



GALT HIGH SCHOOL SELF-STUDY REPORT

145 North Lincoln Way

Galt, CA 95632

Galt Joint Union High School District

March 28-30 2011

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GALT JOINT UNION HIGH SCHOOL DISTRICT

SELF STUDY REPORT

SCHOOL AND DISTRICT ADMINISTRATION

Chuck Howell, Principal of Galt High School

Bob Rappleye, Assistant Principal of Galt High School

Maria Orr, Assistant Principal of Galt High School

Dr. Daisy Lee, Superintendent

Audrey Kilpatrick, Chief Business Officer

Colleen Hurley, Director of Special Education

SCHOOL BOARD MEMBERS

Diann Kitamura, President

Art Oelsner, Clerk

Kathleen Amos, Board Member

Mark Beck, Board Member

Angela DaPrato, Board Member

WASC LEADERSHIP TEAM

Chuck Howell, Principal of Galt High School

Bob Rappleye, Assistant Principal

Michele Wood, WASC Coordinator

Steve Gardner, District Testing Coordinator

Greg Sloan, Social Studies Department Chair

Galt High School Department Chairs

Chapter I Student/Community Profile

GENERAL DESCRIPTION OF THE COMMUNITY AND THE SCHOOL

Galt High School is a 1,232-student school located at the southernmost end of Sacramento County in Galt, California. The city, situated between the state capitol of Sacramento and Stockton in the northern San Joaquin Valley, was fast growing until the recession battered the state in 2008. Since that time, growth has moderated, though it still retains its small-town charm. The economy of the city, which was founded in 1869, had been primarily agriculturally based; recent years have seen economic expansion in a variety of directions, particularly in skilled job opportunities and an expanding array of retail businesses. These businesses provide diverse employment and shopping opportunities. The Galt Joint Union High School District has constructed two educational facilities in the last few years: Estrellita Continuation High School, and Liberty Ranch High School, a comprehensive 9th -11th grade school. The 12th grade will be added in the 2011-2012 school year.

Galt High School's motto of "Every Student Succeeding" means it is the goal of teachers, administrators, and support staff members to provide students the opportunity and encouragement to achieve at the highest possible level to reach their fullest potential. The goal is to provide Galt High School students with a rigorous and relevant curriculum while helping them become responsible citizens. The mission is to ensure each student graduates and achieves his or her goals, becoming a contributing member of society through effective personalized educational programs and facilities in partnership with family and community. The school is continuing its successes over the past several years, though difficulties remain. It has improved its educational services through the years, despite the formidable challenges of a shrinking budget with its attendant layoffs and program reductions, ever-increasing federal and

state educational benchmark goals, and the splitting of Galt High with the opening of Liberty Ranch nearly two years ago. For several years, all courses have Board-approved courses of study, which focus on fulfilling state standards in respective subject areas. These courses of study are examined by a long list of professionals; teachers, department heads, the Curriculum Committee, Administration, and ultimately the School Board to ensure their rigorousness. Teachers in the core subject areas; English, math, science, and social science assess student progress in meeting the standards through a series of benchmark assessments given throughout the school year. To further that goal, the district has pared its data management programs from three separate systems to one. The current program, PowerSchool Studio Edition, with PowerSchool attendance and grade book, has the capacity to allow teachers and administrators to keep track of attendance and grades; facilitate communication between teachers, parents, and students through e mail, posting syllabi, and assignments; and enable teachers to upload benchmark tests and disaggregate data among subgroups, among other capabilities. However, the company has had difficulties with various aspects of its software, and Galt High teachers and administrators are not currently able to upload common assessments to compare student results. It is hoped when the company solves software glitches and other problems we will be able to make comparisons to inform instruction, as we once did with Edusoft.

One of Galt High School's challenges is in the geographical area from which it pulls to educate teen-agers. The students are from a very wide area of suburban and rural locations in southern Sacramento and northern San Joaquin counties, from the small city of Galt to the surrounding rural areas in the two counties. The school's attendance area totals 295 square miles and spreads from Elk Grove in the north to Lodi in the south, Staten Island and Walnut Grove delta

areas to the west, and Amador County line to the east. A number of students are bused to school, many from a long distance. Students enrolling in Galt High School as freshmen enter the school from two feeder schools within two school districts. The school, established nearly 100 years ago, follows a traditional school year calendar, though its academic calendar was modified in the last few years to include a mid-August start date, thus allowing students to end the first semester before winter break.

The facilities at Galt High School were built to house 800 students, though classroom space has been added through the decades through temporary classrooms. Currently, the school has a student population of 1,193, which is a drastic change from recent years, when the school previously housed nearly 2,200 students. This reduction in students occurred with the opening of Estrellita and Liberty Ranch High School, both of which are located in the northeast section of Galt. This reduction in the number of students has had the effect of making for a more genial high school campus with one lunch period, plenty of classrooms for tutoring and other needs, and less crowding in the hallways and locker areas. In addition, teachers no longer have to vacate their rooms during prep periods to allow another teacher room for a class. A modernization of the science wing was completed in January 2005 and an additional modernization in the summer of 2010 with the opening of the Biomedical Engineering Science Technology (BEST) Academy. A variety of technologies to aid teaching and learning are available. These include a computer lab capable of accommodating an entire class of students, and a number of classrooms equipped with computers that are shared with multiple departments, teachers, students, and extra-curricular studies. The number of computers totals just fewer than 500 computers on campus. The library is well-stocked and maintained with print sources.

