

Marengo Ranch Elementary School



GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT

2010-2011 School Accountability Report Card

1000 Elk Hills Drive Galt, CA 95632

(209) 745-5470

Terry Metzger, 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 & Vision Statement

Mission: We provide Marengo Ranch students with the skills, opportunities and experiences to achieve their highest potential in academics, citizenship and personal growth.

Vision: Marengo Ranch will continually foster a school community that is safe, responsible, kind and respectful. We will meet the multi-level needs of all our children allowing them to achieve their full potential. We believe learning should take place in a thinking, meaning-centered, standards based environment, holding literacy as our highest priority. Our approach to learning encourages problem solving that guides children toward taking responsibility for themselves and their actions. Marengo Ranch Elementary will provide clear and high expectations for the entire school community.

Principal's Message

We care about what is best for children and families, and pour our energies into making Marengo Ranch a positive and safe environment in which students can realize academic success. Our staff of 80 believes in continuous improvement and goes about the business of educating children with both enthusiasm and genuine concern for making a difference in the world.

We are proud that one of the most frequently heard compliments we receive from Marengo Ranch visitors is that our campus is inviting and accepting of everyone who walks through our doors. We believe that this atmosphere is critical to the emotional well-being of our students, which in turn, helps those students be academically successful. Innovative programs such as Friday Sing, Extended-Day ELD Kindergarten, "After School Academies", Greet Squad, Readers' Challenge and Student Leadership provide opportunities for students and families.

Evidence of academic growth can be seen in our API and AYP scores, student achievement on state, district and local assessments, reclassification rates of English Learners, and CELDT scores. Additionally, student performance is monitored through careful analysis of student progress toward benchmarks at academic conferences attended by teachers, specialists, coaches, and administrators. Specialists support teachers in the areas of Reading, English Language Development, Speech, Physical Education, Adaptive Physical Education, Music (Classroom, Instrumental and Choral) and Resource for Special Education students. We have five special day classes on our campus, which are regularly mainstreamed with our regular education programs. Three Emotionally Disturbed (ED), one Learning Handicapped (LH), and one Severely Handicapped (SH) classroom enrich our campus and help students to respect others, regardless of physical or learning challenges.

Teacher professional growth is also highly regarded at Marengo Ranch. Our teachers are actively involved in district committees and other professional development activities, and are known for being leaders in education.

School Profile

Marengo Ranch Elementary School is one of six schools in the Galt Joint Union Elementary School District. Marengo Ranch Elementary opened in 1997 with 350 students and experienced rapid growth for six years. In 2010-11, Marengo Ranch Elementary School enrolled 657 students from kindergarten through 6th grade. Student demographics are illustrated in the chart.

Discipline & Climate for Learning

Marengo Ranch Elementary uses a School-wide Discipline Plan, including Daily Behavior Lessons (Focus of the Day). Classes are recognized as "Mighty Monarchs" if they have no behavior problems during a week.

Our Character Education program focuses on the Eight Great Traits with a "Caught You Being Good" reinforcement system. Students can redeem CYBGs for drawings or a trip to the "Five Up High Café".

Student Enrollment by Ethnic Group

2010-11

	Percentage
African American	2.9%
American Indian	0.6%
Asian	3.5%
Filipino	1.5%
Hispanic or Latino	44.7%
Pacific Islander	1.2%
White	44.1%
Two or More	0.3%
None Reported	1.1%

Students who are exemplary models of each trait are recognized at our bi-monthly Friday Sings, which are positive, community-building events. Marengo Ranch Elementary was recognized with a California State School of Character Award in 2008.

Principal's Pats on the Back are used for daily reinforcement of academic successes. In addition, Trimester Awards Assemblies recognize students for service, attendance, academic and physical fitness achievement. We also hold monthly perfect attendance celebrations for students who are on time and stay all day for every day of the month.

Student Leadership and Service Teams provide opportunities for students to "give back" to their school and community through a variety of service learning projects and activities.

