



Bob Rappleye,
Principal

brappleye@ghsd.k12.ca.us

145 N. Lincoln Way
Galt, CA 95632
(209) 745-3081
www.ghsd.k12.ca.us

CDS Code:
34-67355-3433471

District Mission Statement

The mission of the Galt Joint Union High School District is to ensure that each student graduates, achieves his/her goals and becomes a contributing member of society through effective personalized educational programs and facilities in partnership with family and community.

Dr. Elizabeth Kaufman,
Superintendent
ekaufman@ghsd.k12.ca.us

Galt Joint Union High School District

Galt High School

Grades Nine through Twelve

"Pursuing Academic Excellence"

2014-15 School Accountability Report Card

SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Principal's Message

The Warrior tradition is founded on the principle of educating for life and the commitment to provide a safe, positive, and meaningful high school experience for each student. Galt High School's administrative team and teachers believe in honoring each individual student's ability to succeed. Our staff endorses the fact that the purpose of schooling is to embrace a broader intent and to recognize that its primary purpose is to motivate excellence and continuous growth, so that every student reaches their full potential. Our motto is "Commitment to Excellence," which ensures that every student has an opportunity to be successful and the ability to meet high standards.

School Mission Statement

The mission of Estrellita Continuation High School is to create a caring and safe environment whereby students are empowered to attain academic excellence and develop positive attitudes about themselves and others. Estrellita Continuation High School prepares its students for responsible citizenship and productive employment.

Community & School Profile (School Year 2015-16)

Galt High School is located in the city of Galt, in Sacramento County, situated between Stockton and the state capital of Sacramento. Galt is known for its small town appeal and community involvement hosting one of Northern California's largest farmer's markets. Galt High School is dedicated to ensuring the academic success of every student and providing a safe and comprehensive educational experience. Curriculum is focused on meeting the needs of all students through standards-based instruction. Diversity is celebrated through many cultural observances.

Enrollment By Grade (School Year 2014-15)

This chart illustrates the enrollment trend by grade level for the past three school years.

Enrollment Trend by Grade Level

	2012-13	2013-14	2014-15
9th	256	285	247
10th	263	257	251
11th	243	217	228
12th	180	208	210

Enrollment By Ethnicity Or Student Group (School Year 2014-15)

This chart illustrates the enrollment trend by ethnicity or student group.

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Highly Qualified Teachers (School Year 2014-15)

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". 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 39 percent or less.

Enrollment by Student Group

2014-15

	Percentage
Black or African American	1.0%
American Indian or Alaska Native	0.4%
Asian	1.3%
Filipino	0.4%
Hispanic or Latino	64.0%
Native Hawaiian or Pacific Islander	0.1%
White	30.1%
Two or More Races	2.7%
English Learners	7.7%
Socioeconomically Disadvantaged	73.4%
Students with Disabilities	12.3%
Foster Youth	0.5%

NCLB Compliant Teachers

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

Teacher Assignment

The district recruits and employs the most qualified credentialed teachers. This chart shows information about teacher credentials.

Teacher Credential Status

	School			District
	13-14	14-15	15-16	15-16
Fully Credentialed	49	45	43	101
Without Full Credentials	2	3	3	3
Teaching Outside Subject Area of Competence (with full credential)	0	1	0	0

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 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 semester or year.

Misassignments/Vacancies

	13-14	14-15	15-16
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

Instructional Materials (School Year 2015-16)

Galt Joint Union High held a public hearing on September 8, 2015, and determined that each school within the district had 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 collected in November, 2015, about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Science Lab Equipment

The school stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. For more information, please call the school office.

School Facilities & Safety (School Year 2015-16)

Galt High School was constructed in 1911 and consists of 89 classrooms, five computer labs, a library, a multi-purpose room, a staff lounge, and a student common area. The table below 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.

Cleaning Process and Schedule

Galt High School provides a safe, clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. A team of custodians ensures classrooms, restrooms, and campus grounds are kept clean and safe.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A scheduled maintenance program, as well as a work order process, is administered by Galt Joint Union High School District to ensure that all classrooms and facilities are maintained to provide for good learning. At the time of publication, 100% of toilets were fully functioning.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state 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, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2015-16 school year, the district has budgeted \$0 for the deferred maintenance program as all funds remaining in the Deferred Maintenance fund have been reserved for roofing repairs at Galt High School as needed. All other expenditures for any maintenance expenses for facilities will be accounted for in the General Fund.

