

River Oaks Elementary School



GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT

2010-2011 School Accountability Report Card

905 Vintage Oak Avenue Galt, CA 95632
(209) 745-4614

Lois Yount, Principal



Board of Education

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Data Sources

Data within the SARC was provided by Galt Joint Union Elementary School District, retrieved from the 2010-11 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

Mission and Vision Statement

Vision: We envision...

- A school where students will develop creative expression and individual talents.
- A school where everyone is physically and emotionally safe.
- A school where everyone takes responsibility for their own actions.
- A school where parents, community, staff and administrators encourage and support students to do their best.
- A school where all students are proficient or above on the California Content Standards.
- A school where students will be lifelong learners.
- A school where students are technologically literate and globally-minded.
- A school where students and staff communicate effectively and work cooperatively.
- A school where students practice the character traits and demonstrate the rights and responsibilities of good citizenship.
- A school where students show respect toward themselves and others regardless of differences.
- A school where students give to others and the greater community.

Mission: All students at River Oaks Elementary will meet or exceed the California Content Standards.

Core Values (belief statements that guide us)

- Children come first.
- All children can learn.
- We focus on data. (meeting/exceeding benchmarks)
- Our expectations and standards are high.
- Evaluation drives improvement.
- Collaboration and teamwork improves student achievement.
- We honor diversity.
- We act ethically and with integrity, and treat everyone with courtesy and respect.

Principal's Message

The River Oaks staff takes great pride in creating a culturally sensitive school environment that is safe, nurturing, caring, and intellectually challenging. High standards have been set for behavior and academics. Students are recognized and rewarded daily, weekly, and monthly for demonstrating the Eight Great Character Traits in their school work and personal interactions with adults and their peers. We feel it is important for students and parents to have a voice and to feel a sense of ownership and pride in their school. Students have many opportunities to participate in extracurricular activities such as: Student Council, Green Club, Cross-Age Tutoring, Band, Choir, and Safety Patrol. Parents are encouraged and welcomed to volunteer in and out of the classrooms. They support teachers and contribute to our positive school community in many ways. We are thankful for a very active and supportive PTA, English Language Advisory Committee, and SSC. Parent volunteers are crucial to the success of many of our extracurricular activities offered to our students.

The teachers and support staff at River Oaks are dedicated to student achievement towards meeting grade level standards. All students are challenged to meet individual goals and to perform to the best of their abilities. Teachers, specialists, and administration collaborate on a regular basis in order to facilitate a standards-based education for all learners. Careful and precise data analysis of state and local assessments drive instruction and the needs for enrichment and remedial interventions. We are proud to report that River Oaks has been recognized as a California Distinguished School 1995, 2002, and 2008.

School Profile

River Oaks Elementary School is one of six schools in the Galt Joint Union Elementary School District. River Oaks Elementary is located in the northeast section of Galt. In 2010-11, River Oaks Elementary School enrolled 657 kindergarten through sixth grade students. Student demographics are illustrated in the chart.

Student Enrollment by Ethnic Group	
2010-11	
	Percentage
African American	1.1%
American Indian	0.5%
Asian	1.8%
Filipino	1.5%
Hispanic or Latino	52.1%
Pacific Islander	-
White	42.2%
Two or More	0.3%
None Reported	0.6%

Discipline & Climate for Learning

It is our goal at River Oaks Elementary to create a safe learning environment that is conducive to high student achievement. Character traits of respect, responsibility, caring, citizenship, planning and decision making, problem solving, integrity, and honesty are integrated into our classroom curriculum through direct instruction, classroom discussions, and references to characters in literature and history. All adults are expected to model appropriate use of the character traits in their interactions with children, parents and colleagues.

Students observed using the character traits appropriately are recognized in many ways. Individuals receiving Character Trait Cards are included in the weekly grade-level drawing for prizes. Classes remaining referral-free for the week receive a Rocket Card that is placed on the Classroom Rocket Chart. Positive cafeteria coupons are also placed on the Classroom Rocket Chart. When the chart is full, the class earns a special celebration with the principal. Students are honored for exemplary academic achievement, excellence in music, physical education, extracurricular activities, school attendance, and service to the community at monthly sing-a-longs and trimester awards assemblies. The Student Council recommends school improvements to the principal and inspires school spirit through school-wide activities and spirit days.