We participate in community efforts to recognize exemplary students by publishing students' names who receive academic or attendance honors in the local newspaper.

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	21	27	18	469	395	369
Suspension Rate	3.2%	4.1%	2.7%	11.2%	9.6%	9.3%
Expulsions	0	1	0	13	15	18
Expulsion Rate	0.0%	0.2%	0.0%	0.3%	0.4%	0.5%

Parent & Community Involvement

Parents are encouraged to participate in their child's education by monitoring homework through student planners (4th through 6th grade) and teacher communication through newsletters, email and phone calls. The school also seeks parental participation in PTA (Parent Teacher Association), ELAC (English Language Advisory Committee), School Site Council and GATE meetings. Events such as Family Math and Science Night, Celebrate Reading Night, Pancake Breakfast, and Spring Fling are opportunities for parent involvement. Parents are enthusiastic about doing their part to create a great school.

The school also has community partnerships with Wells Fargo Bank, Pizza Guys, Target, Project Heart, Head, Hands (H3), It's A Grind, Consummes River Preserve, and MacFarland Ranch.

Curriculum Development

All training and curriculum development at Marengo Ranch 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.

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 who require extended leaves from school.

Over the past few years, Marengo Ranch has focused on improving student attendance. Students are taught from the first day of school that they must be here "on time, every day, for the whole day" to earn perfect attendance. Students earn "spirit tags" for monthly perfect attendance, and are recognized for each trimester and year at awards assemblies.

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.

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	19	20	4	4	4	-	-	-	-	-	-
1	20	19	20	4	4	3	-	-	1	-	-	-
2	20	23	22	5	-	-	-	4	4	-	-	-
3	20	18	18	4	-	5	-	-	-	-	-	-
4	29	33	33	-	-	-	3	1	-	-	2	3
5	30	29	30	-	-	-	3	3	3	-	-	-
6	30	30	31	-	-	-	4	-	3	-	-	-
K-3	20	-	-	1	-	-	-	-	-	-	-	-
K-3	-	-	20	-	-	12	-	-	5	-	-	-
3-4	-	-	24	-	-	5	-	-	-	-	-	3
4-8	-	-	31	-	-	-	-	-	6	-	-	3

Class Size

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

Enrollment Trend by Grade Level			
	2008-09	2009-10	2010-11
K	79	81	84
1st	84	86	88
2nd	94	95	81
3rd	102	98	106
4th	93	111	96
5th	92	92	102
6th	121	98	100

Contact Information

Parents who wish to participate in Marengo Ranch Elementary School's leadership teams, school committees, or become a volunteer may contact the school office at (209) 745-5470. The district's website (www.galt.k12.ca.us) provides a variety of resources for parents, students and community members.



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

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	53,930
4th	54,000	55,290
5th	54,000	55,110
6th	54,000	55,110

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	MacMillan/ 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 and computer lab are staffed by a full-time library media assistant. The library provides an extensive variety of reference and special interest materials, in addition to thousands of educational and recreational books. Students in all grades visit the library on a weekly basis with their classes. Open library time for all grades is daily from 8:40-9:20am and 2:30-3:00pm.

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 two computers that are connected to the Internet. Classroom buildings with a center pod have access to seven additional computers. Marengo Ranch Elementary also has one computer lab with 20 computers. There are scanners, digital cameras, and color printers in addition to other equipment. 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: Microsoft Office Suite, Lexia, and Accelerated Reader/STAR.

School Facilities

Built in 1997, Marengo Ranch Elementary is comprised of 18 permanent classrooms, 21 portable classrooms, one multipurpose room, one library, one staff lounge, one computer lab and three center pods with mini-computer labs, and three playgrounds. School pride shows through the care of our facilities by staff, students and parents. Students walk on walkways rather than the grass, classes have adopted flower beds and we have held family tree-planting events. The facility is used by many community organizations on a year-round basis. Recently completed facility improvements include a new computer lab.

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			
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 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

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.

