

Galt Joint Union High School District Estrellita Continuation High 2021-2022 School Accountability Report Card

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SCHOOL INFORMATION
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DISTRICT INFORMATION
Galt Joint Union High School District
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BOARD OF EDUCATION
Melissa Neuburger,
President
Mark Beck,
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Patrick Maple,
Member
Terry Parker,
Member
Dennis Richardson,
Member

DISTRICT ADMINISTRATION
Lisa Pettis
Superintendent
Sean Duncan
Director of Educational Services
Douglas Crancer
Chief Business Official
Jason Lopez
Director of Student Services
Jonathan Martin
Director of Special Education

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/>.
- 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).

CALIFORNIA SCHOOL DASHBOARD

The California School Dashboard (Dashboard) reflects California's new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The Dashboard can be accessed at <https://www.caschooldashboard.org>.



DISTRICT STATEMENTS

District Mission:

The mission of the Galt Joint Union High School District is to ensure that all students graduate prepared for college, career, and civic life.

District Goals:

1. By 2024, the academic achievement of all students, including English learners, student with disabilities, and socioeconomically disadvantaged students, as measured by student grades and scores on diagnostic assessments in math and English, will improve by at least 10%.
2. Ensure that all students have equitable access to a high-quality education that prepares them for college and/or career
3. Promote a school climate and culture that is welcoming, encouraging, supportive, and safe.
4. Maintain the conditions for learning that facilitate a high-quality education for our students.

SCHOOL STATEMENTS

School Mission:

Estrellita High School's mission is to provide a caring, safe environment where students are empowered to attain academic excellence on their way to obtaining a high school diploma. We offer opportunities for growth in character, citizenship, and career by designing our learning environment with a student-centered and personalized approach.

Principal's Message:

The voters of California first established the School Accountability Report Card (SARC) in 1988. The Report Card, issued annually for each public school in the state, requires schools to provide our community with information regarding the status of our schools. More importantly, the SARC has become a means for initiating conversations that engage our parents and community in the life and improvement of our schools. As you read through the SARC, you will see that the school is deeply committed to the success of each of our students and supporting them with a rigorous standards-based curriculum through a collaboration of students, parents and staff.

SCHOOL PROFILE

Estrellita Continuation High School is the only alternative continuation program in Galt. The school was established in 1968, to meet the needs of students seeking an alternative academic program. The student to teacher ratio is 18:1. Estrellita Continuation High School is dedicated to ensuring the academic success of every student by providing a safe and comprehensive educational experience.

The cultural activities and programs at Estrellita Continuation High School include a Bilingual Advisory Committee, which involves students, parents and school staff. Students who meet the academic progress requirements have an opportunity to attend conferences, and educational field trips that offer cultural diversity, education and training.

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2021-22	Percentage
Female	32.7
Male	67.3
Non-Binary	--
American Indian or Alaska Native	--
Asian	--
Black or African American	--
Filipino	--
Hispanic or Latino	72.7
Native Hawaiian or Pacific Islander	--
White	23.6
Two or More Races	3.6
EL Students	16.4
Foster Youth	--
Homeless	--
Military	--
Socioeconomically Disadvantaged	65.5
Migrant Education	--
Students with Disabilities	14.5

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2021-22	Count
9th	0
10th	0
11th	6
12th	49
Total	55

CONDITIONS OF LEARNING

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 tables below display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered "ineffective" under ESSA), credentialed teachers who are assigned out-of-field (considered "out-of-field" under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CalSAAS). More information about the definitions used to determine the displayed data is available on the CDE's Updated Teacher Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Teacher Preparation and Placement						
2020-21	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.00	65.79	89.40	89.68	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.70	2.79	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	2.60	2.65	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	34.54	2.20	2.30	12115.80	4.41
Unknown	0.00	0.00	2.50	2.57	18854.30	6.86
Total Teaching Positions	3.00	100.00	99.70	100.00	274759.10	100.00

Teacher Preparation and Placement						
2021-22	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.20	73.23	93.10	89.93	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	1.93	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	1.70	1.72	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.80	26.45	3.00	2.98	4.28	4.28
Unknown	0.00	0.00	3.50	3.42	15831.90	5.67
Total Teaching Positions	3.10	100.00	103.50	100.00	279044.80	100.00

Teachers Without Credentials and Misassignments		
	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0	0
Local Assignment Options	1	0.8
Total Out-of-Field Teachers	1.00	0.80