Modernization Project

The District received a Career Technical Education 1D Grant for modernization of the Galt High School Pre-Engineering Program. That grant, with the assistance of a 100% matching of district funds, supported the modernization of the facility and curriculum equipment for the Pre-Engineering Program at Galt High School. The project was completed during the summer of 2010.

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9th-12th	English/ Language Arts	Holt, Rinehart & Winston	2009	Yes	0.0%
9th-12th	Foreign Language	McDougal Littell	1999	Yes	0.0%
9th-12th	Health	Holt, Rinehart & Winston	2003	Yes	0.0%
9th-12th	Mathematics	Freeman & Company	2005	Yes	0.0%
9th-12th	Mathematics	Houghton Mifflin	2005	Yes	0.0%
9th-12th	Mathematics	McDougal Littell	2008	Yes	0.0%
9th-12th	Mathematics	Prentice Hall	2001	Yes	0.0%
9th-12th	Science	Holt, Rinehart & Winston	2002	Yes	0.0%
9th-12th	Science	Prentice Hall	2007	Yes	0.0%
9th-12th	Science Laboratory Equipment	Holt, Rinehart & Winston	2000	Yes	0.0%
9th-12th	Social Science/ History	Holt, Rinehart & Winston	2006	Yes	0.0%
9th-12th	Social Science/ History	Houghton Mifflin	2005	Yes	0.0%
9th-12th	Social Science/ History	McDougal Littell	2006	Yes	0.0%

For a complete list, visit http://www.axiomadvisors.net/livesarc/files/34673553433471Textbooks_1.pdf

School Facility Conditions

Date of Last Inspection: 10/14/2015				
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			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. All students in grades three through eight and eleven were assessed using computer-based tests in English/Language Arts and Mathematics; students in grades five, eight, and ten were also tested in Science. Science assessments were paper-based and included California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Students receive an overall score for each subject, ranging from 2,000 to 3,000. Overall scores are reported within one of four levels:

- Performance Level 1: Standard not met - Needs substantial improvement for success in future coursework.
- Performance Level 2: Standard nearly met - May require further development for success in future coursework.
- Performance Level 3: Standard met - Demonstrates progress toward mastery.
- Performance Level 4: Standard exceeded - Demonstrates advanced progress toward mastery.

ELA results include information about the students' performance in the areas of reading, writing, listening, and research. Reports of mathematics results include information about students' performance in problem solving, using concepts and procedures, and communicating mathematical reasoning.

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English Language Arts/Literacy (grades 3-8 and 11) and math (grades 3-8 and 11).

The following tables display information on student achievement at each performance level in English/Language Arts and Mathematics for the school by student groups for grades three through eight and eleven.

Note: A student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), migrant, foster youth or homeless, or neither of the student's parents was a high school graduate. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress

Percent of Students Meeting or Exceeding the State Standards

Subject	School	District	State
English Language Arts/Literacy (Grades 3-8 and 11)	50	56	44
Mathematics (Grades 3-8 and 11)	25	23	33

California Assessment of Student Performance and Progress - Grade 11

Student Groups	English-Language Arts								Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level				Number Tested	Percent Tested	Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	217	208	95.9	22	28	34	16	204	94	49	27	18	6
Male	217	96	44.2	32	28	28	11	95	43.8	56	21	14	9
Female	217	112	51.6	13	28	39	21	109	50.2	42	32	22	4
Black or African American	217	2	0.9	--	--	--	--	2	0.9	--	--	--	--
American Indian or Alaska Native	217	0	0	--	--	--	--	0	0	--	--	--	--
Asian	217	4	1.8	--	--	--	--	4	1.8	--	--	--	--
Filipino	217	2	0.9	--	--	--	--	2	0.9	--	--	--	--
Hispanic or Latino	217	128	59	25	26	36	13	128	59	55	24	15	5
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--	--	--	--
White	217	55	25.3	18	29	29	24	51	23.5	39	31	20	10
Two or More Races	217	9	4.1	--	--	--	--	9	4.1	--	--	--	--
Socioeconomically Disadvantaged	217	147	67.7	22	28	35	16	147	67.7	51	26	18	5
English Learners	217	19	8.8	68	26	5	0	19	8.8	68	26	5	0
Students with Disabilities	217	26	12	69	27	4	0	26	12	92	8	0	0
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	11	5.1	73	27	0	0
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

