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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

2016-2017 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.

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).

School Profile (School Year 2017-18)

Galt High School is 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.

Enrollment By Grade (School Year 2016-17)

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

Enrollment Trend by Grade Level

	2014-15	2015-16	2016-17
9th	247	238	249
10th	251	246	246
11th	228	229	244
12th	210	211	240

Enrollment By Ethnicity Or Student Group (School Year 2016-17)

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

Enrollment by Student Group 2016-17	
	Percentage
Black or African American	0.5%
American Indian or Alaska Native	0.6%
Asian	0.7%
Filipino	0.6%
Hispanic or Latino	65.2%
Native Hawaiian or Pacific Islander	0.2%
White	29.7%
Two or More Races	2.3%
EL Students	9.1%
Socioeconomically Disadvantaged	71.6%
Students with Disabilities	9.2%
Foster Youth	0.4%

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.

Teacher Assignment

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

	Teacher Credential Status			
	School			District
	15-16	16-17	17-18	17-18
Fully Credentialed	43	50	47	101
Without Full Credentials	2	1	3	6
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	1

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			
	15-16	16-17	17-18
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	1	0

Instructional Materials (School Year 2017-18)

Galt Joint Union High held a public hearing on September 12, 2017, 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 February 2018, 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	From Most Recent Adoption	% Lacking
9th-12th	English/Language Arts	Holt, Rinehart & Winston	2009	Yes	0.0%
9th-12th	Foreign Language	Houghton Mifflin	2003	Yes	0.0%
9th-12th	Foreign Language	McDougal Littell	2013	Yes	0.0%
9th-12th	Health	Prentice Hall	2002	Yes	0.0%
9th-12th	Mathematics	College Preparatory Mathematics (CPM)	2013	Yes	0.0%
9th-12th	Mathematics	McGraw-Hill	2013	Yes	0.0%
10th-12th	Science	Holt, Rinehart & Winston	2007	Yes	0.0%
9th-12th	Science	Prentice Hall	2007	Yes	0.0%
11th	Social Science/History	Holt, Rinehart & Winston	2006	Yes	0.0%
10th	Social Science/History	McDougal Littell	2005	Yes	0.0%
12th	Social Science/History	Prentice Hall	2005	Yes	0.0%

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

School Facilities (School Year 2017-18)

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.

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.

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 February 2018.

School Facility Conditions				
Date of Last Inspection: 02/23/2018				
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 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 grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 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. There is also the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

In the 2014-15 and 2015-16 school years, the Science assessments were paper-pencil tests 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. During the 2016-17 school year, the new California Science Test was pilot tested. This pilot test replaced the California Standards Tests and California Modified Assessment for Science. Because this was a pilot year, no Science scores will be disclosed.

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 District assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

For 2015–16 and 2016–17, this section includes the school, district, and state information on the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades three through eight and grade eleven. It also displays Science scores (grades 5, 8, and 10) for 2014-15 and 2015-16.

California Assessment of Student Performance and Progress Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
English Language Arts/Literacy (Grades 3-8 and 11)	--	53	53	--	59	65	--	48	48
Mathematics (Grades 3-8 and 11)	--	21	21	--	23	31	--	36	37
Science (Grades 5, 8, and 10)	53	43	--	50	50	--	56	54	--

The following table displays information on student achievement by student groups for the school in ELA and Mathematics with all grades combined (grades three through eight and eleven).

California Assessment of Student Performance and Progress							
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	241	230	95.44	53.48	229	95.02	21.4
Male	116	113	97.41	46.9	113	97.41	18.58
Female	125	117	93.60	59.83	116	92.80	24.14
Hispanic or Latino	161	157	97.52	50.32	156	96.89	19.87
White	70	63	90.00	60.32	63	90.00	23.81
Socioeconomically Disadvantaged	173	165	95.38	50.3	165	95.38	20.61
English Learners	32	30	93.75	20	30	93.75	3.33
Students with Disabilities	22	19	86.36	10.53	19	86.36	0

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 (2016-17)	95.5%
Graduates Who Completed All Courses Required for UC/CSU Admission (2015-16)	21.6%

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

Career Technical Education Participation (School Year 2016-17)

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?	667
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	24.4%
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	100.0%

Workforce Preparation (School Year 2016-17)