Class Assignments		
	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

FACILITY INSPECTION RESULTS

The chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

2022-23 School Facility Inspection Summary	
Date of Last Inspection:	05/16/2022
Data Collected:	May 2022
Overall Summary of School Facility Conditions:	Good

School Facility Inspection Results		
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Poor	Estrellita Building: HVAC units are beyond expected life span and break down frequently.
INTERIOR: Interior Surfaces	Good	
CLEANLINESS: Overall Cleanliness, Pest/Vermin Infestation	Good	
ELECTRICAL: Electrical	Good	
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	
SAFETY: Fire Safety, Hazardous Materials	Good	
STRUCTURAL: Structural Damage, Roofs	Good	
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

SCHOOL FACILITIES

Estrellita Continuation High School moved to a brand new facility in August, 2007. The new building is comprised of nine classrooms, which include a computer lab, a multipurpose room, a community garden, a staff room, and an ROP/food service classroom.

Cleaning Process and Schedule

Estrellita Continuation 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 one custodian 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.

INSTRUCTIONAL MATERIALS

Galt Joint Union High held a public hearing on September 14, 2021, 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.

TEXTBOOKS

The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

2022-23 Instructional Materials			
Subject	Textbooks and Other Instructional Materials / Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
English / Language Arts	Grades: 9th-12th / Course: English/Language Arts / Publisher: Fuel Education / Adoption: 2015	Yes	0
Mathematics	Grades: 9th-12th / Course: Mathematics / Publisher: Fuel Education / Adoption: 2015	Yes	0
History / Social Science	Grades: 10th-12th / Course: Social Science/History / Publisher: McGraw Hill / Adoption: 2019	Yes	0
	Grades: 9th-12th / Course: Social Science/History / Publisher: Fuel Education / Adoption: 2015	Yes	0
Science	Grades: 9th-12th / Course: Science / Publisher: Fuel Education / Adoption: 2015	Yes	0
Foreign Language	N/A	N/A	N/A
Visual / Performing Arts	N/A	N/A	N/A
Health Education	Grades: 9th-12th / Course: Health / Publisher: Prentice Hall / Adoption: 2002	Yes	0
Science Laboratory Materials	N/A	N/A	0

PUPIL ACHIEVEMENT AND OUTCOMES

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 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).

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

The California Assessment of Student Performance and Progress (CAASPP) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at <https://www.caaspp-elpac.cde.ca.gov/caaspp/>. The CAASPP System consists of the following assessments:

- Smarter Balanced English language arts/literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim Assessments

Note: 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 value "N/T" indicates that students were not tested, and therefore no scores are available at this time.

ASSESSMENT RESULTS

The table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

Assessment Results by Subject			
	School	District	State
	2021-22	2021-22	2021-22
English Language Arts/Literacy (Grades 3-8 and 11)	6	47	47
Mathematics (Grades 3-8 and 11)	3	21	33
Science (Grades 5, 8, and 10)	6	24	29

Assessment Results by Student Group - English Language Arts					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	32	32	100.00	0.00	6.25
Male	20	20	100.00	0.00	10.00
Female	12	12	100.00	0.00	0.00
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	31	31	100.00	0.00	6.45
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	--	--	--	--	--
Two or More Races	0	0	0.00	0.00	0.00
EL Students	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	19	19	100.00	0.00	10.53
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

Assessment Results by Student Group - Mathematics					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	32	32	100.00	0.00	3.13
Male	20	20	100.00	0.00	5.00
Female	12	12	100.00	0.00	0.00
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	31	31	100.00	0.00	3.23
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	--	--	--	--	--
Two or More Races	0	0	0.00	0.00	0.00
EL Students	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	19	19	100.00	0.00	0.00
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

Assessment Results by Student Group - Science					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	56	49	87.50	12.50	6.12
Male	35	29	82.86	17.14	10.34
Female	21	20	95.24	4.76	0.00
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	49	44	89.80	10.20	4.55
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	12	10	83.33	16.67	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	34	29	85.29	14.71	3.45
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

COLLEGE ENTRANCE REQUIREMENTS

- University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

- California State University (CSU)

Eligibility for admission to the CSU is determined by the three factors of specific high school courses, grades in specified courses and test scores, and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

UC/CSU COURSE COMPLETION

Students are encouraged to take University of California/California State University courses if they plan to attend a four-year university. All students must pass each course with a grade of "C" or better each semester.

