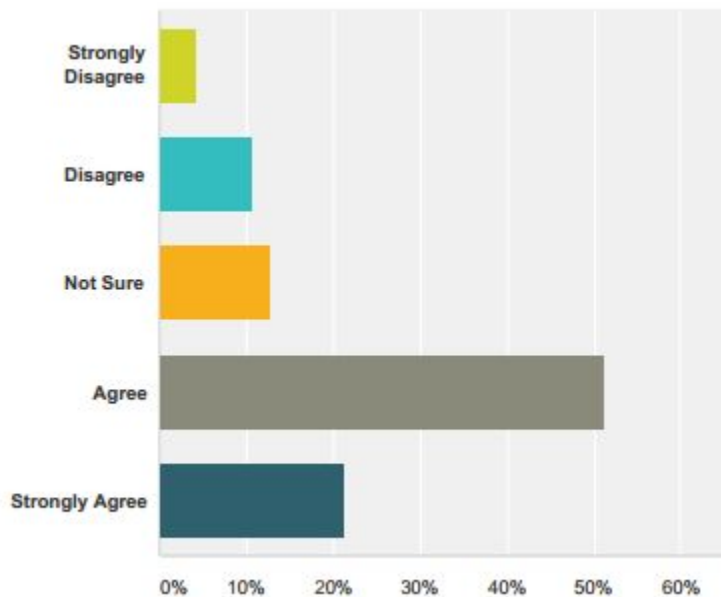
7-8 Student Survey Results



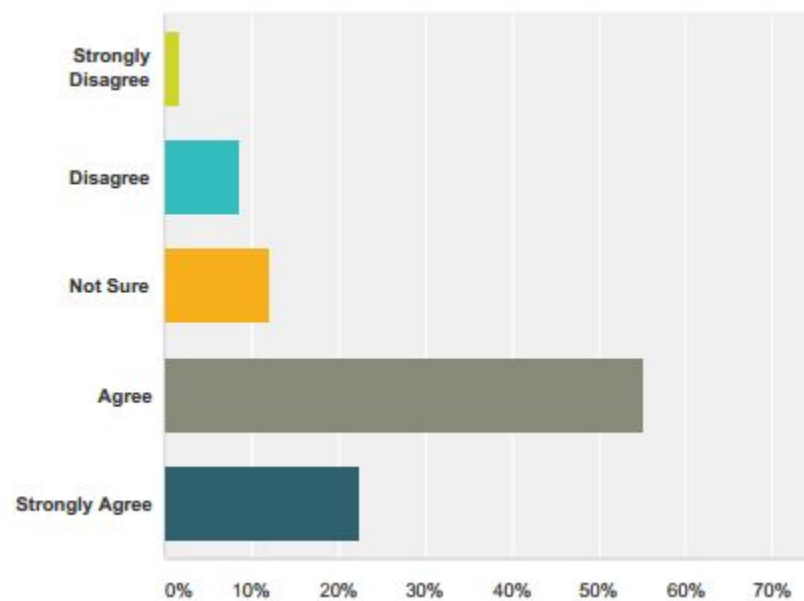
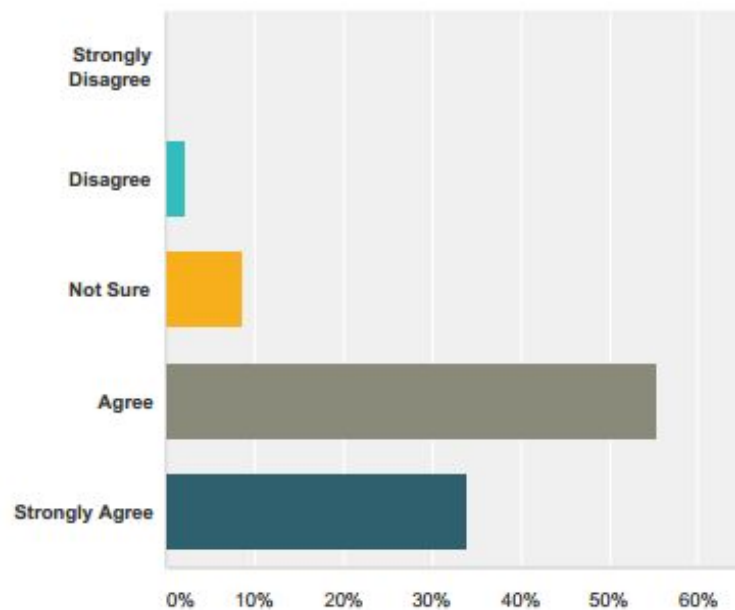
I feel very safe at Grant School



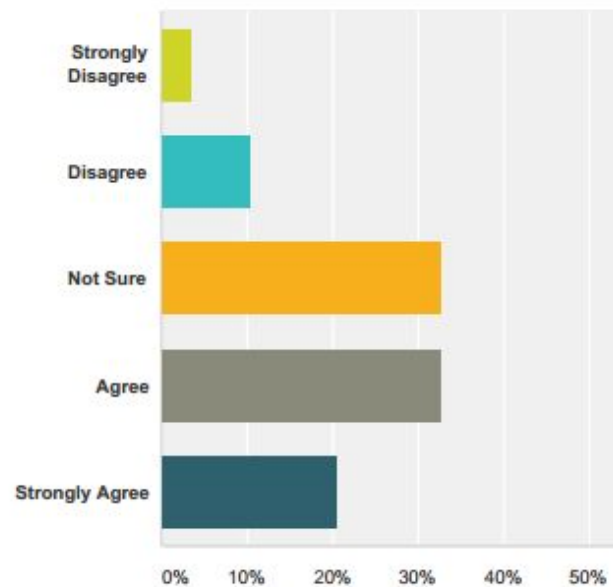
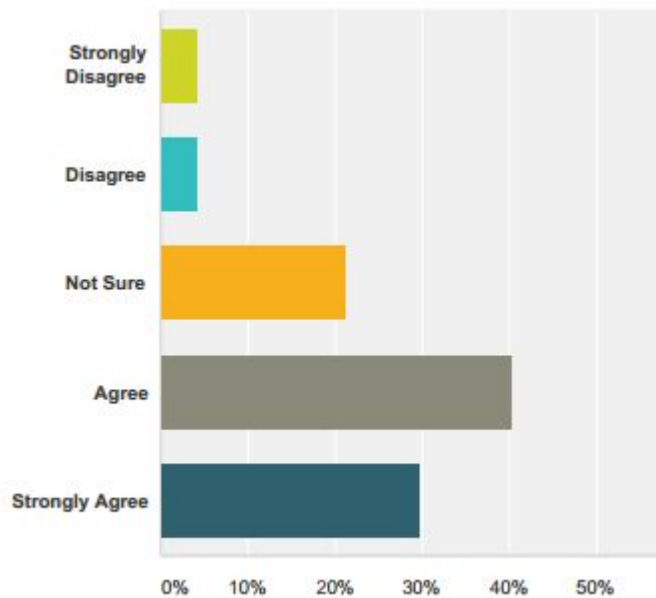
I am challenged at school