The suspensions and expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions						
	School			District		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	30	34	28	469	395	369
Suspension Rate	4.4%	4.7%	4.3%	11.2%	9.6%	9.3%
Expulsions	0	0	1	13	15	18
Expulsion Rate	0.0%	0.0%	0.2%	0.3%	0.4%	0.5%

Parent Involvement

Students and parents have many different opportunities to become involved in the school. We have a very active and supportive PTA and English Language Advisory Committee (ELAC) group that meet monthly to make decisions on how to best support the students and school. Annually, PTA organizes a Harvest Festival, Family Craft Night, Family Movie Nights, Family Reading Night, Jog-a-Thon, and Holiday Store.

Our ELAC organizes a delicious Mexican Dinner for our families during Open House in May. Students have the opportunity to participate in Student Council, Band, Choir, Safety Patrol, and Peer-Tutoring.

Curriculum Development

All training and curriculum development at River Oaks Elementary School revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

Class Size

The chart shows average class size by grade level, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	09	10	11	09	10	11	09	10	11	09	10	11
By Grade Level												
K	20	21	21	4	1	2	-	3	2	-	-	-
1	20	17	18	5	5	5	-	-	-	-	-	-
2	19	19	19	6	5	5	-	-	-	-	-	-
3	18	24	24	5	-	-	-	4	4	-	-	-
4	30	31	31	-	-	-	3	3	3	-	-	-
5	30	31	31	-	-	-	3	3	3	-	-	-
6	29	30	31	-	-	-	3	4	4	-	-	-
4-8	31	-	31	-	-	-	1	-	10	-	-	-
K-3	-	-	19	-	-	12	-	-	6	-	-	-
3-4	-	-	27	-	-	-	-	-	7	-	-	-

Enrollment & Attendance

Regular attendance and punctuality are necessary parts of the learning process and are critical to academic success. In addition, school districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities including notification of when and why students are absent. Independent study is available for students that require extended leaves from school.

Regular daily attendance is a priority at River Oaks Elementary School. Absence reports are regularly reviewed by the school's secretary. Parents are advised of absences through phone calls, letters, and if necessary, home visits. Those students who continue to exhibit excessive absences are directed to the appropriate authorities including the School Attendance Review Board. This chart illustrates the enrollment trend by grade level for the past three school years.

Enrollment Trend by Grade Level			
	2008-09	2009-10	2010-11
K	87	84	82
1st	81	103	87
2nd	99	96	95
3rd	95	99	95
4th	96	105	93
5th	117	98	106
6th	110	134	99

Contact Information

Parents who wish to participate in River Oaks Elementary School's leadership teams, school committees, or become a volunteer may contact the school office at (209) 745-4614. The district's website (www.galt.k12.ca.us) provides a variety of resources for parents, students and community members.

Instructional Time

For the 2010-11 school year, all instructional time either met or exceeded the daily instructional minute requirements specified in the California Education Code. The table displays a comparison of the number of instructional minutes offered at the school as compared to the state requirement for each grade level.

Instructional Minutes By Grade Level		
	Minutes Required	Actual Minutes
K	36,000	36,000
1st	50,400	53,930
2nd	50,400	53,930
3rd	50,400	53,980
4th	54,000	55,290
5th	54,000	55,680
6th	54,000	55,340

Counseling & Support Staff

It is the goal of River Oaks Elementary to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure.

In addition to a rich core curriculum, our special programs include Bilingual Classrooms, half-time Resource Specialist, half-time Outreach Specialist, five Special Day Classes which include two classes for children with Autism, Physical Education, Choral Music, and Band. Gifted and Talented Education (GATE) is provided in the classroom to qualifying students using an integrated approach. The table lists the support service personnel available at River Oaks Elementary.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Bilingual Teacher	8	8.0
Health Aide	1	1.0
Library Technician	1	0.5
Psychologist	1	0.5
Resource Teacher	1	0.5
RSP Aide	1	0.5
SDC Aide	14	14.0
Special Day Class (SDC) Teacher	5	5.0
Speech and Language Specialist	2	2.0

Instructional Materials

Galt Joint Union Elementary held a Public Hearing on October 06, 2011, and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available.

Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	English/ Language Arts	Houghton Mifflin- A Legacy of Literature	2003	Yes	0.0%
6th	English/ Language Arts	Prentice Hall- Timeless Voices, Timeless Themes	2002	Yes	0.0%
6th	History/ Social Science	Glencoe/ McGraw Hill- Discovering our Past	2006	Yes	0.0%
K-5	History/ Social Science	MacMillian/ McGraw Hill- California Vistas	2006	Yes	0.0%
K-6	Mathematics	Houghton Mifflin- California Math	2009	Yes	0.0%
6th	Science	Glencoe/ McGraw Hill- Science Focus	2007	Yes	0.0%
K-5	Science	Pearson Scott Foresman- California Science	2007	Yes	0.0%

Library Information

The school's library, staffed by a part-time library technician, provides an extensive variety of reference and special interest materials, in addition to hundreds of educational and recreational books. Students visit the library on a weekly basis with their classes and are encouraged to visit before and after school.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the city of Galt and Sacramento, which contain numerous computer workstations.

Computer Resources

All classrooms have at least one computer that is connected to the Internet. River Oaks Elementary also has pods connected to classrooms with 10 computers in each. A computer lab is also located on campus with 30 computers. Computer skills and concepts are integrated throughout standard curriculum which helps to prepare students for technological growth and other opportunities. Students have been trained in the following programs: Lexia, Accelerated Reader, and STAR Reading Test.



Safe School Plan

The district has developed a comprehensive emergency plan in conjunction with the Galt Police and Fire Departments, which describes specific procedures for all types of emergencies. The plan is updated every fall and spring. An "Emergency Handbook", kept in the office, outlines the plan of action for emergencies such as earthquakes, fires, floods and chemical spills. School sites have an evacuation plan, as well as an emergency phone tree, in place should they be needed. Emergency drills are conducted regularly. Periodic, random school safety inspections are conducted by the Schools Insurance Authority of Sacramento County. Visitors to the campus are required to check in and out at the office to receive a badge. Parents are encouraged to volunteer on campus.

California Standards Test (CST)

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/ language arts, mathematics, social science, and science, for the most recent three-year period.

California Standards Test (CST)									
Subject	School			District			State		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
English/Language Arts	66	65	68	53	58	61	49	52	54
Mathematics	71	74	75	55	62	62	46	48	50
Science	66	75	75	63	70	73	50	54	57
History/Social Science	*	*	*	44	55	59	41	44	48

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	61	62	73	59
School	68	75	75	*
African American/ Black	*	*	*	*
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	55	66	53	*
Pacific Islander	*	*	*	*
White	81	85	90	*
Males	68	77	76	*
Females	68	73	74	*
Socioeconomically Disadvantaged	56	66	54	*
English Learners	35	47	27	*
Students with Disabilities	54	54	*	*
Migrant Education	50	58	*	*
Two or More Races	*	*	*	*

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Academic Performance Index (API)

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the most recent Growth API at the school, district, and state level.

Growth API						
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	467	868	2,994	825	4,683,676	778
Hispanic or Latino	230	814	1,606	788	2,406,749	729
White	215	922	1,164	868	1,258,831	845
Socioeconomically Disadvantaged	262	815	1,813	785	2,731,843	726
English Learners	179	813	1,010	761	1,521,844	707
Students with Disabilities	81	730	471	688	521,815	595

API School Results			
	2008	2009	2010
Statewide	9	8	8
Similar Schools	10	9	10
Group	08-09	09-10	10-11
All Students at the School			
Actual API Change	-25	2	11
Hispanic or Latino			
Actual API Change	-32	-1	13
White			
Actual API Change	-13	20	7
Socioeconomically Disadvantaged			
Actual API Change	-42	7	13
English Learners			
Actual API Change	-40	19	23

Adequate Yearly Progress (AYP)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for mathematics and English/language arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/language arts (ELA) and mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring for students and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	No		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Physical Performance Testing

In the spring of each year, River Oaks Elementary is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Trunk Extension Strength, Abdominal Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the Healthy Fitness Zone (HFZ). The results are displayed in the chart.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2011-2012	2009-2010
Year in PI (2011-12)	Year 1	Year 3
# of Schools Currently in PI	-	4
% of Schools Identified for PI	-	66.67%