UC/CSU Course Enrollment	
Students Enrolled in Courses Required for UC/CSU Admission 2021-22	40
Graduates Who Completed All Courses Required for UC/CSU Admission 2020-21	21.05

CAREER TECHNICAL EDUCATION PARTICIPATION

This table displays information about participation in the school's Career Technical Education (CTE) programs.

2021-22 Career Technical Education Participation	
How many of the school's pupils participated in CTE programs?	
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	

CAREER TECHNICAL EDUCATION PROGRAMS

The school does not currently offer career technical education classes. Students may participate in career technical education courses when they return to their comprehensive high school.

OTHER OUTCOMES

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 ASSESSMENT

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.

The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

2021-22 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9th	N/A	N/A	N/A	N/A	N/A

PUPIL ENGAGEMENT

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

- High school dropout and graduation rates
- Chronic absenteeism rates

CHRONIC ABSENTEEISM

Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a "chronic absentee". Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

Chronic Absenteeism Rate (Percentage)				
2021-22	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	100	89	70	78.7
Female	36	31	25	80.6
Male	64	58	45	77.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	76	71	54	76.1
Native Hawaiian or Pacific Islander	--	--	--	--
White	20	16	15	93.8
Two or More Races	--	--	--	--
EL Students	18	17	12	70.6
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Military	--	--	--	--
Socioeconomically Disadvantaged	74	66	49	74.2
Migrant Education	--	--	--	--
Students with Disabilities	14	13	12	92.3

DROPOUT AND GRADUATION RATES

The chart displays dropout and graduation rates for the most recent three-year period.

Dropout and Graduation Rates						
	Dropout Rates			Graduation Rates		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
School	0.0	19.2	37.9	60.5	28.8	58.6
District	4.2	9.0	7.1	92.2	82.3	92.6
State	8.9	9.4	7.8	84.2	83.6	87.0

Graduation Rates by Student Group			
2021-22	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	29	17	58.6
Female	--	--	--
Male	19	9	47.4
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	21	11	52.4
Native Hawaiian or Pacific Islander	--	--	--
White	--	--	--
Two or More Races	--	--	--
EL Students	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Military	--	--	--
Socioeconomically Disadvantaged	25	14	56
Migrant Education	--	--	--
Students with Disabilities	--	--	--

DROPOUT PREVENTION

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. All staff meets regularly to discuss ways to improve student attendance and intervention strategies for students who may be at risk for dropping out of school.

PARENT ENGAGEMENT

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 INVOLVEMENT

Parents and the community are very supportive of the education program at our school. Parents participate in the School Site Council, parent/teacher conferences and graduation activities.

Parents who wish to participate in Estrellita Continuation High School's leadership teams, school committees, school activities, or become a volunteer may contact the school's office at (209) 745-2167.

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.

SCHOOL SAFETY

To ensure student safety, supervision is provided on campus at all times. All staff members assist with the supervision of the school. Any visitors to the campus are required to check in at the school's main office and must wear the proper identification badge at all times. Estrellita Continuation High School's Site Safety Plan is continuously revised by the School Site Committee, which includes parents, teachers, administrative staff, and the principal. The plan was last updated in October 2022. Estrellita Continuation High School is always 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. Disaster drills, including fire, earthquake and intruder/lockdown, are held once a month throughout the school year.

SUSPENSIONS AND EXPULSIONS

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted. Due to the COVID-19 pandemic, the 2019–2020 and 2020-2021 suspension and expulsion rate data are not comparable to prior year data. In instances where there was not in-person learning for the entire school year, it would be inappropriate to make any comparisons of the suspension and expulsion rates to school years that offered in-person learning for the entire school year.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
School	5.95	0	5	0	0	0
District	4.45	0.88	6.11	0.17	0	0.22
State	2.45	0.2	3.17	0.05	0	0.07

Suspension & Expulsion Rates by Student Group		
2021-22	Suspensions	Expulsions
All Students	5	0
Female	0	0
Male	7.81	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	6.58	0
Native Hawaiian or Pacific Islander	0	0
White	0	0
Two or More Races	0	0
EL Students	5.56	0
Foster Youth	0	0
Homeless	0	0
Military	–	–
Socioeconomically Disadvantaged	4.05	0
Migrant Education	0	0
Students with Disabilities	0	0

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.

ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS

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

PROFESSIONAL DEVELOPMENT

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

Galt Joint Union High School District offers two district-wide staff development days annually; as well as many additional opportunities targeted for specific departments or groups. In addition to two full days of district-wide staff development, twenty five partial days of professional development were offered by the district.