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	Galt High School - Agriculture Vocational Education Incentive Grant	Incorporate State adopted CTE model curriculum standards	Counseling and guidance, youth development activities, and professional development	Mastery of employment readiness standards, both basic and industry specific
Agriculture Education/Advanced Ag Mechanics	Galt High School / ROP	Incorporate State adopted CTE model curriculum standards	Counseling and guidance, youth development activities, and professional development	Placement of program completers in employment, post secondary education or the military
Agriculture/Environmental Science	Galt High School	Meets graduation requirement for General Science CSU approved UC approved for "G" elective	Counseling and guidance, youth development activities, and professional development	Curriculum mastery
Agriculture Education Mechanics I	Galt High School - Agriculture Vocational Education Incentive Grant	Meet UC/CSU "G" requirements	Counseling and guidance, youth development activities, and professional development	Curriculum mastery
Integrated Agriculture Biology	Galt High School - Partnership Academy	Meets UC/CSU lab science requirements	Counseling and Guidance FFA youth development activities	Curriculum mastery
Leadership in Agriculture	Galt High School - Partnership Academy	Provides leadership training And opportunities for problem Solving and critical thinking	Counseling and guidance, and youth development activities	Participate in FFA student regional competitions Academy completers Post graduation surveys
Elements & Principles of Floral Design	Galt High School - Partnership Academy	Meets graduation requirement For Visual & Performing Arts	Counseling and guidance, and youth development activities	Curriculum mastery
Advanced Floral Design	Galt High School - Partnership Academy	Incorporate State adopted CTE Model curriculum standards Articulated with SJ Delta College	Counseling and guidance, and youth development activities	Mastery of employment Readiness standards
Life Management I	Galt High School	Meets graduation requirement for electives	Counseling and guidance, and youth development activities	Curriculum mastery
Life Management II	Galt High School	Meets graduation requirement for electives	Project based learning	Curriculum mastery
Foods and Nutrition	Galt High School	Meets graduation requirement for electives	Counseling and guidance, and youth development activities	Curriculum mastery
Careers With Children	Galt High School / ROP	Meets CTE Model Curriculum standards	Counseling and guidance, and youth development activities	Business and community Stakeholder support
Intro to Child & Family	Galt High School / ROP	Articulated credit with San Joaquin Delta College	Counseling and guidance, and youth development activities	Business and community Stakeholder support Senior Exit Survey
Interior Design	Galt High School	Meets graduation requirement for Visual & Performing Arts	Counseling and guidance, and youth development activities	Curriculum mastery Senior Exit Survey
Computer Applications	Galt High School	Aligned to ISTE National Education Technology Standards for students	Counseling and guidance, and youth development activities	Curriculum mastery
Web Design/Digital Video Fundamentals	Galt High School	Incorporates State adopted CTE model curriculum standards	Counseling and guidance, youth development activities, and professional development	Curriculum mastery
Introduction to Engineering	Galt High School - Project Lead the Way	Meets UC/CSU "G" Elective requirements	Counseling and guidance, youth development activities, and professional development	Post graduate and Senior Exit surveys Curriculum mastery
Principals of Biomedical Sciences	Galt High School - Project Lead the Way	Meets UC/CSU "d" Laboratory Science Requirements	Counseling and Guidance; Youth Career & College Activities	Curriculum Mastery
Human Body Systems	Galt High School - Project Lead the Way	Meets UC/CSU "d" Laboratory Science Requirements	Counseling and Guidance; Youth College & Career Activities	Curriculum Mastery
Biomedical Innovations	Galt High School	Meets Graduation Requirements for Science	Counseling & Guidance	Curriculum Mastery
Digital Electronics	Galt High School - Project Lead the Way	Meets UC/CSU "d" Laboratory Science Requirement	Counseling & Guidance; Youth College & Career Activities	Curriculum Mastery
Principles of Engineering	Galt High School - Project Lead the Way	Meets UC/CSU "g" Elective Requirement	Guidance & Counseling, and Youth Development Activities	Curriculum Mastery
Civil Engineering and Architecture	Galt High School	Meets graduation requirement for Electives	Counseling and guidance, and 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 2016-17)

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 - 2016-17

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	22.8%	22.4%	27.6%

**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 2017-18)

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

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 students 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. Our students also gain valuable real world work experience through relationships between our school and local businesses.

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

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)
- Two years of science (including biology and physical science)
- Two years of physical education

- 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)
- 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	96.7%	91%	87.1%
African American/Black	100%	100%	79.2%
American Indian or Alaska Native	100%	100%	80.2%
Asian	66.7%	87.5%	94.4%
Filipino	100%	100%	93.8%
Hispanic or Latino	97.8%	91%	84.6%
White	95.1%	90.4%	91%
Two or More Races	100%	93.1%	90.6%
English Learners	71.4%	63%	55.4%
Socioeconomically Disadvantaged	97.4%	89.8%	85.5%
Students with Disabilities	97%	85.9%	63.9%

Dropout & Graduation Rates (Four-Year Cohort Rate)

Students are expected to attend school regularly and be on time each day. At risk students are identified through our MTSS (Multi-Tiered System of Support) where teachers and staff identify students to implement intervention strategies to support them academically and personally.

The chart illustrates the number of graduates and dropouts during the most recent three-year period.

Graduation & Dropout Rates

	Dropout			Graduation		
	13-14	14-15	15-16	13-14	14-15	15-16
School	3.0%	2.0%	0.5%	95.4%	97.5%	98.6%
District	5.8%	4.6%	2.1%	87.7%	91.7%	95.9%
State	11.5%	10.7%	9.7%	81.0%	82.3%	83.8%

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.

Safe School Plan (School Year 2017-18)

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 October 2017. 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.

Suspensions & Expulsions

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

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	14-15	15-16	16-17	14-15	15-16	16-17
School	1.09	1.43	3.68	0.00	0.00	0.00
District	2.37	4.05	2.06	0.00	0.00	0.00
State	3.79	3.65	3.65	0.09	0.09	0.09

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 2017-18)

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.