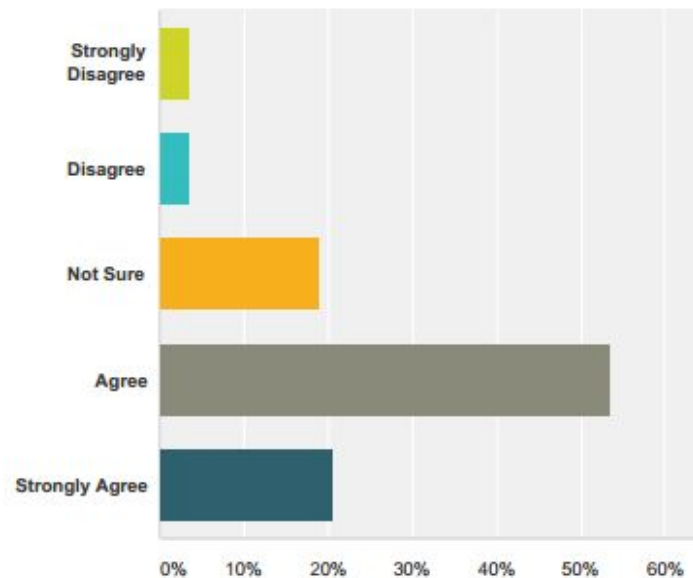
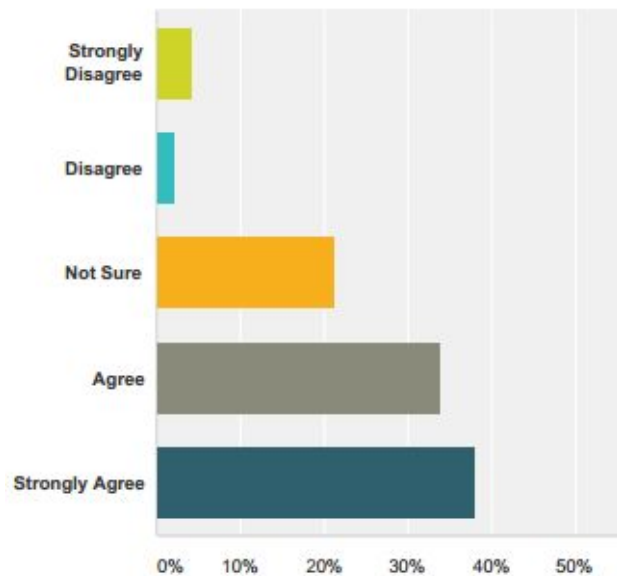
I feel included in school activities



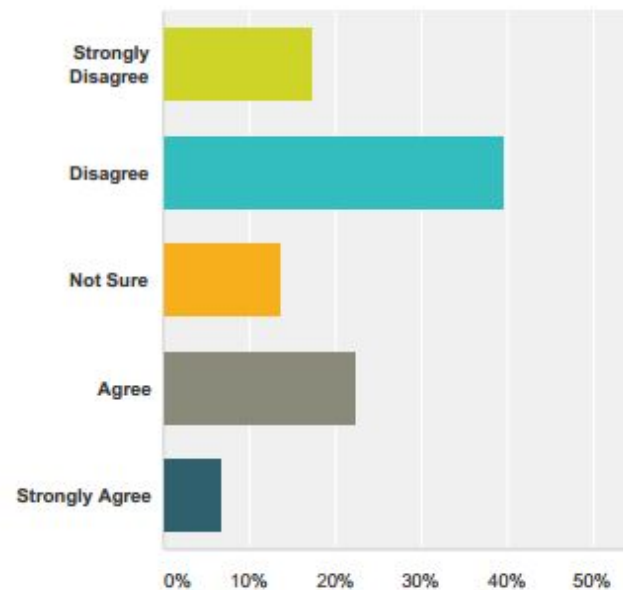
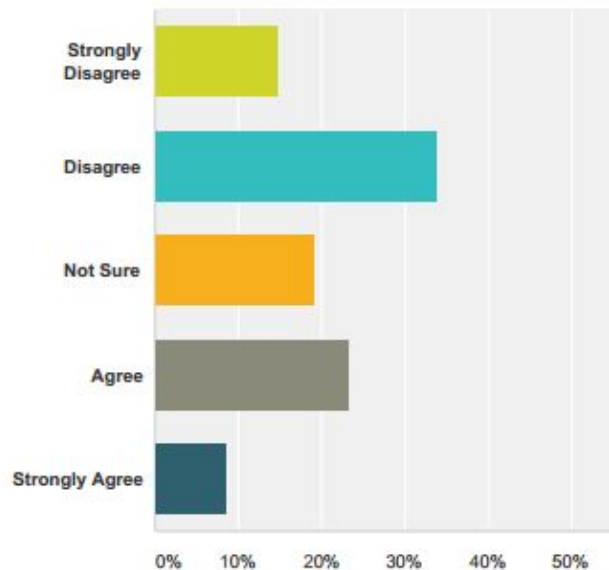
I have ideas that will make Grant School a better place



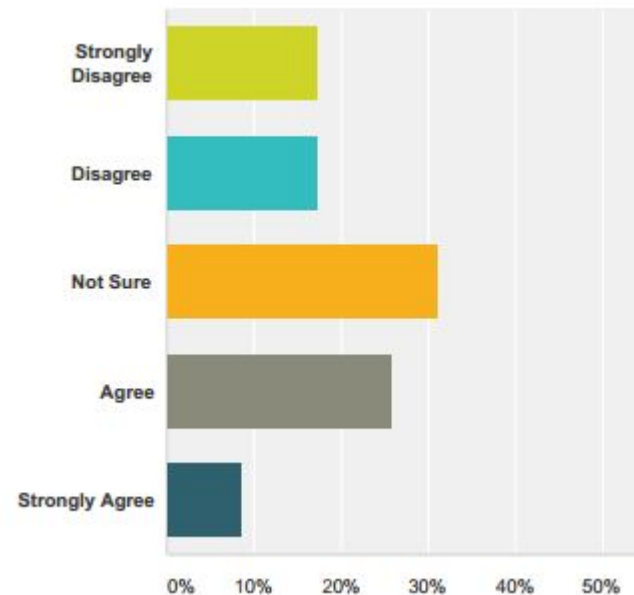
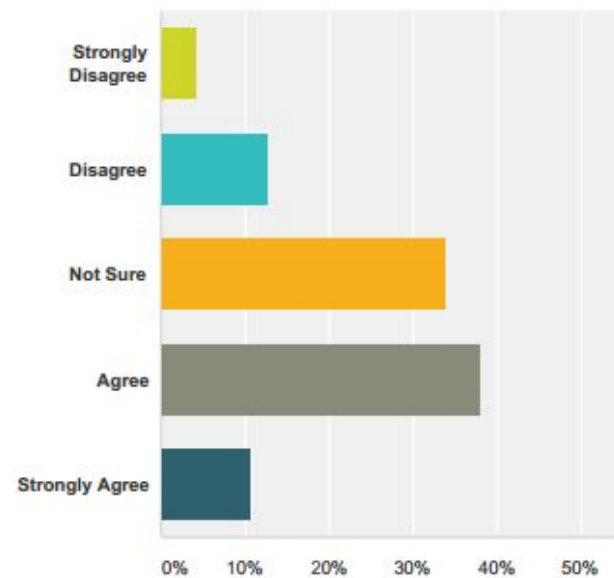
I am happy at Grant School



