

Galt Joint Union High School District

Galt High

2021-2022 School Accountability Report Card

SCHOOL ADMINISTRATION

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SCHOOL INFORMATION

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Galt, CA 95632
(209) 745-3081
<https://www.galthigh.com/>

SUPERINTENDENT

Lisa Pettis
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DISTRICT INFORMATION

Galt Joint Union High School District
150 Camellia Way
Galt, CA 95632
(209) 745-3061

BOARD OF EDUCATION

Melissa Neuburger,
President
Mark Beck,
Clerk
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:

Galt High School strives to provide a safe and comfortable environment where all students can maximize their own personal potential through rigorous exploration of a variety of pathways to college and career readiness.

Schoolwide Learner Outcomes (SLO's):

GHS Warriors are GALT!

G - Goal-oriented

College and Career Planning; Senior Seminar; AVID; CAASPP scores; percentage of CTE Pathway completers; A-G completion rates.

A - Academic Achievers

Cumulative GPA; SRI score improvement; Honor Roll; AP Exam passage rate; Two/Four-year college acceptance rate.

L - Leaders in the Community

Community service hours; school club participation; volunteering; job shadowing; internships and/or work experience.

T - Technologically Literate

CANVAS/PowerSchool usage; digital citizenship; consuming and producing information ethically and responsibly; media literacy.

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

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 2,200 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 STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2021-22	Percentage
Female	48.5
Male	51.5
Non-Binary	–
American Indian or Alaska Native	0.2
Asian	0.9
Black or African American	0.8
Filipino	0.5
Hispanic or Latino	67.9
Native Hawaiian or Pacific Islander	0.2
White	26
Two or More Races	3.2
EL Students	12.1
Foster Youth	0.1
Homeless	2.9
Military	–
Socioeconomically Disadvantaged	59.4
Migrant Education	5.5
Students with Disabilities	13.6

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2021-22	Count
9th	266
10th	274
11th	251
12th	287
Total	1,078

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)	40.30	91.32	89.40	89.68	228,366.10	83.12
Intern Credential Holders Properly Assigned	0.20	0.63	2.70	2.79	4,205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.10	2.58	2.60	2.65	11,216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	2.26	2.20	2.30	12,115.80	4.41
Unknown	1.30	3.14	2.50	2.57	18,854.30	6.86
Total Teaching Positions	44.20	100.00	99.70	100.00	274,759.10	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)	42.30	89.62	93.10	89.93	234,405.20	84.00
Intern Credential Holders Properly Assigned	1.00	2.12	2.00	1.93	4,853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.50	1.23	1.70	1.72	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.80	1.86	3.00	2.98	11,953.10	4.28
Unknown	2.40	5.18	3.50	3.42	15,831.90	5.67
Total Teaching Positions	47.20	100.00	103.50	100.00	279,044.80	100.00

Teachers Without Credentials and Misassignments		
	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.10	0.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.10	0.50

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	1.00	0.80
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)	1.70	1.70
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.30	2.10

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	60 Building, Admin Building, Auditorium, Notolli Multipurpose Room, Warrior Gym: Frequent HVAC problems due to age of equipment.
INTERIOR: Interior Surfaces	Good	
CLEANLINESS: Overall Cleanliness, Pest/Vermine Infestation	Good	
ELECTRICAL: Electrical	Good	
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	Notolli MPR: Bathrooms in bad shape.
SAFETY: Fire Safety, Hazardous Materials	Good	
STRUCTURAL: Structural Damage, Roofs	Good	100 Building: Siding damage. Notolli MPR: Kitchen floor is failing. 90 Building, Ag Building, 60 Building, Admin Building, Auditorium, Notolli Multipurpose Room, Warrior Gym: Roofs leak frequently.
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

SCHOOL FACILITIES

Galt High School was constructed in 1911 and consists of 89 classrooms, five computer labs, a library, a multi-purpose room, a staff lounge, a two story science building 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.

Facility Improvements & Modernization

Completed Projects:

Technology Upgrade: Updated Core Data Center and District Infrastructure to improve performance, reliability, manageability & security of infrastructure and provide wireless access across all sites; included replacement of all fiber and copper cabling across Galt High School campus.

Removed Portables at Galt HS: Demolished 11 abandoned relocatable classrooms (Rooms 98, 98.5, and 99 through 107) at Galt High School.