Percentage of Students in Healthy Fitness Zone 2010-11			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	13.6%	27.3%	36.4%

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Teacher Assignment

River Oaks Elementary School recruits and employs the most qualified credentialed teachers. For the 2010-11 school year, River Oaks Elementary School had 35 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status				
	School			District
	08-09	09-10	10-11	10-11
Fully Credentialed	37	33	35	194
Without Full Credentials	2	0	1	1
Working Outside Subject	0	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2011-12 school year, the most current data are reported.

Misassignments/Vacancies				
	09-10	10-11	11-12	
Misassignments of Teachers of English Learners	0	0	0	
Misassignments of Teachers (other)	0	0	0	
Total Misassignments of Teachers	0	0	0	
Vacant Teacher Positions	0	0	0	

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	N/A	N/A

Staff Development

Staff development is an important part of the planned school program at River Oaks Elementary School. The school's teachers and support staff are committed to keeping up to date on the latest educational developments. The district did offer 2 staff development days in 2010-11. The district did not offer any staff development days in 2009-10 and offered 3 in 2007-08.

New teachers and teachers seeking additional assistance are supported by BTSA providers. They meet regularly with an experienced mentor to discuss their successes and challenges and new ideas for their classrooms.

School Facilities

River Oaks Elementary opened in 1992 and is comprised of 18 permanent classrooms, 16 portable classrooms, one multipurpose room, one library, a staff lounge, one computer lab, and two playgrounds. Some of the school's recent repairs include two new portables and a new trailer that was added to the campus. Recent updating to the campus included new paint inside the cafeteria in the summer of 2009.

The table shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions				
Date of Last Inspection: 10/06/2011				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)		X		Replace and paint rotten siding
External (Grounds, Windows, Doors, Gates, Fences)	X			

Cleaning Process

The principal works daily with the custodial staff of three to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service, and highest priority is given to emergency repairs.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2011-12 school year, Galt Elementary School District budgeted \$52,000 for the deferred maintenance program. This represents .17% of the district's general fund budget. The district approved the repair or replacement of carpets as a deferred maintenance project for Marengo Ranch, River Oaks, Valley Oaks, and Vernon Greer in 2011-12.

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on 2009-10 financial statements).

Teacher & Administrative Salaries

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at www.cde.ca.gov.

Average Teacher Salaries	
School & District	
School	\$61,851
District	\$64,340
Percentage of Variation	-3.87%
School & State	
All Elementary School Districts	\$65,524
Percentage of Variation	-5.61%

Average Salary Information		
Teachers - Principal - Superintendent		
2009-10		
	District	State
Beginning Teachers	\$37,205	\$41,183
Mid-Range Teachers	\$59,566	\$63,647
Highest Teachers	\$75,223	\$80,955
Elementary School Principals	\$98,539	\$102,400
Middle School Principals	\$100,407	\$106,158
High School Principals	-	\$124,133
Superintendent	\$143,310	\$151,742
Salaries as a Percentage of Total Budget		
Teacher Salaries	45.8%	41.5%
Administrative Salaries	5.2%	6.2%

District Expenditures

Galt Joint Union Elementary School District spent an average of \$7,867 to educate each student (based on 2009-10 audited financial statements). The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$7,823
From Restricted Sources	\$2,741
From Unrestricted Sources	\$5,082
District	
From Unrestricted Sources	\$5,324
Percentage of Variation between School & District	-4.55%
State	
From Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-6.84%

District Revenue Sources

In addition to general state funding, Galt Joint Union Elementary School District receives state and federal funding for the following categorical funds and other support programs:

- Title I - Improving Academic Achievement of the Disadvantaged
- Title II, part A - Preparing, Training, Recruiting, Highly Qualified Teachers and Administrators
- Title II, part D - Enhancing Education Through Technology
- Title II - Instruction for Limited English Proficient Students
- Title IV - Safe and Drug Free Schools and Communities
- McKinney - Vento Homeless Education
- Economic Impact Aid
- After School Education and Safety
- Maintenance & Operations
- Transportation
- Special Education