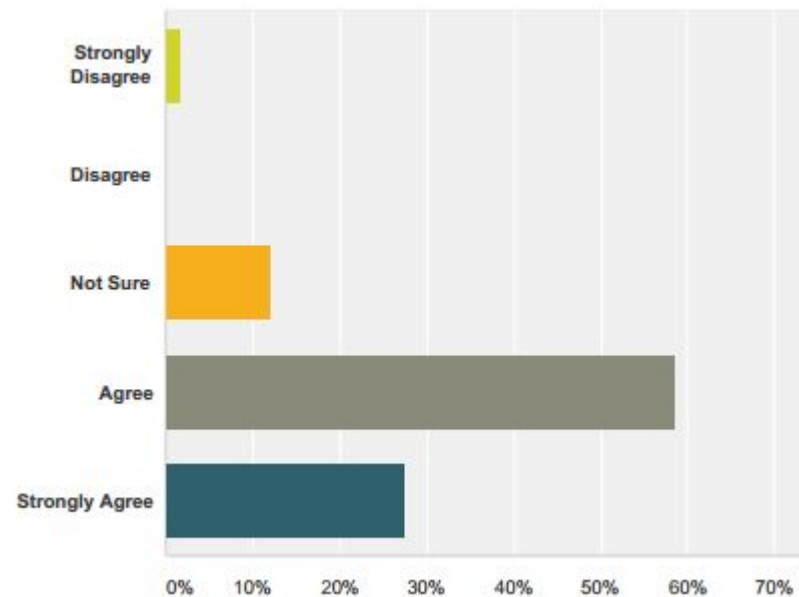
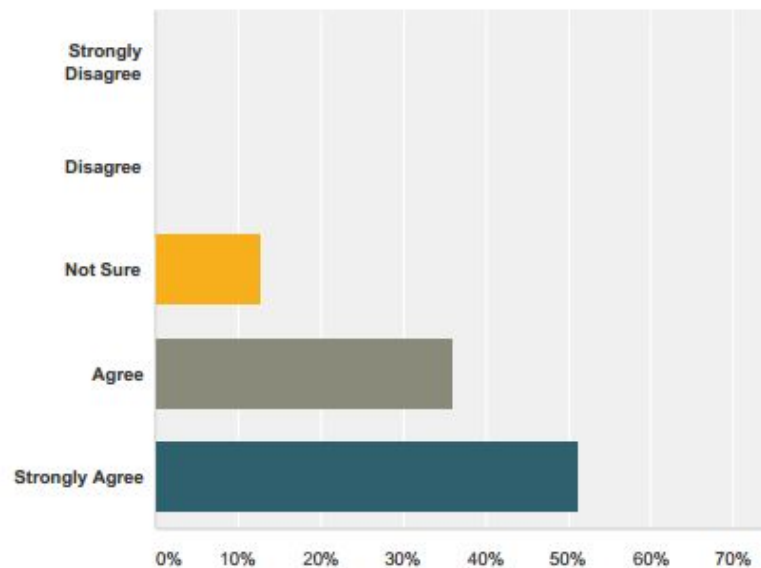
This year I have been physically or emotionally hurt, on purpose and more than once by the same person/people at Grant School



This year I have witnessed other people being physically or emotionally hurt, on purpose and more than once by the same person/people at Grant School



I would consider Grant School to be an excellent place to learn



Parent Survey Results

Overall Participation by Grade Level

TK/K: 40 (41)

1st: 35 (20)

2nd: 34 (50)

3rd: 39 (27)

4th: 55 (44)

5th: 40 (19)

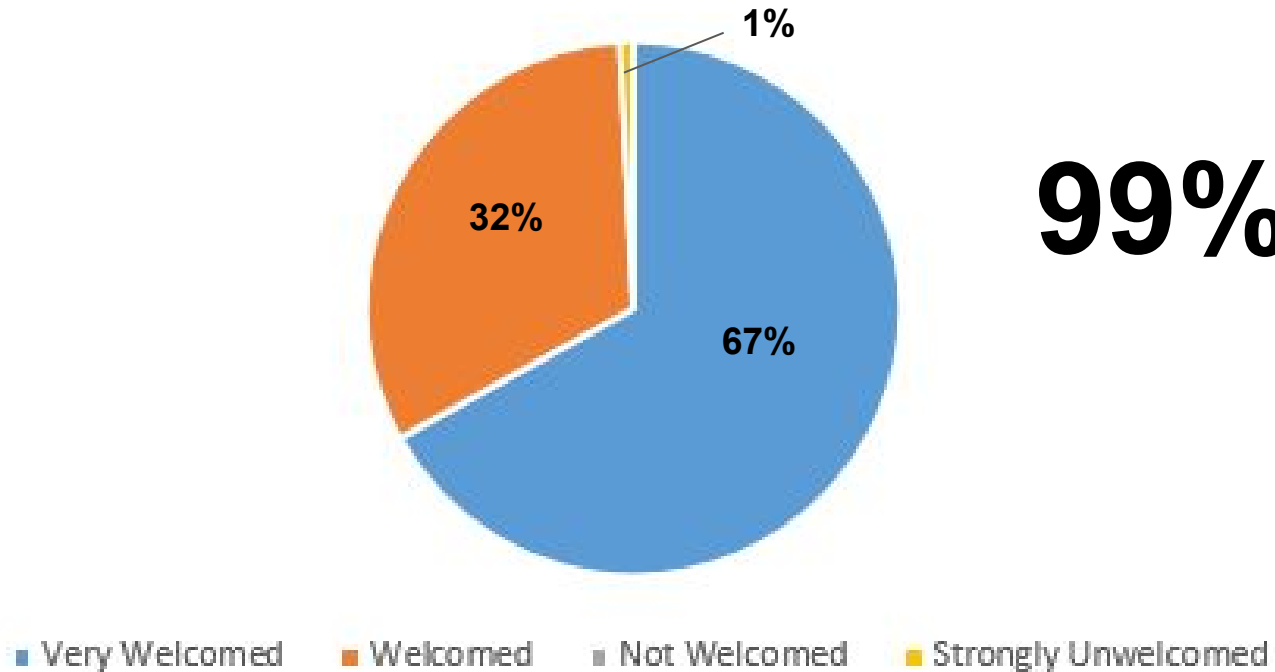
6th: 28 (16)

7th: 23 (19)

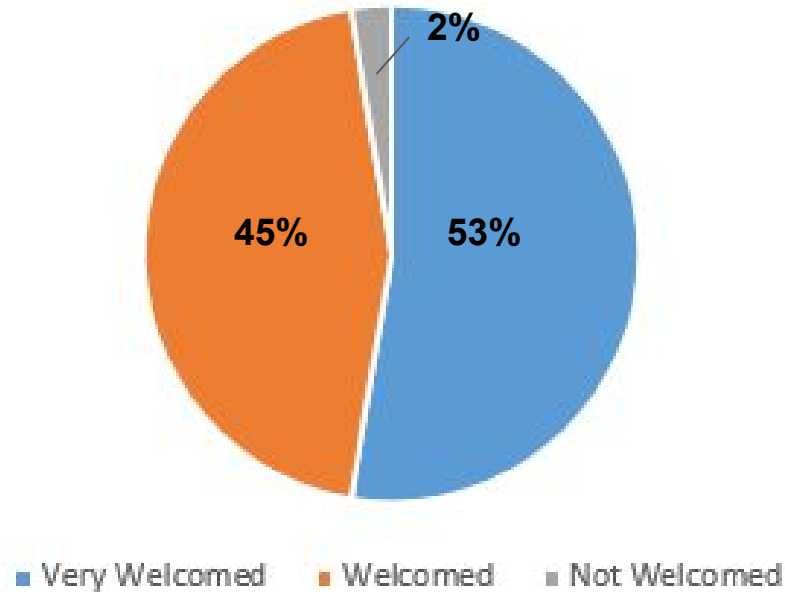
8th: 25 (24)

319 Total - (236 15/16)

As a parent, do you feel welcomed at Grant School?

