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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.

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Galt Joint Union High School District Galt High School

"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/lcl/>.
- 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 Profile (School Year 2016-17)

General Background and History

Community

Galt High School is a 986-student school located at the southernmost end of Sacramento County in Galt, California. The city is situated between the state capitol of Sacramento and Stockton in the northern San Joaquin Valley. The economy of the city, which was founded in 1869, experienced rapid growth during the 1990s and early 2000s as a commuter town with many of its inhabitants traveling to Sacramento, Lodi, or Stockton for employment. In spite of the growth, and economic challenges within the community, Galt has preserved its safe, "small town" culture with hardworking families who welcome new community members of many ethnicities and who maintain pride in the town's history.

Opened in 1911, Galt High School (GHS) is the eldest of three high schools in the Galt Joint Union High School District. The district hosts approximately 2,400 students at two comprehensive and one continuation school. New and continuing programs and partnerships of support are available to our students and our community including: Adult Education program, partnership with California Human Development, and a growing relationship with Delta Community College focused on starting a satellite campus in Galt.

Parent/community organizations

The parents and community members of Galt participate in a number of different aspects of the school. Parents and community members serve on advisory committees, booster clubs, and the school site council. Community members often coach FFA judging teams, and community members serve as guest speakers in a variety of classes based on their life experiences and occupations.

School/business relationships

Partnerships exist between Galt High School and the community at large. Students in our agriculture mechanics and floral design programs build projects to be used by community members. Galt FFA works with the local Blood Source to hold two blood drives a year open to students and the public. Careers with Children student also tutor and volunteer at the local elementary school. The BEST Academy and Work Experience programs provide opportunities for employment in our community as well as internships at local industry leaders. Students participating in Government courses worked as local Poll Workers during the November 2016 election. Our students also gain valuable real world work experience through relationships between our school and local businesses.

Enrollment By Ethnicity Or Student Group (School Year 2015-16)

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

Enrollment by Student Group	
2015-16	
	Percentage
Black or African American	0.8%
American Indian or Alaska Native	0.4%
Asian	0.9%
Filipino	0.6%
Hispanic or Latino	62.4%
Native Hawaiian or Pacific Islander	0.3%
White	30.1%
Two or More Races	2.4%
EL Students	8.1%
Socioeconomically Disadvantaged	74.2%
Students with Disabilities	13.7%
Foster Youth	0.3%

Enrollment By Grade (School Year 2015-16)

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

Enrollment Trend by Grade Level			
	2013-14	2014-15	2015-16
9th	285	247	238
10th	257	251	246
11th	217	228	229
12th	208	210	211

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 2015-16)

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.

Highly Qualified 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
	14-15	15-16	16-17	16-17
Fully Credentialed	45	43	0	0
Without Full Credentials	3	2	0	0
Teaching Outside Subject Area of Competence (with full credential)	1	0	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
Misassignments of Teachers (other)		0	0
Total Misassignments of Teachers		0	0
Vacant Teacher Positions		0	

Instructional Materials (School Year 2016-17)

Galt Joint Union High held a public hearing on September 13, 2016, 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, 2016, 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
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

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 (School Year 2016-17)

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. Facility information is current as of December, 2016.

School Facility Conditions				
Date of Last Inspection: 12/07/2016				
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 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.

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.

B. Pupil Outcomes State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students 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

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. The paper-pencil assessments include the Science assessments for grades five, eight, and ten: the California Standards Tests (CSTs) for Science, the California Modified Assessment (CMA) for Science, and California Alternate Performance Assessment (CAPA) for Science. There is also the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

This table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11) for the past two school years, and Science (grades 5, 8, and 10) for the past three school years.

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
English Language Arts/Literacy (Grades 3-8 and 11)	--	50	53	--	56	59	--	44	48
Mathematics (Grades 3-8 and 11)	--	25	21	--	23	23	--	34	36
Science (Grades 5, 8, and 10)	56	53	43	59	50	50	60	56	54

The following table displays school-wide data for all students who took the Science assessment in grade ten broken down by student group.

California Assessment of Student Performance and Progress - Science				
Student Groups	Science			
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	241	230	95.44	42.61
Male	118	111	94.07	45.95
Female	123	119	96.75	39.5
Hispanic or Latino	152	145	95.39	37.24
White	79	75	94.94	54.67
Socioeconomically Disadvantaged	178	169	94.94	38.46
English Learners	23	20	86.96	5
Students with Disabilities	27	22	81.48	9.09
Migrant Education	19	18	94.74	38.89

The following table displays information on student achievement by student groups for the school in ELA and Mathematics for grades three through eight and eleven, and Science for grades five, eight, and ten.

California Assessment of Student Performance and Progress - Grade 11							
Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	225	221	98.22	52.94	221	98.22	21.46
Male	121	119	98.35	42.86	119	98.35	18.64
Female	104	102	98.08	64.71	102	98.08	24.75
Hispanic or Latino	143	140	97.9	48.57	140	97.9	14.29
White	69	68	98.55	58.82	68	98.55	31.82
Socioeconomically Disadvantaged	159	158	99.37	48.73	158	99.37	19.11
English Learners	14	13	92.86	7.69	13	92.86	8.33
Students with Disabilities	32	32	100	6.25	32	100	3.13
Migrant Education	14	14	100	35.71	14	100	7.14

Note: ELA test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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'.

UC/CSU Course Enrollment	
	Percentage
Students Enrolled in Courses Required for UC/CSU Admission (2015-16)	100.0%
Graduates Who Completed All Courses Required for UC/CSU Admission (2014-15)	27.8%

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

Career Technical Education Participation (School Year 2015-16)

The chart illustrates enrollment in the Career Preparation program.