Counseling & Support Staff

Teachers have received training in differentiated instruction and have many resources available for meeting the needs of a variety of learners within our adopted and supplemental curricula. Students who are identified as Gifted and Talented (GATE) receive opportunities to gain depth and breadth in their learning through extension activities, curriculum compacting and learning contracts.

English Learners receive 40 minutes of English Language Development (ELD) daily. Students who qualify for special education services are placed into appropriate instructional programs by an IEP team. A variety of interventions are offered for students who are considered "at-risk" of retention, or are performing below grade level standards. These interventions include after school tutoring, cross-age tutoring and small group instruction. The table lists the support service personnel available at Marengo Ranch Elementary.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Bilingual Aide	4	2.5
Curriculum Coach	2	1.6
Health Aide	1	1.0
Instructional Assistants	4	2.0
Library Media Assistant	1	1.0
Nurse	1	0.1
Psychologist	1	0.3
Resource Teacher	1	1.0
SDC Aide	10	10.0
Special Day Class (SDC) Teacher	5	5.0
Speech and Language Specialist	2	1.5

Physical Performance Testing

In the spring of each year, Marengo Ranch 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).

Percentage of Students in Healthy Fitness Zone			
2010-11			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	14.0%	29.0%	33.0%

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

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>.

California Standards Test (CST)									
Subject	School			District			State		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
English/Language Arts	58	61	61	53	58	61	49	52	54
Mathematics	61	68	70	55	62	62	46	48	50
Science	59	69	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.

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	61	62	73	59
School	61	70	75	*
African American/ Black	33	33	*	*
American Indian	*	*	*	*
Asian	54	77	*	*
Filipino	*	*	*	*
Hispanic or Latino	53	62	68	*
Pacific Islander	*	*	*	*
White	68	77	84	*
Males	57	69	80	*
Females	65	71	68	*
Socioeconomically Disadvantaged	49	59	62	*
English Learners	14	45	*	*
Students with Disabilities	46	63	64	*
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

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

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.

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.

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%

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	460	841	2,994	825	4,683,676	778
Black or African American	11	664	71	805	317,856	696
Asian	13	841	51	909	398,869	898
Hispanic or Latino	199	804	1,606	788	2,406,749	729
White	215	880	1,164	868	1,258,831	845
Socioeconomically Disadvantaged	232	789	1,813	785	2,731,843	726
English Learners	89	787	1,010	761	1,521,844	707
Students with Disabilities	90	761	471	688	521,815	595

API School Results			
	2008	2009	2010
Statewide	6	6	7
Similar Schools	2	4	7
Group	08-09	09-10	10-11
All Students at the School			
Actual API Change	22	23	14
Hispanic or Latino			
Actual API Change	15	23	21
White			
Actual API Change	9	30	9
Socioeconomically Disadvantaged			
Actual API Change	40	27	23
English Learners			
Actual API Change	-	41	33
Students with Disabilities			
Actual API Change	-35	69	66

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	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

Teacher Assignment

Marengo Ranch Elementary School recruits and employs the most qualified credentialed teachers. For the 2010-11 school year, Marengo Ranch Elementary School had 31 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 2011-12 school year, the most current data are reported.

Teacher Credential Status				
	School			District
	08-09	09-10	10-11	10-11
Fully Credentialed	33	29	31	194
Without Full Credentials	2	0	0	1
Working Outside Subject	0	0	0	0

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 Marengo Ranch 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 2008-09.

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.

Teacher & Administrative Salaries

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for district's 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 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%

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 2008-09 financial statements).

Average Teacher Salaries	
School & District	
School	\$65,379
District	\$64,340
Percentage of Variation	1.61%
School & State	
All Elementary School Districts	\$65,524
Percentage of Variation	-0.23%

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	\$7,837
From Restricted Sources	\$2,462
From Unrestricted Sources	\$5,375
District	
From Unrestricted Sources	\$5,324
Percentage of Variation between School & District	0.96%
State	
From Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-1.47%

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