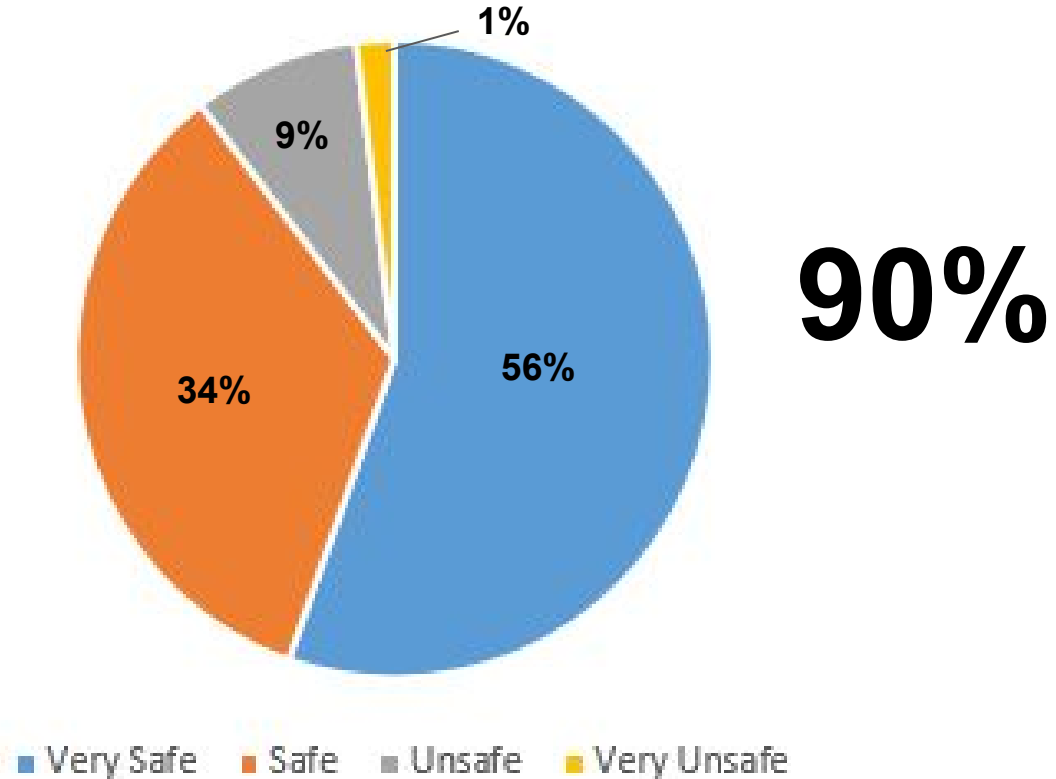


As a parent, do you feel welcomed at Grant School?

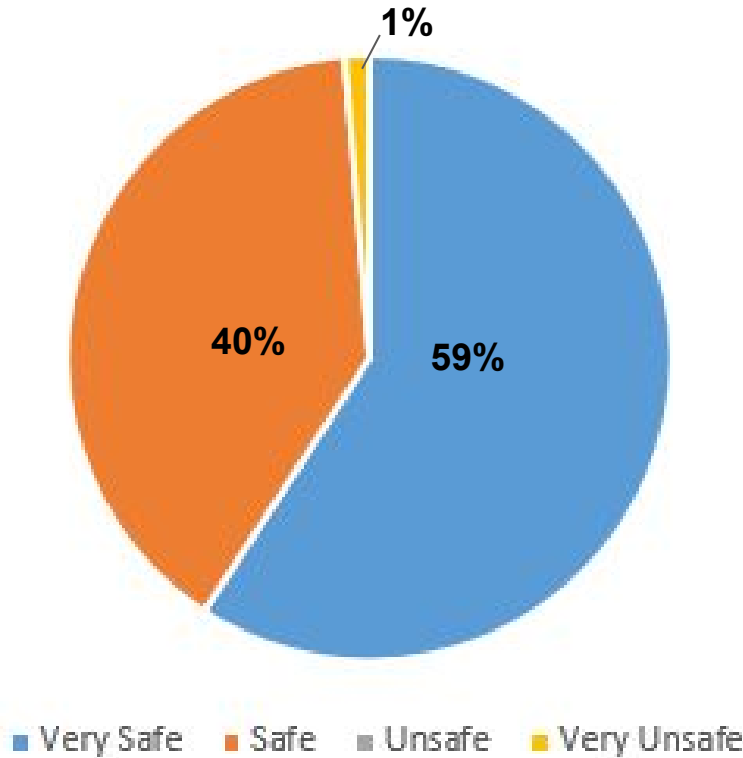


98%

Does your child feel safe at school?



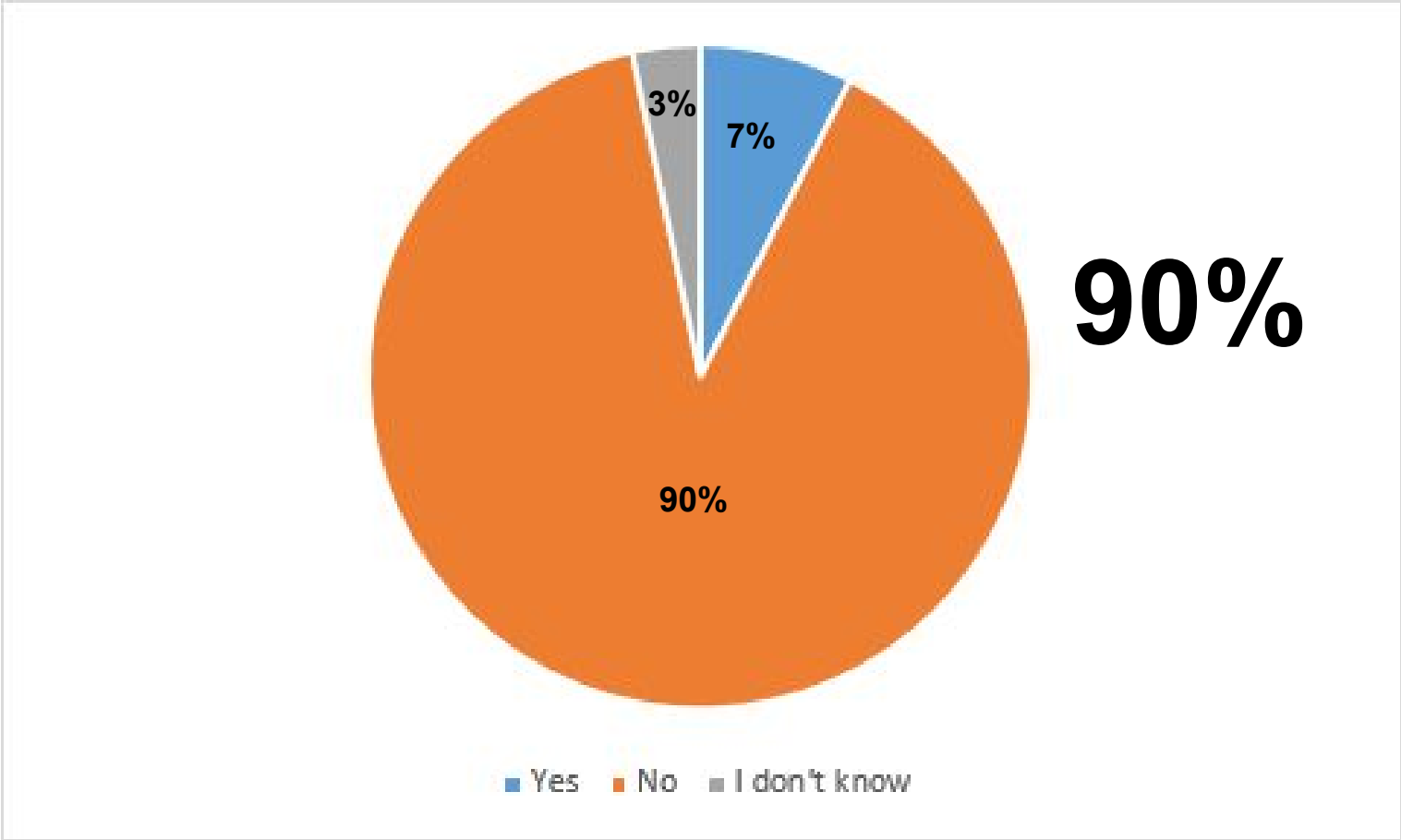
Does your child feel safe at school?



