

# River Oaks Elementary School



## GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT

### 2011-2012 School Accountability Report Card

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

Lois Yount, Principal



#### 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, Cross-Age Tutoring, Band, Running Clubs, 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 School Site Council. 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 in 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 2011-12, River Oaks Elementary School enrolled 667 kindergarten through sixth grade students.

#### Board of Education

Kevin Papineau  
Board President

Wesley B. Cagle  
Vice President

Grace Malson  
Clerk

John Gordon  
Board Representative

Matthew Giblin  
Board Representative

##### Data Sources

Data within the SARC was provided by Galt Joint Union Elementary School District, retrieved from the 2011-12 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.

Student demographics are illustrated in the chart.

<b>Student Enrollment by Ethnic Group</b>	
<b>2011-12</b>	
	Percentage
African American	0.4%
American Indian	-
Asian	2.2%
Filipino	1.3%
Hispanic or Latino	56.1%
Pacific Islander	0.1%
White	38.2%
Two or More	1.0%
None Reported	0.4%

## 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.

<b>Suspensions &amp; Expulsions</b>						
	<b>School</b>			<b>District</b>		
	09-10	10-11	11-12	09-10	10-11	11-12
Suspensions	34	28	26	395	369	296
Suspension Rate	4.7%	4.3%	3.9%	9.6%	9.3%	7.7%
Expulsions	0	1	1	15	18	10
Expulsion Rate	0.0%	0.2%	0.1%	0.4%	0.5%	0.3%

## 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 attendance secretary and principal. 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.

<b>Enrollment Trend by Grade Level</b>			
	2009-10	2010-11	2011-12
K	84	82	88
1st	103	87	91
2nd	96	95	87
3rd	99	95	99
4th	105	93	90
5th	98	106	103
6th	134	99	109

## Class Size

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

<b>Class Size Distribution</b>												
	<b>Average Class Size</b>			<b>Classrooms Containing:</b>								
				<b>1-20 Students</b>			<b>21-32 Students</b>			<b>33+ Students</b>		
	10	11	12	10	11	12	10	11	12	10	11	12
<b>By Grade Level</b>												
K	21	17	18	1	5	5	3	-	-	-	-	-
1	17	21	22	5	5	4	-	-	1	-	-	-
2	19	20	21	5	4	5	-	2	-	-	-	-
3	24	23	17	-	-	6	4	5	-	-	-	-
4	31	23	28	-	1	-	3	3	3	-	-	-
5	31	32	27	-	-	1	3	1	3	-	2	-
6	30	30	28	-	-	1	4	3	-	-	-	3
K-3	-	19	-	-	12	-	-	6	-	-	-	-
3-4	-	27	-	-	-	-	-	7	-	-	-	-

## Instructional Time

For the 2011-12 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.

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

## 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.

## Instructional Materials (School Year 2012-13)

Galt Joint Union Elementary held a Public Hearing on October 24th, 2012, 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.

## 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: 08/24/2012				
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			
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 are 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 2012-13 school year, Galt Elementary School District budgeted \$520,000 for the deferred maintenance program.

This represents 0.18% 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 2012-13.

## 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 intruder lockdowns, 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 monthly. 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.

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.

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>.

## 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 regularly to make decisions on how to best support the students and school. Annually, PTA organizes a Harvest Festival, 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, Safety Patrol, and Peer-Tutoring.

## Physical Performance Testing (School Year 2011-12)

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).

California Standards Test (CST)									
Subject	School			District			State		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
English/Language Arts	65	68	69	58	61	63	52	54	56
Mathematics	74	75	73	62	62	63	48	50	51
Science	75	75	62	70	73	71	54	57	60
History/Social Science	*	*	*	55	59	66	44	48	49

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

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	63	63	71	66
School	69	73	62	*
African American/ Black	*	*	*	*
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	60	62	47	*
Pacific Islander	*	*	*	*
White	81	87	85	*
Males	65	72	65	*
Females	73	73	59	*
Socioeconomically Disadvantaged	59	64	43	*
English Learners	38	40	*	*
Students with Disabilities	43	43	*	*
Migrant Education	55	60	*	*
Two or More Races	*	*	*	*