Core Building Modernization Phase One: Completed first phase of modernization of older core building, install new marquee and upgrade path of travel to be ADA compliant. Buildings included in this phase are ceramics/wood shop, Ag, music and welding/small engine shop. Scope of work included roofing, HVAC, underground utilities and replacement of windows.

Grandstands Replacement: Removed and replaced GHS Home Grandstands with permanent grandstands with press box which seats 1800 people and meets all ADA and safety requirements. Project includes fabrication and installation of visitor grandstands which will seat 400 people.

Athletic Field Improvements: Complete GHS stadium complex. Project includes installation of all-weather track, synthetic field, and site improvements.

SScience/Biomedical Science Building: Built new two-story science/biomedical building to replace aging portables. The new building measures 16,000 square feet and added 11 new classrooms (including chemistry and biomedical labs).

Agriculture CTE Additions: Addition of an Agri-science classroom, storage room for lab equipment and supplies, a fully functional agricultural processing/testing lab for Agri-science projects and industry trials and addition of ADA compliant restrooms.

Energy Improvements: Installed LED lighting, HVAC systems, and HVAC controls upgrades to improve energy efficiency.

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: Holt, Rinehart & Winston / Adoption: 2009	Yes	0
Mathematics	Grades: 9th-12th / Course: Mathematics / Publisher: College Preparatory Mathematics (CPM) / Adoption: 2013	Yes	0
	Grades: 9th-12th / Course: Mathematics / Publisher: McGraw-Hill / Adoption: 2013	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: 10th-12th / Course: Science / Publisher: Holt, Rinehart & Winston / Adoption: 2007	Yes	0
	Grades: 9th-12th / Course: Science / Publisher: Prentice Hall / Adoption: 2007	Yes	0
Foreign Language	Grades: 9th-12th / Course: Foreign Language / Publisher: Houghton Mifflin / Adoption: 2003	Yes	0
	Grades: 9th-12th / Course: Foreign Language / Publisher: McDougal Littell / Adoption: 2013	Yes	0
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)	50	47	47
Mathematics (Grades 3-8 and 11)	18	21	33
Science (Grades 5, 8, and 10)	26	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	227	215	94.71	5.29	50.47
Male	112	107	95.54	4.46	43.40
Female	115	108	93.91	6.09	57.41
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	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	149	141	94.63	5.37	45.71
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	60	56	93.33	6.67	55.36
Two or More Races	16	16	100.00	0.00	75.00
EL Students	18	17	94.44	5.56	11.76
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	122	114	93.44	6.56	41.59
Migrant Education	--	--	--	--	--
Students with Disabilities	31	26	83.87	16.13	15.38

Assessment Results by Student Group - Mathematics

2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	227	215	94.71	5.29	18.22
Male	112	107	95.54	4.46	19.81
Female	115	108	93.91	6.09	16.67
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	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	149	141	94.63	5.37	15.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	60	56	93.33	6.67	21.43
Two or More Races	16	16	100.00	0.00	37.50
EL Students	18	17	94.44	5.56	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	122	114	93.44	6.56	13.27
Migrant Education	--	--	--	--	--
Students with Disabilities	31	26	83.87	16.13	0.00

Assessment Results by Student Group - Science

2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	495	469	94.75	5.25	26.07
Male	256	246	96.09	3.91	26.53
Female	239	223	93.31	6.69	25.56
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	320	305	95.31	4.69	24.01
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	141	130	92.20	7.80	28.46
Two or More Races	19	19	100.00	0.00	52.63
EL Students	41	39	95.12	4.88	7.69
Foster Youth	0	0	0.00	0.00	0.00
Homeless	19	19	100.00	0.00	15.79
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	265	247	93.21	6.79	20.33
Migrant Education	23	21	91.30	8.70	14.29
Students with Disabilities	55	47	85.45	14.55	4.35

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	99.81
Graduates Who Completed All Courses Required for UC/CSU Admission 2020-21	40.8

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?	812
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	28
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	0

CAREER TECHNICAL EDUCATION PROGRAMS

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 following Career Preparation courses are available at the school:

AGRICULTURE

- Biology and Sustainable Agriculture
- Chemistry and Agriscience
- Advanced Interdisciplinary Science for Sustainable Agriculture
- Agriculture Food Science: From Farm to Fork
- Agriculture Anatomy and Physiology: Animal/Plant