99%

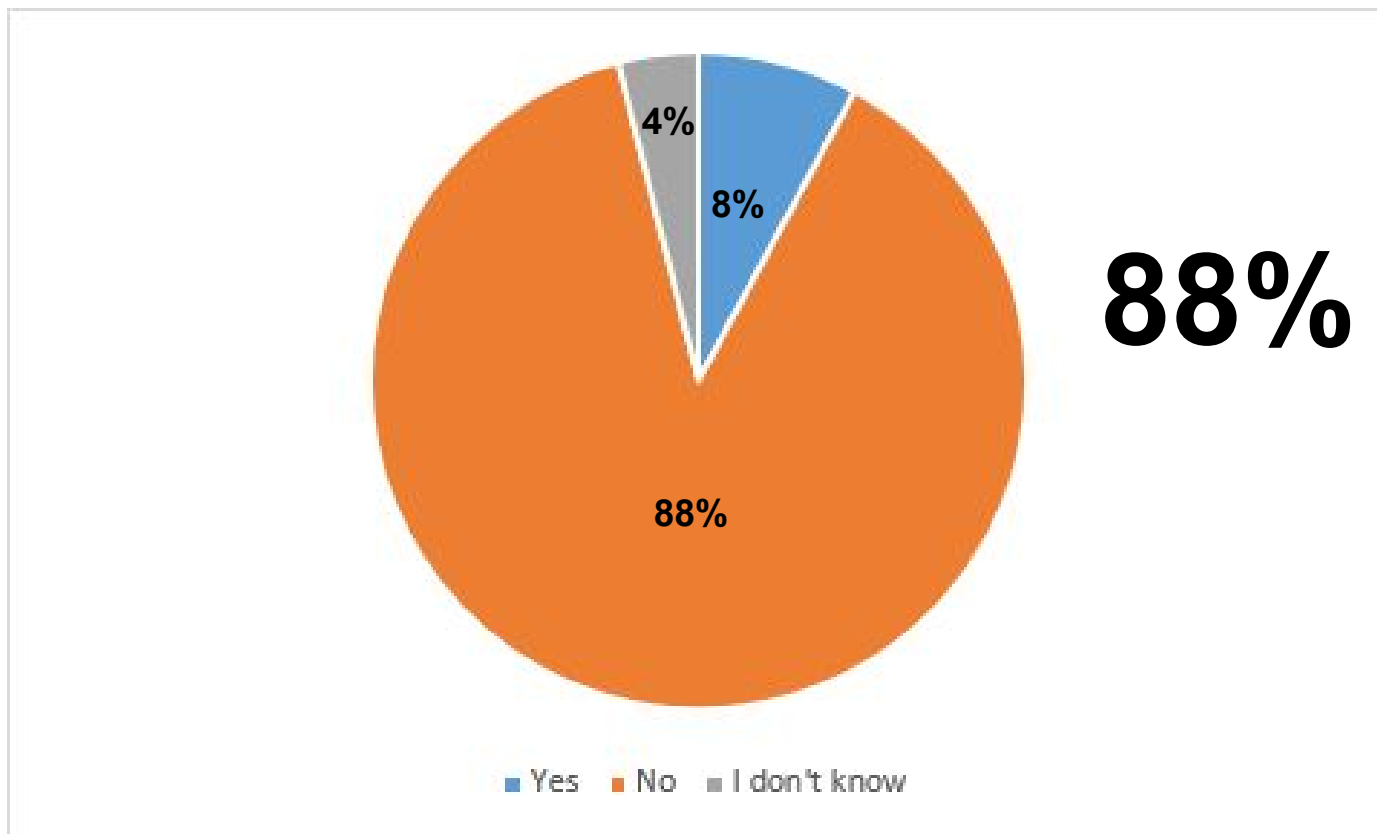
During this school year, has your child experienced unprovoked, repeated, and aggressive actions done with the intent to do physical or emotional harm to him/her?

TK-5

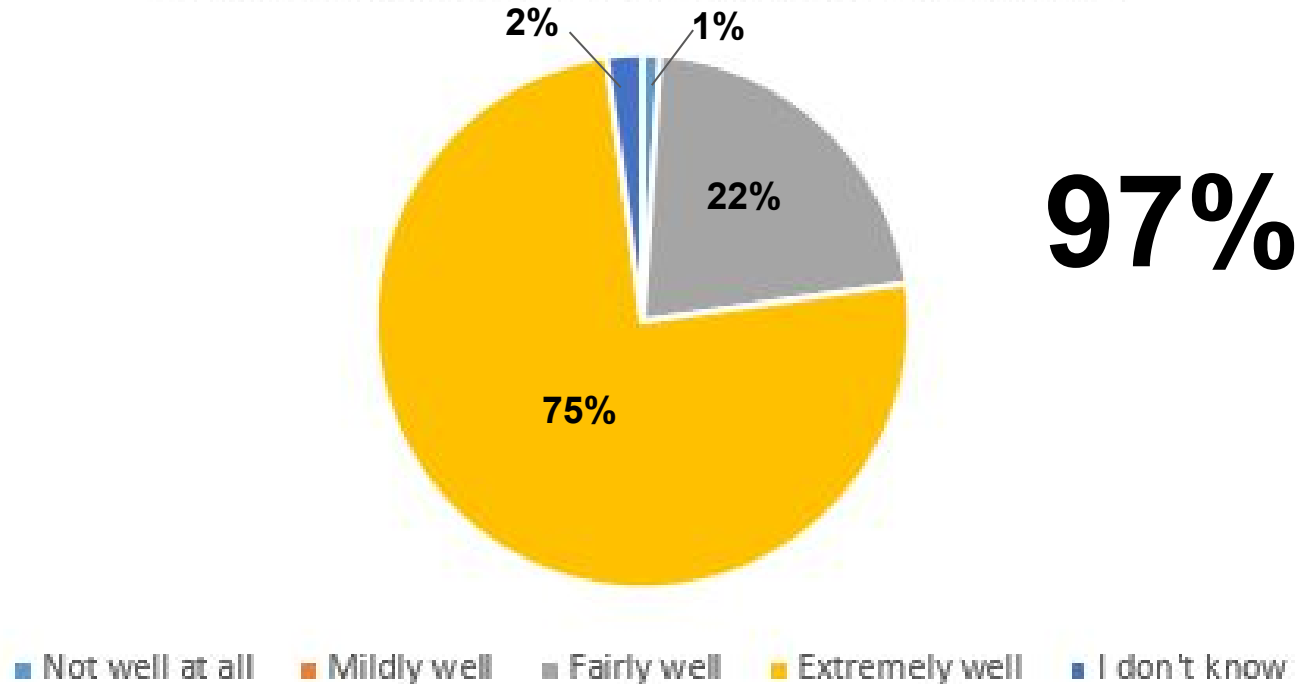


During this school year, has your child experienced unprovoked, repeated, and aggressive actions done with the intent to do physical or emotional harm to him/her?