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?	815
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	21.1%
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 2015-16)

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 (Priority 8):

- Pupil outcomes in the subject area of physical education

Physical Fitness (School Year 2015-16)

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			
2015-16			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	25.5%	23.8%	18.2%

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

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 2016-17)

Parents and the community are very supportive of the education program at our 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.

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.

	Graduation & Dropout Rates					
	Dropout			Graduation		
	12-13	13-14	14-15	12-13	13-14	14-15
School	1.7%	3.0%	2.0%	96.6%	95.4%	97.5%
District	6.2%	5.8%	4.6%	87.5%	87.7%	91.7%
State	11.4%	11.5%	10.7%	80.4%	81.0%	82.3%

Completion of High School Graduation Requirements

To receive a high school diploma, students must fulfill state and district graduation requirements. The minimum state course requirements for graduation include:

- Three years of English
- Two years of mathematics (including Algebra I)
- Three years of social science (including U.S. history and geography; world history, culture, and geography; one semester of American government; and one semester of economics)
- Two years of science (including biology and physical science)
- Two years of physical education
- The choice of: one year of foreign language; visual and performing arts; or career technical education. For purpose of satisfying the minimum course requirement, a course in American Sign Language shall be deemed a course in foreign language

Students who successfully complete Algebra I in middle school must still complete a minimum of two years of mathematics in high school. Recognizing that these 13 courses of preparation are state minimum requirements, local school boards often set local graduation requirements that exceed the state-mandated requirements

For students who began the school year in the 12th grade, the table displays the percent of students who met all state and local graduation requirements.

Completion of High School Graduation Requirements			
	School	District	State
All Students	95.2%	87.6%	85.7%
African American/Black	100%	150%	76.9%
American Indian or Alaska Native	300%	133.3%	74.9%
Asian	50%	66.7%	92.8%
Filipino	200%	500%	96.8%
Hispanic or Latino	100%	84.1%	84.5%
Native Hawaiian or Pacific Islander	66.7%	80%	84.9%
White	90.8%	87.6%	87.2%
Two or More Races	57.1%	104.2%	91.4%
English Learners	46.7%	35.4%	50.9%
Socioeconomically Disadvantaged	60%	48.1%	76.6%
Students with Disabilities	146.7%	103.5%	68.4%

State Priority: School Climate

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

- Pupil suspension and 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		
	13-14	14-15	15-16	13-14	14-15	15-16
School	3.92	1.10	1.40	0.00	0.00	0.00
District	4.91	2.37	4.04	0.00	0.00	0.00
State	4.36	3.80	3.65	0.10	0.09	0.09

Safe School Plan (School Year 2016-17)

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. The plan was last updated in 2016. 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.

Federal Intervention Program (School Year 2016-17)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not meet federal Annual Measurable Objective targets for two consecutive years in the same area or indicator, including English/Language Arts and Math testing participation rates, attendance rates, and graduation rates. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not meet those goals. 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	Year 5	Year 3
# of Title I Schools Currently In PI	-	2
% of Title I Schools Currently In PI	-	100.0%

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.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
	14	15	16	1-20 Students			21-32 Students			33+ Students		
	14	15	16	14	15	16	14	15	16	14	15	16
By Subject Area												
English	22	21	24	22	21	15	16	15	17	6	9	9
Mathematics	25	25	22	13	12	11	10	14	15	12	7	6
Science	28	29	23	2	3	12	12	4	23	4	9	-
Social Science	27	24	28	4	9	2	14	14	24	7	6	5

Counseling & Other Support Services (School Year 2015-16)

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.

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	5	5.0
Migrant Education Aide	0	0
Outreach Consultant	1	.5
Psychologist	1	1.0
Resource Specialist Aide	1	1.0
Special Education Coordinator	1	0.5
Technology Aide	1	0.5
Technology Coordinator	1	0.5

Professional Development

Galt High School offered two staff development days during the 2015-16 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 2015-16 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.

Advanced Placement Classes (School Year 2015-16)

Galt Joint Union High School District 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	4
Mathematics	3
Science	2
Social Science	3
Totals	14
Percent of Students in AP Courses	20.00%

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit Galt's public libraries which contain numerous computer workstations.

School Site Teacher Salaries (Fiscal Year 2014-15)

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	\$72,352
District	\$71,808
Percentage of Variation	0.8%
School & State	
All High School Districts	\$75,859
Percentage of Variation	-4.6%

Teacher & Administrative Salaries (School Year 2014-15)

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.

Average Salary Information		
Teachers - Principal - Superintendent		
2014-15		
	District	State
Beginning Teachers	\$34,854	\$45,265
Mid-Range Teachers	\$68,846	\$72,281
Highest Teachers	\$91,263	\$94,342
Elementary School Principals	-	-
Middle School Principals	-	-
High School Principals	\$128,535	\$127,317
Superintendent	\$148,581	\$168,625
Salaries as a Percentage of Total Budget		
Teacher Salaries	39.0%	34.0%
Administrative Salaries	8.0%	6.0%

District Expenditures (Fiscal Year 2014-15)

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>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$7,645
From Supplemental/Restricted Sources	\$1,890
From Basic/Unrestricted Sources	\$5,755
District	
From Basic/Unrestricted Sources	\$7,558
Percentage of Variation between School & District	-23.9%
State	
From Basic/Unrestricted Sources	\$5,677
Percentage of Variation between School & State	1.4%

District Revenue Sources (Fiscal Year 2015-16)

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).