AGRICULTURE MECHANICS

- Introduction to Agriculture Mechanics Skills
- Agriculture Metals and Welding
- Advanced Agriculture Welding and Fabrication
- Agriculture Construction: BITA I
- Agriculture Construction: BITA II
- Agriculture Power Mechanics I
- Agriculture Power Mechanics II

AGRICULTURE LEADERSHIP

- Leadership in Agriculture
- Advanced Leadership in Agriculture

FLORAL DESIGN AND HORTICULTURE

- Elements and Principles of Floral Design
- Advanced Art & History of Floral Design
- Environmental Horticulture Science

BIOMEDICAL SCIENCE

- PLTW Principles of Biomedical Science
- PLTW Human Body Systems
- PLTW Medical Interventions
- PLTW Biomedical Innovations

ENGINEERING

- PLTW Introduction to Engineering Design
- PLTW Principles of Engineering
- PLTW Digital Electronics
- PLTW Computer Integrated Manufacturing

INFORMATION TECHNOLOGY

- Exploring Computer Science
- AP Computer Science Principles

Beginning Communication & Information Technology
Advanced Communication & Information Technology
Graphic Design w/ Yearbook

CULINARY

Foods and Nutrition
Life Management
Foods and Culture
Careers in Food Service and Hospitality

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/pfi/>.

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	97	97	96	81	78

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	1,140	1,117	361	32.3
Female	552	544	182	33.5
Male	588	573	179	31.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	10	10	1	10
Black or African American	10	10	2	20
Filipino	--	--	--	--
Hispanic or Latino	774	760	253	33.3
Native Hawaiian or Pacific Islander	--	--	--	--
White	293	288	91	31.6
Two or More Races	36	35	9	25.7
EL Students	146	139	51	36.7
Foster Youth	--	--	--	--
Homeless	40	39	18	46.2
Military	--	--	--	--
Socioeconomically Disadvantaged	698	683	260	38.1
Migrant Education	65	64	15	23.4
Students with Disabilities	166	159	71	44.7

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	5.6	10.5	6.7	94.0	83.3	93
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	285	265	93
Female	128	122	95.3
Male	157	143	91.1
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	182	168	92.3
Native Hawaiian or Pacific Islander	--	--	--
White	85	82	96.5
Two or More Races	--	--	--
EL Students	37	31	83.8
Foster Youth	--	--	--
Homeless	15	12	80
Military	--	--	--
Socioeconomically Disadvantaged	201	184	91.5
Migrant Education	17	16	94.1
Students with Disabilities	37	28	75.7

DROPOUT PREVENTION

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.

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. 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. Our leadership 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.

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.

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

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 2022. 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 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	4.56	0.57	6.23	0	0	0.26
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	6.23	0.26
Female	3.8	0
Male	8.5	0.51
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	6.98	0.39
Native Hawaiian or Pacific Islander	0	0
White	4.78	0
Two or More Races	2.78	0
EL Students	10.27	0.68
Foster Youth	0	0
Homeless	0	0
Military	–	–
Socioeconomically Disadvantaged	7.88	0.43
Migrant Education	4.62	0
Students with Disabilities	13.86	0.6

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)	539

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)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	11.7

COUNSELING AND SUPPORT SERVICES

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 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 pathways, Agricultural Academy, BEST (Biomedical Engineering Science Technology) Pathway, VAPA (Visual and Performing Arts) and Culinary Arts pathway. 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.

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	25	27	23	9	5	11	9	11	8	11	6	13
Mathematics	25	30	22	8	2	10	13	13	10	6	5	6
Science	21	34	18	4		2	4	1	3	3	6	3
Social Science	29	32	23	4		11	8	8	9	12	8	12

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	2
Fine and Performing Arts	3
Foreign Language	4
Mathematics	2
Science	2
Social Science	5
Totals	18
Percent of Students in AP Courses	19.1

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	\$ 12,922
School: From Supplemental/Restricted Sources	\$ 4,367
School: From Basic/Unrestricted Sources	\$ 8,555
District: From Basic/Unrestricted Sources	\$ 8,676
Percentage of Variation between School & District	-1.39 %
State: From Basic/Unrestricted Sources	\$ 6,594
Percentage of Variation between School & State	29.74 %

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	\$ 77,716
District	\$ 80,829
Percentage of Variation between School & District	-3.85 %
All Similar School Districts	\$ 84,932
Percentage of Variation between School & State	-8.5 %