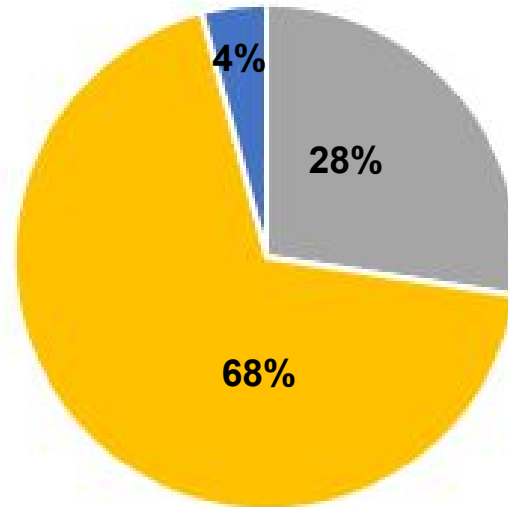
6-8



How well do you feel Grant School is preparing your child for his or her academic future?



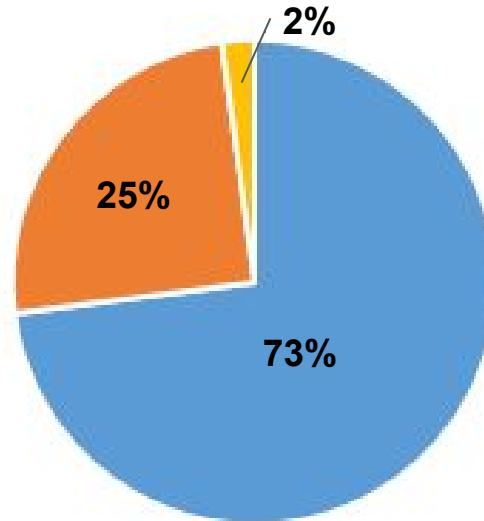
How well do you feel Grant School is preparing your child for his or her academic future?



96%

■ Not well at all ■ Mildly well ■ Fairly well ■ Extremely well ■ I don't know

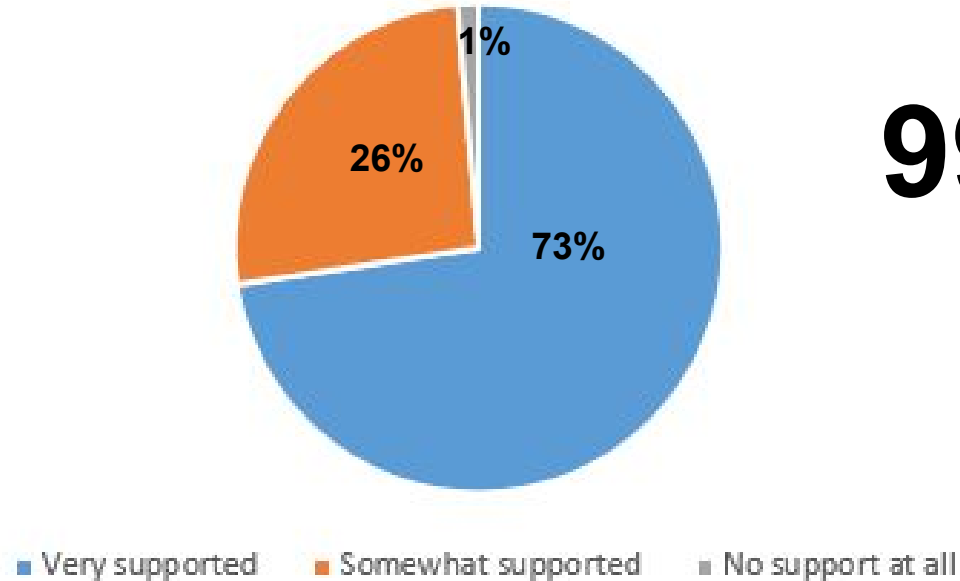
Do you feel confident that Grant provides the support needed to be successful at school?



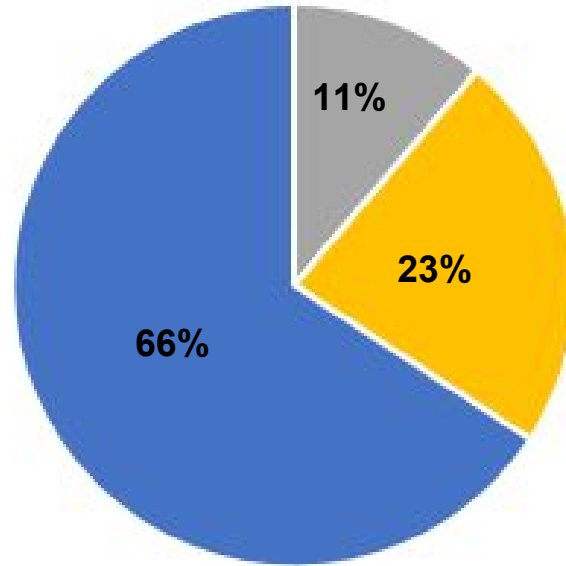
98%

■ Very supported ■ Somewhat supported ■ No support at all ■ I don't know

Do you feel confident that Grant provides the support needed to be successful at school?



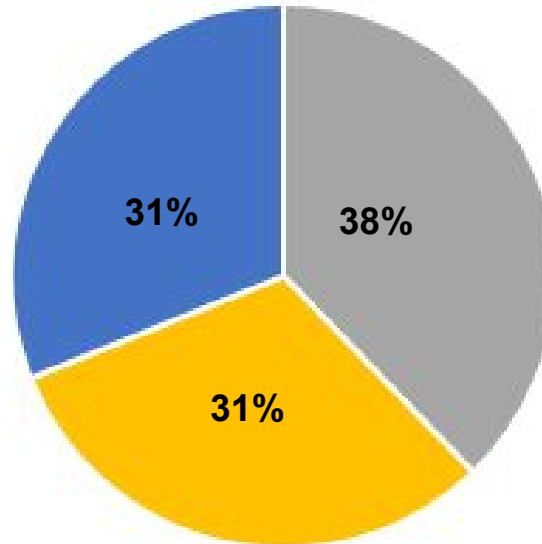
Does your child enjoy school?