California Standards Test

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 table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, and social science, for the most recent three-year 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 Percentage of Students Meeting or Exceeding State Standards									
Subject	School			District			State		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Science (Grades 5, 8, and 10)	53	56	53	57	59	50	59	60	56

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

California Standards Test Percentage of Students Meeting or Exceeding State Standards	
Subgroups	
Subject	Science
District	50
School	53
African American/Black	*
American Indian or Alaska Native	*
Asian	*
Filipino	*
Hispanic or Latino	49
Native Hawaiian or Pacific Islander	*
White	65
Males	58
Females	50
Socioeconomically Disadvantaged	48
English Learners	15
Students with Disabilities	7
Migrant Education	*
Two or More Races	*
Foster Youth	*

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

UC/CSU Course Completion

Students at the school are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

Career Technical Education Participation (School Year 2014-15)

The chart illustrates enrollment in the Career Preparation program.

UC/CSU Course Enrollment	
	Percentage
Students Enrolled in Courses Required for UC/CSU Admission (2014-15)	99.7%
Graduates Who Completed All Courses Required for UC/CSU Admission (2013-14)	32.5%

* Duplicated Count (one student can be enrolled in several courses).

Enrollment & Program Completion in Career/Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)

Question	Response
How many of the school's pupils participated in CTE programs?	820
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	21.4%
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	0.1%

Workforce Preparation (School Year 2014-15)

It is the goal of the school that students understand the importance of academic subjects and experience how employees apply subject learning to work situations. The school's programs focus on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts. Curriculum and instructional strategies foster critical thinking, problem solving, leadership, and academic skills. The chart illustrates enrollment in the Career Preparation program at the school.