Due to the flexibility allowed by the Every Student Succeeds Act (ESSA) that became law in December 2015 and reauthorized the ESEA, no LEA or school will be newly identified for PI in the 2017–18 school year. LEAs and schools that received Title I, Part A funds for the 2016–17 school year and were “In PI” in the 2016–17 school year will retain their same PI status and placement year for 2017–18. California elected not to require LEAs or schools to provide Supplemental Educational Services and Choice for the 2017–18 school year, as defined in Section 1116 of the ESEA.

LEAs and schools that received Title I, Part A funds for the 2016–17 school year and either had a status of “Not in PI” for the 2016–17 school year or did not receive Title I, Part A funds for the 2015–16 school year will have a status of “Not in PI” for the 2017–18 school year.

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	-	66.7%

Counseling & Other Support Services (School Year 2016-17)

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.

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 ELD courses to support their academic language and mainstreamed with support for all other disciplines.

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.

Students can choose a variety of programs to support their educational goals. Galt High School has several academies, Agricultural Academy, BEST (Biomedical Engineering Science Technology) Academy, VAPA (Visual and Performing Arts) and Careers with Children programs. Our model for all our programs is effective classroom instruction, hands-on experience and leadership development. All three of these components can be found in all our award winning programs. In conjunction with this idea of leadership development we have a strong athletic program that works with our student athletes to develop physically and mentally in preparation for life outside of the classroom.

The counselor to pupil ratio is 1:490. The table lists the support service personnel available at Galt High School. 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
Behavior Specialist	1	.5
Campus Supervisor	3	2.5
College & Career Counselor	1	.5
Counselor	2	2.0
Director of Special Education	1	.5
English Language Development (ELD) Teacher	1	.33
Instructional Aides	7	6.5
Nurse	1	.5
Outreach Consultant	1	.5
Psychologist	1	1.0
Resource Specialist Aide	6	6.0
Resource Specialist Program (RSP) Teacher	4	4.0
SDC Aide	1	1.0
Special Day Class (SDC) Teacher	1	1.0

Professional Development

Galt Joint Union High School District plans, implements, and evaluates professional development opportunities for administrators and teachers. Staff members are encouraged to attend district sponsored training and professional development programs.

Galt Joint Union High School District offered three district-wide staff development days during the 2014-15 and 2015-16 school years, and two during the 2016-2017 school year; as well as many additional opportunities targeted for specific departments or groups. During district-wide staff development days, teachers are offered professional growth opportunities in teaching strategies for promoting academic conversations in the classroom. Topics for staff development for the 2016-17 school year included: academic conversations in the classroom, writing across the curriculum, student-centered problem solving in mathematics, implementing the Next Generation Science Standards, CA History/Social Science Framework, and instructional 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.

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.

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:											
	15			16			17			18		
	15	16	17	15	16	17	15	16	17	15	16	17
By Subject Area												
English	21	24	23	21	17	17	15	12	5	9	11	9
Mathematics	25	22	22	12	6	4	14	7	3	7	2	1
Science	29	27	26	3	4	2	4	3	2	9	4	2
Social Science	24	30	31	9	1	1	14	16	14	6	6	13

Advanced Placement Classes (School Year 2016-17)

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	1
Foreign Language	3
Mathematics	2
Science	1
Social Science	3
Totals	10
Percent of Students in AP Courses	20.4%

Teacher & Administrative Salaries (School Year 2015-16)

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		
2015-16		
	District	State
Beginning Teachers	\$34,854	\$46,060
Mid-Range Teachers	\$71,256	\$70,769
Highest Teachers	\$94,457	\$98,039
High School Principals	\$130,449	\$127,576
Superintendent	\$155,600	\$170,379
Salaries as a Percentage of Total Budget		
Teacher Salaries	34.0%	33.0%
Administrative Salaries	7.0%	6.0%

School Site Teacher Salaries (Fiscal Year 2015-16)

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	\$72,664
District	\$75,424
Percentage of Variation	-3.7%
School & State	
All High School Districts	\$77,535
Percentage of Variation	-6.3%

District Expenditures (Fiscal Year 2015-16)

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.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$7,741
From Supplemental/Restricted Sources	\$1,527
From Basic/Unrestricted Sources	\$6,214
District	
From Basic/Unrestricted Sources	\$8,463
Percentage of Variation between School & District	-26.6%
State	
From Basic/Unrestricted Sources	\$6,574
Percentage of Variation between School & State	-5.5%

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 2016-17)

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	Transportation
Career Pathways Trust	Carl Perkins
College Readiness Block Grant	Cell Tower
Educator Effectiveness	Crane Grant
Engage & Enhance DiverCity	Every 15 Minutes
Freshman Sports Program	Project Lead the Way
General Purpose - Supplemental	Local Donations
Medical Administrative Activities	Lottery
Medi-Cal Billing	Microsoft
Partnership Academies Program	Partnership Academy
Regional Occupational Program	Title I
Special Education	Title II
General Purpose - Base	Title III
CA Clean Energy Jobs Act	Title X
Career Technical Education Incentive Grant	Workability