89%

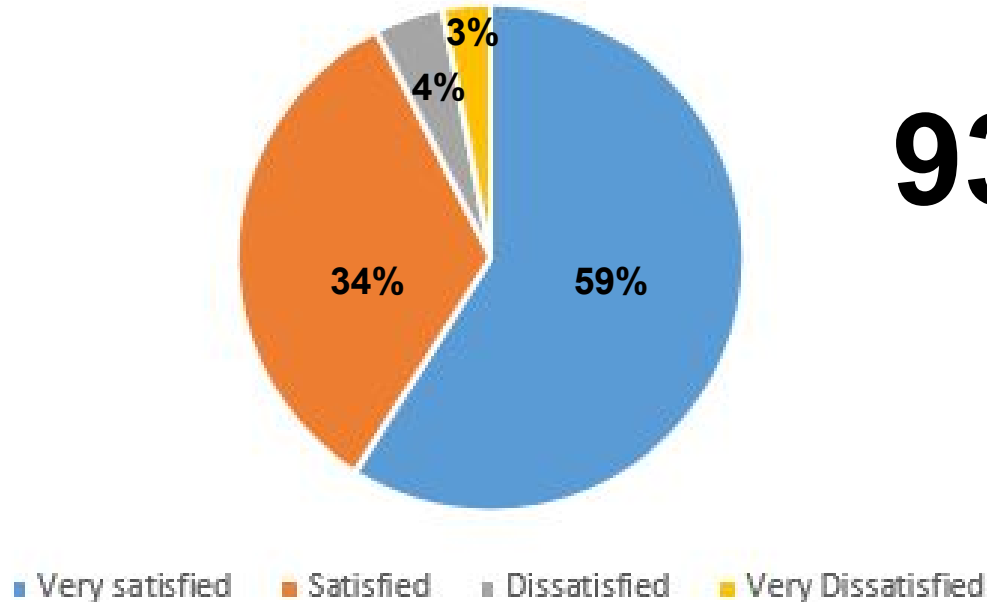
■ Almost never ■ Once in a while ■ Sometimes ■ Frequently ■ Almost all the time

Does your child enjoy school?

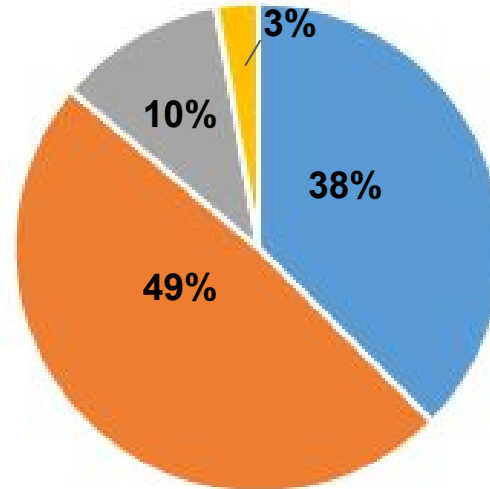


■ Almost never ■ Once in a while ■ Sometimes ■ Frequently ■ Almost all the time

Overall, are you satisfied with the communication between your child's teacher and your home?



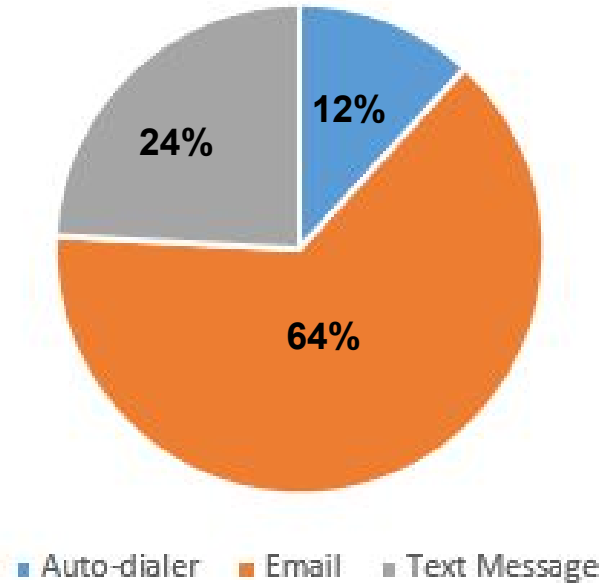
Overall, are you satisfied with the communication between your child's teacher and your home?



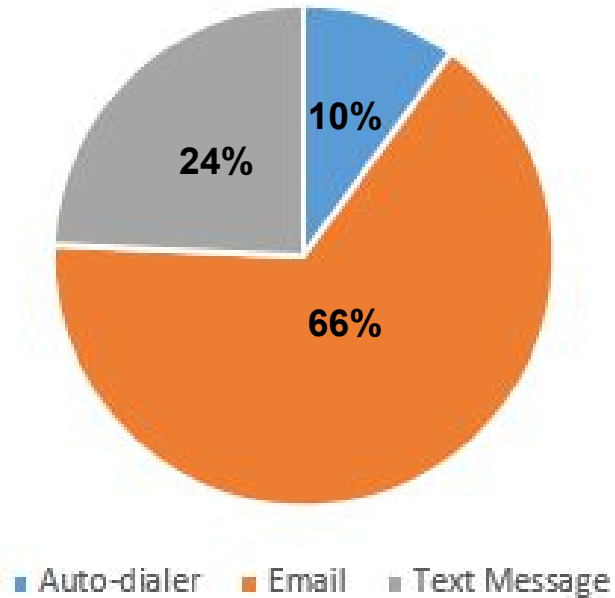
■ Very satisfied ■ Satisfied ■ Dissatisfied ■ Very Dissatisfied

87%

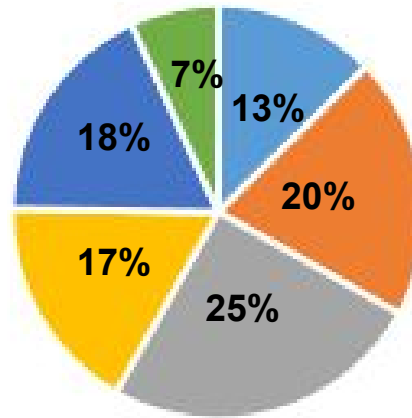
As a parent, what is your preferred method of communication?



As a parent, what is your preferred method of communication?

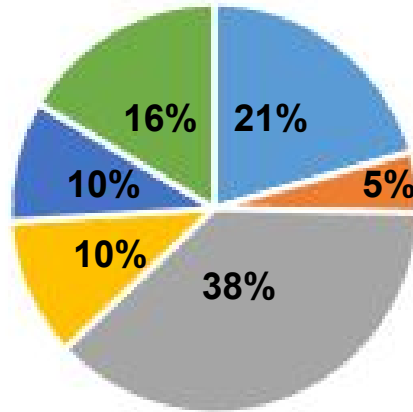


How do you get your information about what is happening at Grant School?



- District web site
- District Facebook Page
- Automated Dialer Message
- Newsletter
- My Student's Teacher
- Other (please specify)

How do you get your information about what is happening at Grant School?