CTE Programs				
Title of Career Preparation Course	Who offers the course	How do these classes support student achievement	How does the school address the needs of all students in career preparation	How are the courses evaluated for effectiveness
Agriculture Education Mechanics II	Direct at School Agriculture Vocational Education Incentive Grant	Incorporate State adopted CTE model curriculum standards	Counseling and Guidance FFA youth development activities	Mastery of employment readiness standards, both basic and industry specific
Agriculture Education/Advanced Ag Mechanics	Direct at School ROP	Incorporate State adopted CTE model curriculum standards	Counseling and Guidance FFA youth development activities	Placement of program completers in employment, post secondary education or the military
Agriculture/Environmental Science	Direct at School	Meets graduation requirement for General Science CSU approved UC approved for "G" elective	Counseling and Guidance FFA youth development activities	Curriculum mastery
Agriculture Education Mechanics I	Direct at School Agriculture Vocational Education Incentive Grant	Meet UC/CSU "G" requirements	Counseling and Guidance FFA youth development activities	Curriculum mastery
Integrated Agriculture Biology	Direct at School Partnership Academy	Meets UC/CSU lab science requirements	Counseling and Guidance FFA youth development activities	Curriculum mastery
Leadership in Agriculture	Direct at School Partnership Academy	Provides leadership training And opportunities for problem Solving and critical thinking	Counseling and Guidance FFA youth development activities	Participate in FFA student regional competitions Academy completers Post graduation surveys
Elements & Principles of Floral Design	Direct at School Partnership Academy	Meets graduation requirement For Visual & Performing Arts	Counseling and Guidance FFA youth development activities	Curriculum mastery
Advanced Floral Design	Direct at School Partnership Academy	Incorporate State adopted CTE Model curriculum standards Articulated with SJ Delta College	Counseling and Guidance FFA youth development activities	Mastery of employment Readiness standards
Life Management I	Direct at School	Meets graduation requirement for electives	Counseling and Guidance FFA youth development activities	Curriculum mastery
Life Management II	Direct at School	Meets graduation requirement for electives	Project based learning	Curriculum mastery
Foods and Nutrition	Direct at School	Meets graduation requirement for electives	Counseling and Guidance FFA youth development activities	Curriculum mastery
Careers With Children	Direct at School ROP	Meets CTE Model Curriculum standards	Counseling and Guidance FFA youth development activities	Business and community Stakeholder support
Intro to Child & Family	Direct at School ROP	Articulated credit with San Joaquin Delta College	Counseling and Guidance FFA youth development activities	Business and community Stakeholder support Senior Exit Survey
Interior Design	Direct at School	Meets graduation requirement for Visual & Performing Arts	Counseling and Guidance FFA youth development activities	Curriculum mastery Senior Exit Survey
Computer Applications	Direct at School	Aligned to ISTE National Education Technology Standards for students	Counseling and Guidance, youth development activities	Curriculum mastery
Web Design/Digital Video Fundamentals	Direct at School	Incorporates State adopted CTE model curriculum standards	Counseling and Guidance, youth development activities Professional Development	Curriculum mastery
Introduction to Engineering	Direct at School Project Lead the Way Site	Meets UC/CSU "G" Elective requirements	Counseling and Guidance ACE youth development activities Professional Development	Post graduate and Senior Exit surveys Curriculum mastery
Principals of Biomedical Sciences	Direct at School Project Lead the Way	Meets UC/CSU "d" Laboratory Science Requirements	Counseling and Guidance; Youth Career & College Activities	Curriculum Mastery
Human Body Systems	Direct at School Project Lead the Way	Meets UC/CSU "d" Laboratory Science Requirements	Counseling and Guidance; Youth College & Career Activities	Curriculum Mastery
Biomedical Innovations	Direct at School	Meets Graduation Requirements for Science	Counseling & Guidance	Curriculum Mastery
Digital Electronics	Direct at School Project Lead the Way	Meets UC/CSU "d" Laboratory Science Requirement	Counseling & Guidance; Youth College & Career Activities	Curriculum Mastery
Principles of Engineering	Direct at School Project Lead the Way	Meets UC/CSU "g" Elective Requirement	Guidance & Counseling; BEST Youth Development Activities	Curriculum Mastery
Civil Engineering and Architecture	Direct at School	Meets graduation requirement for Electives	Guidance and Counseling; BEST Academy Youth Development Activities	Curriculum Mastery

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority:

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

Physical Fitness (School Year 2014-15)

In the spring of each year, Galt Joint Union High School District is required by the state to administer a physical fitness test to all students in ninth grade. The physical fitness test measures each student's ability to perform fitness tasks in six major areas; students are provided several options to perform tasks in each area. 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). Results of student performance are displayed in the chart.

Percentage of Students in Healthy Fitness Zone			
2014-15			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	28.0%	26.7%	13.1%

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

California High School Exit Examination (CAHSEE) Results for All Grade Ten Students (School Year 2014-15)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language/arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English language/arts and math separately for the most recent testing period.

CAHSEE By Subject for All Grade Ten Students									
	2012-13			2013-14			2014-15		
	School	District	State	School	District	State	School	District	State
English	52	55	57	49	32	56	51	31	58
Mathematics	51	55	60	51	32	62	53	32	59

CAHSEE By Student Group for All Grade Ten Students						
	English			Mathematics		
	% Not Proficient	% Proficient	% Advanced	% Not Proficient	% Proficient	% Advanced
All Students	48	26	26	44	41	14
District						
All Students	49	28	23	47	37	15
School						
Male	58	26	16	48	38	14
Female	39	29	31	46	37	16
Black or African American	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Filipino	0	0	0	0	0	0
Hispanic or Latino	55	27	18	53	38	9
Native Hawaiian or Pacific Islander	0	0	0	0	0	0
White	37	31	31	33	40	27
English Learners	92	8	0	83	17	0
Socioeconomically Disadvantaged	56	25	18	51	39	11
Receiving Migrant Education Services	0	0	0	0	0	0
Students with Disabilities	100	0	0	96	4	0

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school-site.