During district-wide staff development days, teachers are offered professional growth opportunities in effective teaching strategies in the classroom. Topics for staff development include: English language development, Universal Design for Learning, academic conversations in the classroom, writing across the curriculum, student-centered problem solving in mathematics, implementing California State Standards and Frameworks, and instructional technology.

Galt Joint Union High School District participates in both the Teacher Induction Program 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.

PROFESSIONAL DEVELOPMENT DAYS OFFERED

The table displays the number of annual professional development days offered during the most recent three-year period.

Professional Development Days			
	2020-21	2021-22	2022-23
Number of Professional Development Days	3	3	27

ACADEMIC COUNSELOR TO PUPIL RATIO

The chart displays the ratio of pupils to academic counselor at the school.

2021-22 Academic Counselor to Pupil Academic Counselor(s)	
Academic Counselor(s)	275

AVAILABLE COUNSELING AND SUPPORT STAFF

The chart displays the support staff available to students at the 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 and Support Staff	
2021-22	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	0.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

COUNSELING AND SUPPORT SERVICES

Students attending Estrellita Continuation High School are provided counseling services throughout the year to review transcripts, transition plan after graduation and to provide job and career resources. The District employs two full time school psychologists and are contracted with a licensed MFT who are readily available to support the students who experience difficulty achieving, coping with personal and family problems, decision making, or handling peer pressure. Special education students are supported by a case manager who oversee the student's IEP and provides in class support.

CLASS SIZE DISTRIBUTION

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.

*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Subject												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	20	21	22	20	21	22	20	21	22	20	21	22
English	8	10	5	7	6	9						
Mathematics	9	12	5	3	4	5						
Science			6			4						
Social Science	16	17	9	3	4	10	1		2			

ADVANCED PLACEMENT

Advanced placement (AP) programs give students an opportunity to take college-level courses and exams while still in high school. Students who receive a 3, 4, or 5 on their final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Classes	
2021-22	Number of Courses
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Totals	0
Percent of Students in AP Courses	0

DISTRICT REVENUE SOURCES

- Adult Ed Block Grant
- Agriculture Incentive
- Bullying Prevention
- Career Technical Education Incentive Grant
- Child Nutrition Equipment Grant
- Child Nutrition
- Classified School Employees Block Grant
- Coronavirus Relief Fund: Learning Loss Mitigation
- Education Protection Account
- General Purpose LCFF- Base
- General Purpose LCFF- Supplemental & Concentration
- IDEA Basic Grant
- IDEA Mental Health
- Instructional Lottery
- Low Performing Students Block Grant
- Medi-Cal Billing
- Migrant Ed
- Partnership Academy
- Special Ed Mental Health Services
- Special Education
- State Lottery
- Title I
- Title II
- Title III ESSA
- Title III ESSA Limited English
- Title IV ESSA Student Support and Academic Enrichment
- Workability

SCHOOL AND DISTRICT EXPENDITURES

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.

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>.

2020-21 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$ 14,529
School: From Supplemental/Restricted Sources	\$ 3,170
School: From Basic/Unrestricted Sources	\$ 11,359
District: From Basic/Unrestricted Sources	\$ 8,676
Percentage of Variation between School & District	30.92 %
State: From Basic/Unrestricted Sources	\$ 6,594
Percentage of Variation between School & State	72.26 %

TEACHER AND ADMINISTRATIVE SALARIES

This table displays District salaries for teachers, principals, and superintendents, and compares these figures to the State averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the District's budget, and compares these figures to the State averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

2020-21 Average Salary Information		
	District	State
Beginning Teachers	\$ 40,399	\$ 50,352
Mid-Range Teachers	\$ 76,730	\$ 83,849
Highest Teachers	\$ 101,713	\$ 103,007
Elementary School Principals	\$ 0	\$ 0
Middle School Principals	\$ 0	\$ 169,216
High School Principals	\$ 143,394	\$ 144,431
Superintendent	\$ 193,900	\$ 193,259
Teacher Salaries	34 %	30 %
Administrative Salaries	7 %	6 %

SCHOOL SITE TEACHER SALARIES

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the District and throughout the State.

2020-21 Average Teacher Salary	
School	\$ 77,038
District	\$ 80,829
Percentage of Variation between School & District	-4.69 %
All Similar School Districts	\$ 84,932
Percentage of Variation between School & State	-9.29 %