- District web site
- District Facebook Page
- Automated Dialer Message
- Newsletter
- My Student's Teacher
- Other (please specify)

10.5 Summer Facility Project Planning



- ☐ Painting exterior
- ☐ Gym floor refinished
- ☐ Classroom maintenance and cleaning
- ☐ Stripping and waxing damaged floors all over school
- ☐ Clean carpet in every room and refinish hard floors
- ☐ Hard flooring for Daycare/Home School Room
- ☐ Repair broken sprinklers
- ☐ Repair drain pipes
- ☐ Improve drainage to daycare and staff room
- ☐ Power wash all sidewalks
- ☐ Bring in CDF fire crew to build retaining wall, clean up rock walkway, weed eat grounds, trim trees and bushes
- ☐ Rent lift for lights in MUR and palm tree trimming
- ☐ Repair and replace ballast and bulbs of exterior lighting and parking lots
- ☐ Paint parking lot lines, curbs and crossings
- ☐ Paint interior of identified classrooms
- ☐ Scrub kitchen floor and walls
- ☐ Wash and disinfect all restroom walls and floors

10.6 Summer Camp Program Overview



Background:

A brief description of the District's Summer Camp program will be provided to the Board. The Summer Camp is an extension of the District's Day Care program. The program provides a variety of activities for students and is open to all students in grades K-8, whether they attend Grant School or not. Highlights of the program include:

- Shasta Caverns
- Movies
- Aquatic Center
- Turtle Bay
- Bowling
- Viking Skate Country

In addition to these trips, enrichment classes (Art, Technology, etc.) will be provided as part of the program. The Summer Camp will be open from 7:00 to 6:00 Monday through Friday. To cover the costs of the program, the hourly rate will be \$4 (increase from \$3 in 2016) with a minimum of 8 hours.

10.7 Educator Effectiveness Update

Grant Elementary School District Educator Effectiveness Update		
Beginning balance	\$44,074	
Allowable Uses:	1) Support and mentoring, including, but not limited to, programs to meet teacher induction requirements. 2) Professional development, coaching, and support for teachers identified as needing improvement. 3) Professional development for teachers and administrators aligned to state adopted content standards. 4) Promote educator quality and effectiveness including training on mentoring and coaching certificated staff to support effective teaching.	
Fiscal Years:	Eligible for expenditures during 2015/16, 2016/17, 2017/18	
Professional Development:	\$5,071	Google Certification Math Council History Workshop Teaching Mindset Math Social Studies Workshop Restorative Practices Sub costs to support PD
Salary and benefits (projected)	\$26,345	.26 FTE Ed Tech Advisor
Estimated balance at year end:	\$6,881	



Grant Elementary School

5/15/2017

2016-2017

Enrollment by Teacher and Grade

Page 1

Teacher	-----1-----			-----K-----			-----1-----			-----2-----			-----3-----			-----4-----			-----5-----			-----6-----			-----7-----			-----8-----			-----ALL Grades-----		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
970 Beasley	-	-	-	2	-	2	-	-	-	1	-	1	-	1	1	-	-	-	-	-	-	2	-	2	-	-	-	2	-	2	7	1	8
041 Bennett	-	-	-	-	-	-	-	-	-	-	-	-	12	11	23	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	12	11	23
972 Bunton	12	11	23	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	12	11	23
021 Cogle	-	-	-	-	-	-	-	-	-	13	10	23	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	13	10	23
045 Crane	-	-	-	-	-	-	-	-	-	13	11	24	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	13	11	24
011 Cremeans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	14	14	28	-	-	-	-	-	-	-	14	14	28
084 Davis	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	11	15	26	-	-	-	-	11	15	26
012 Demsher	-	-	-	-	-	-	-	-	-	-	-	-	12	15	27	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	12	15	27
001 Duralia	-	-	-	9	14	23	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	9	14	23
071 Gingery	-	-	-	-	-	-	10	12	22	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	10	12	22
929 Gutierrez	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	12	14	26	-	-	-	-	-	-	-	-	-	-	-	-	12	14	26
033 Harvey	-	-	-	-	-	-	-	-	-	-	-	-	14	11	25	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	14	11	25
004 Heller	-	-	-	-	-	-	-	-	-	13	13	26	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	13	13	26
946 Henry	-	-	-	-	-	-	10	12	22	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	10	12	22
061 Johnson	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	13	15	28	-	-	-	-	-	-	-	13	15	28
051 Jorde	-	-	-	-	-	-	13	9	22	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	13	9	22
042 Kelley	-	-	-	-	-	-	-	-	-	-	-	-	12	15	27	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	12	15	27
063 Mailamo	-	-	-	-	-	-	8	14	22	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	8	14	22
091 McDougall	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	-	4	-	-	-	-	-	4	-	4
081 Morris	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	15	14	29	-	-	-	15	14	29
062 Murphy	-	-	-	9	15	24	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	9	15	24
964 Sharpe	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	11	14	25	-	-	-	-	-	-	-	-	-	-	-	-	11	14	25
967 Sutter	-	-	-	-	-	-	-	-	-	-	-	-	13	15	28	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	13	15	28
088 Thompson	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	15	11	26	-	-	-	-	-	15	11	26
052 Tuggle	-	-	-	10	13	23	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	10	13	23
082 Wilkinson	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	16	16	32	-	-	-	16	16	32
973 Williem	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	11	13	24	-	-	-	-	-	-	-	-	-	-	-	-	11	13	24
School Total:	12	11	23	30	42	72	28	38	66	40	30	70	39	36	75	37	45	82	34	41	75	29	29	58	30	26	56	33	30	63	312	328	640



**10.8
Enrollment
Update**

Grant Elementary School

5/18/2017

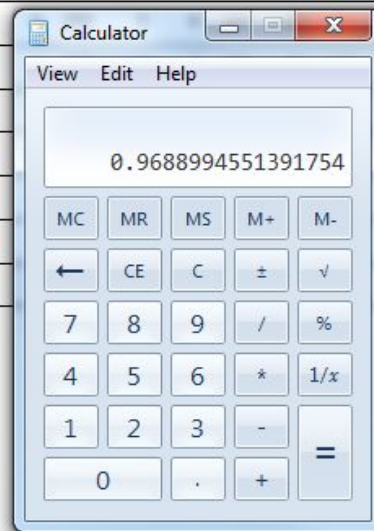
2016-2017

ATTENDANCE SUMMARY by Grade

Page 1

8/17/2016 through 5/18/2017

Grade	* Inactives:	Active:	Days Enrolled	Days Present	Exc Abs	Unex Abs	Exc Tdy	Unex Tdy	UNV	DR.	H-H	ILL	SAT	SUS	TDY	UNX	I-S	IS	TTT	HH
-1	0	23	3765	3648	96	21	25	2	1	8	0	96	0	0	17	20	5	0	2	0
0	2	72	12058	11628	326	104	256	14	3	37	0	326	0	0	219	101	112	0	14	0
1	1	66	11068	10702	287	79	169	15	1	27	0	287	0	0	142	78	129	13	15	0
2	1	70	11858	11473	293	92	206	9	4	29								5	9	0
3	5	75	12818	12404	359	55	229	12	4	36								2	12	0
4	4	82	13983	13623	277	83	238	10	1	61								4	10	0
5	2	75	12750	12329	355	66	195	9	4	59								0	9	0
6	3	58	9679	9412	205	62	94	2	0	44								3	2	0
7	3	56	9375	9114	201	60	112	8	1	64								3	8	0
8	2	63	10747	10406	252	89	136	9	0	76								0	9	0
School Totals:	23	640	108101	104739	2651	711	1660	90	19	441								30	90	0



**10.8
Enrollment
Update**

10.9 STAFF REPORTS



- **Certificated**
- **Classified**
- **Preschool Report**
- **Chief Business Official's Report**
- **Assistant Principal's Report**
- **Superintendent's Report**
- **Board Member Reports**

Next Board Meeting: June 15th, 2017