Parent & Community Involvement (School Year 2015-16)

Parents and the community are very supportive of the education program at Estrellita Continuation High School. Parents participate in the School Site Council and the Bilingual Advisory Committee, and are encouraged to volunteer in classrooms and at school events.

Contact Information

Parents who wish to participate in Galt High School's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (209) 745-3081.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Completion of High School Graduation Requirements - Class of 2014

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the school year in the 12th grade, the table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>.

Completion of High School Graduation Requirements			
	School	District	State
All Students	91.8%	89.1%	84.6%
African American/Black	100%	83.3%	76%
American Indian or Alaska Native	100%	100%	78.1%
Asian	100%	91.7%	92.6%
Filipino	100%	100%	96.5%
Hispanic or Latino	93.6%	87.4%	81.3%
Native Hawaiian or Pacific Islander	66.7%	100%	83.6%
White	90.8%	92.2%	89.9%
Two or More Races	85.7%	83.3%	82.8%
English Learners	53.3%	64.6%	50.8%
Socioeconomically Disadvantaged	91.1%	86.9%	81.4%
Students with Disabilities	60%	60.3%	61.3%

Dropout & Graduation Rates (Four-Year Cohort Rate)

Students are expected to attend school regularly and be on time each day. An Outreach Consultant is available to counsel those students having difficulties with truancy. An At-Risk Team meets twice a month to discuss ways to improve student attendance and intervention strategies for students who may be at risk for dropping out of school. The chart illustrates the number of dropouts during the most recent three-year period.

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in the table.

Graduation & Dropout Rates						
	Dropout			Graduation		
	11-12	12-13	13-14	11-12	12-13	13-14
School	11.7%	1.7%	3.0%	86.1%	96.6%	95.4%
District	11.4%	6.2%	5.8%	80.9%	87.5%	87.7%
State	13.1%	11.4%	11.5%	78.9%	80.4%	81.0%

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions & Expulsions

The table displays the suspension and expulsion rates for the past three years.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	12-13	13-14	14-15	12-13	13-14	14-15
School	1.7%	3.9%	1.1%	0.0%	0.0%	0.0%
District	2.1%	4.9%	2.4%	0.0%	0.0%	0.0%
State	5.1%	4.4%	3.8%	0.1%	0.1%	0.1%

Safe School Plan (School Year 2015-16)

Safety of students and staff is a primary concern of Galt High School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are held regularly throughout the year. The School Site Safety Plan has been implemented and is updated annually each summer; the School Site Safety Committee is comprised of school administration. Daily monitoring of school grounds before, during, and after school is performed by assigned staff. All visitors must sign in at the school's main office before entering the campus.

The Comprehensive School Safety Plan was developed by the School Site Council in cooperation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include: Emergency Safety Procedures binders in each classroom; Detailed evacuation plans for fire and other emergencies; Detailed lockdown plans for other emergencies.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

No Child Left Behind (School Year 2014-15)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). NCLB 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 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.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring 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, district, and state performance are displayed.

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

Federal Intervention Program (School Year 2015-16)

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 (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.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2010-2011	2010-2011
Year in PI (2015-16)	Year 5	Year 3
# of Title I Schools Currently In PI	-	2
% of Title I Schools Currently In PI	-	100.0%

Advanced Placement Classes (School Year 2014-15)

Estrellita High School offers advanced placement courses for those students seeking to qualify for college credit. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges. Total enrollment in AP classes is illustrated on the left.

Advanced Placement Classes	
	# of Courses
English	2
Foreign Language	2
Mathematics	2
Science	1
Social Science	4
Totals	11
Percent of Students in AP Courses	0.8%

Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

Counseling & Other Support Services (School Year 2014-15)

It is the goal of the Galt High School counseling team to assist students in their social and personal development as well as academics. The team provides special attention to students who experience difficulty achieving, coping with personal and family problems, decision making, or handling peer pressure, and assists them in reaching positive goals. Galt High School provides after-school tutoring for all students in math and English. When additional assistance is necessary, the following resources are made available.

Galt High School provides both pull-out and mainstreaming resources for its special education students. Students may be placed in self-contained Special Day classes to utilize the pull-out program, and Resource Aides are available to assist students in individual classrooms. Special education students are integrated into the regular curriculum as much as possible. English Language Learners (ELL) are enrolled in sheltered classes to facilitate their transition at Galt High School.