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

Percentage of Students in Healthy Fitness Zone			
2011-12			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	10.6%	27.9%	29.8%

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

## 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.

API School Results			
	2009	2010	2011
Statewide	8	8	8
Similar Schools	9	10	10
Group	09-10	10-11	11-12
All Students at the School			
Actual API Change	2	11	-8
Hispanic or Latino			
Actual API Change	-1	13	-3
White			
Actual API Change	20	7	-1
Socioeconomically Disadvantaged			
Actual API Change	7	13	2
English Learners			
Actual API Change	19	23	-13

2012 Growth API Comparison						
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	463	860	2,932	831	4,664,264	788
Hispanic or Latino	252	811	1,601	796	2,425,230	740
White	189	921	1,134	873	1,221,860	853
Socioeconomically Disadvantaged	296	817	1,878	797	2,779,680	737
English Learners	191	800	1,023	772	1,530,297	716
Students with Disabilities	88	729	504	686	530,935	607

## Adequate Yearly Progress (AYP) (School Year 2011-12)

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)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	Yes	Yes
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	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.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2011-2012	2009-2010
Year in PI (2012-13)	Year 2	Year 3
# of Schools Currently in PI	-	4
% of Schools Identified for PI	-	66.67%



## Teacher Assignment

River Oaks Elementary School recruits and employs the most qualified credentialed teachers. For the 2011-12 school year, River Oaks Elementary School had 35 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

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 2012-13 school year, the most current data are reported.

*Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.*

	Teacher Credential Status			
	School			District
	09-10	10-11	11-12	11-12
Fully Credentialed	33	35	35	191
Without Full Credentials	0	1	0	0
Working Outside Subject	0	0	0	0

Misassignments/Vacancies			
	10-11	11-12	12-13
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## Highly Qualified Teachers (School Year 2011-12)

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. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

*Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 25 percent or less.*

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 offered three staff development days in 2011-12, two days in 2010-11, and three days in 2009-10.

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.

## Counseling & Support Staff (School Year 2011-12)

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

## Teacher & Administrative Salaries (Fiscal Year 2010-11)

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 district's 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](http://www.cde.ca.gov).

## School Site Teacher Salaries (Fiscal Year 2010-11)

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 2010-11 financial statements).

Average Teacher Salaries	
School & District	
School	\$63,855
District	\$65,728
Percentage of Variation	-2.85%
School & State	
All Elementary School Districts	\$65,598
Percentage of Variation	-2.66%

## District Expenditures (Fiscal Year 2010-11)

Galt Joint Union Elementary School District spent an average of \$7,677 to educate each student (based on 2010-11 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. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, are not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

## District Revenue Sources (Fiscal Year 2011-12)

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 – Preparing, Training, Recruiting Highly Qualified Teachers and Administrators
- Title III – Instruction for Limited English Proficient Students
- Economic Impact Aid
- After School Education and Safety
- Transportation
- Special Education
- Maintenance and Operations
- LEA Corrective Action

## 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](http://www.galt.k12.ca.us)) provides a variety of resources for parents, students and community members.

### Average Salary Information Teachers - Principal - Superintendent 2010-11

	District	State
Beginning Teachers	\$37,205	\$40,962
Mid-Range Teachers	\$59,566	\$63,212
Highest Teachers	\$75,223	\$80,545
Elementary School Principals	\$98,513	\$102,057
Middle School Principals	\$101,827	\$106,108
High School Principals	-	\$110,838
Superintendent	\$142,019	\$152,557
Salaries as a Percentage of Total Budget		
Teacher Salaries	47.6%	40.7%
Administrative Salaries	5.0%	6.1%

### Expenditures per Pupil

School	
Total Expenditures Per Pupil	\$7,753
From Supplemental/Restricted Sources	\$2,716
From Basic/Unrestricted Sources	\$5,037
District	
From Basic/Unrestricted Sources	\$5,349
Percentage of Variation between School & District	-5.83%
State	
From Basic/Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-7.66%