Students who qualify for the Gifted and Talented Education (GATE) program are encouraged to enroll in AP/Honors courses. Students in grades nine through twelve receive counseling from school personnel regarding courses of study. Students are exposed to a broad array of career opportunities and receive assistance in selecting a career path based on individual interests, goals, strengths, and abilities. Students at Galt High School may receive academic credit for their part-time jobs through the Work Experience Program. The school also offers a variety of Regional Occupation Program (ROP) classes, including: Computer/Business Technologies, Advanced Agricultural Mechanics and Food Service Occupations.

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Professional Development

Galt High School offered three staff development days during the 2014-15 school year. During these days, teachers were offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Topics for staff development for the 2014-15 school year were: Writing using AVID strategies and an overview of the Common Core implementation including reading, writing across the curriculum, mathematics, science, English, history and technology. Galt Joint Union High School District participates in both the Beginning Teachers Support and Assessment (BTSA) which is a mentoring program for new teachers, and Peer Assistance and Review (PAR), a program that pairs exemplary teachers with others to assist in teaching strategies.

Teacher & Administrative Salaries (School Year 2013-14)

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 the CDE Web site.

School Site Teacher Salaries (Fiscal Year 2013-14)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$68,120
District	\$68,246
Percentage of Variation	-0.2%
School & State	
All High School Districts	\$72,798
Percentage of Variation	-6.4%

Class Size Distribution

	Classrooms Containing:											
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	13	14	15	13	14	15	13	14	15	13	14	15
By Subject Area												
English	23	23	21	17	17	21	20	20	15	6	6	9
Mathematics	25	25	25	11	11	12	16	16	14	7	7	7
Science	25	25	29	5	5	3	11	11	4	3	3	9
Social Science	25	25	24	6	6	9	11	11	14	6	6	6

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Campus Supervisor	2	2.0
Career Technician	1	1.0
Counselor	2	2.0
English Language Development (ELD) Teacher	1	1.0
Instructional Aides	4	4.0
Migrant Education Aide	0	0
Outreach Consultant	1	.5
Psychologist	1	0.5
Resource Specialist Aide	1	1.0
Special Education Coordinator	1	0.5
Technology Aide	1	0.5
Technology Coordinator	1	0.5

Average Salary Information

Teachers - Principal - Superintendent

2013-14

	District	State
Beginning Teachers	\$34,854	\$43,455
Mid-Range Teachers	\$66,198	\$69,035
Highest Teachers	\$87,753	\$89,886
Elementary School Principals	-	-
Middle School Principals	-	-
High School Principals	\$121,686	\$121,551
Superintendent	\$140,425	\$158,898
Salaries as a Percentage of Total Budget		
Teacher Salaries	41.0%	35.0%
Administrative Salaries	9.0%	6.0%

District Expenditures (Fiscal Year 2013-14)

Galt Joint Union High School District spent an average of \$8,515 to educate each student. The chart 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, is 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 2014-15)

Galt Joint Union High School District receives State and federal categorical funding for special programs. The district received state and federal categorical funding for the following categorical, special education, and support programs:

AGRICULTURE INCENTIVE
Best Academy
BULLYING PREVENTION
CARL PERKINS
CELL TOWER
CRANE GRANT
Engage & Enhance DiverCity
Every 15 Minutes
Freshman Sports Program
General Purpose - Base
General Purpose - Supplemental
Local Donations
Lottery
Medical Administrative Activities
Medi-Cal Billing
Microsoft
Partnership Academy
PARTNERSHIP ACADEMIES PROGRAM
Project Lead the Way
Regional Occupational Program
SPECIAL EDUCATION
Title I
Title II
Title III
Title X
TRANSPORTATION
WORKABILITY

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$7,245
From Supplemental/Restricted Sources	\$1,857
From Basic/Unrestricted Sources	\$5,388
District	
From Basic/Unrestricted Sources	\$6,981
Percentage of Variation between School & District	-22.8%
State	
From Basic/Unrestricted Sources	\$5,348
Percentage of Variation between School & State	0.7%