STRATEGIC PLANNING

The strategic plan for Galt Joint Union High School District, which includes Galt High School and two other schools, is in the process of being rewritten starting this spring. Dr. Daisy Lee, superintendent, had recommended and the Board approved hiring in November 2010 an Oakland-based consulting firm, Performance Fact, Inc., to work with administration officials at all three schools to write a strategic plan to increase student achievement. The strategic plan, which was last revised in February 2006, includes focusing on core practices: finding the “root causes” of the current state of student achievement; reviewing and possibly revising the District’s mission statement; and identifying high leverage teaching, leadership, and organization practices. When it was previously written, the focus was on Dr. Bill Daggett’s program of Rigor, Relevance and Relationships; however, that strategic plan was eliminated at the end of the 2009-2010 school year. The cost to continue this professional relationship would be too costly to the District given the economic limitations to our budget.

DISCUSSION OF SCHOOL-WIDE LEARNING RESULTS

Galt High School has had the same ESLRs since 2005, and they have worked well for everyone involved. The ESLRs, which principally ask students to be goal oriented, academic achievers, lifelong learners, and trustworthy citizens and form the acronym GALT, run through all aspects of Galt High, from its philosophy of education to curriculum and instruction planning. They have been posted in all classrooms for the past five years, and a previous version of ESLRs was posted in classrooms for the previous six years. These Expected School-Wide Learning Results are the driving force behind the establishment of our student goals for the school site.

STUDENT DEMOGRAPHICS

Enrollment for grades 9-12 for the 2010-2011 school years is 1,193, which is nearly a 50% decrease from three years ago, when 2,202 students attended Galt High School. This is principally due to the opening of another District high school, Liberty Ranch High School. The ethnic mix of students at Galt High School includes approximately 49% White; 44.3% Hispanic/Latino; and nearly 7% of other ethnic groups, including African-American, American Indian, Asian, Filipino, Pacific Islander and multiple or no response. Over half of the students (52%) qualify for free or reduced price meals. Galt High School student population includes 104 English Learner students, mainly Spanish speakers, who require supported curriculum and English Language Development classes.

The Galt High School student population includes a substantial number of Special Education students, with 109 students currently receiving Special Education services. Many Special Education students are mainstreamed in their core and elective classes. Galt High School hosts three, Sacramento County Office of Education self-contained special-day programs: Life Skills, Ability Awareness, and Severe Emotionally Disturbed.

Student Demographics (2010-2011)		
Ethnicity	Total Numbers	Percent of Population
American Indian	19	1.60%
Asian	23	1.90%
Pacific Islander	10	0.83%
Filipino	8	0.67%
Hispanic or Latino	529	44.30%
African American	20	1.70%
White (not Hispanic)	584	49.00%
Multiple or no response	0	0

FACULTY/ STAFF DEMOGRAPHIC

The administrative staff includes a principal and two assistant principals. Others function in a variety of administrative tasks, including as a testing coordinator; a Gifted and Talented Education (GATE) coordinator; an Advancement through Individual Determination (AVID) coordinator; an Agriculture Academy coordinator; a coordinator for the new Biomedical Engineering Science Technology (BEST) Academy; and a director of Special Education. The number of teaching staff has dropped dramatically with the shrinking of the student population. From a high of 102 teachers in 2007-2008, there are 57 teachers in the 2010-2011 school year. Of those 57 teachers, 47 or 82 percent are white; six are Hispanic/Latino; three are Asian; and one is Black/African-American. Educationally, the percentage of teachers with advanced degrees has jumped significantly from 2007-2008 when 28 percent held a master's degree or a master's degree with additional units to 44 percent in the current school year. Additionally, the number of teachers who held a bachelor's degree plus 30 units shrank to 56 percent of the teaching staff in the current year from 62 percent of the teaching staff then. What has significantly shrunk is the percentage of teachers with a bachelor's degree only – from 10 percent in 2007-2008 to none in the current school year. What has also changed is the experience level of teachers at Galt High – from an average of 9.6 years of teaching in the 2005-2006 school year to an average of 12.7 years of teaching experience in the 2010-2011 school year. Similarly, the number of years teachers staying with the district showed nearly the same trend: from 6.5 years in 2005-2006 to 9.8 years in 2010-2011.

Education Level of Certificated Staff						
	Doctorate	Master's (+30)	Master's	Bachelor's (+30)	Bachelor	Total Staff
2005-06	1	0	35	66	9	111
2006-07	0	6	26	58	12	102
2007-08	0	4	25	63	10	102
2008-09	0	0	32	56	10	98
2009-10	0	0	22	37	9	68
2010-11	0	0	25	32	0	57

Teacher Credential Status and Years of Training					
	School Year 2006	School Year 2007	School Year 2008	School Year 2009	School Year 2010
Fully Credentialed	86	98	93	66	56
Emergency Credentials	3	0	0	0	0
Pre/ Interim	5	7	5	2	1
Waivers	0	0	0	0	0
Total Teachers	94	105	98	68	57
Average Years in Teaching	9.6	10.3	11.3	12.7	12.7
Average Years in District	6.5	7.3	8.6	9.8	9.8

100% of our teaching staff is Highly-Qualified.

Number of Certificated Staff by Ethnicity									
	African-American / Black	American Indian/ Alaskan Native	Asian	Filipino	Hispanic/ Latino	Pacific Islander	White not Hispanic	Multiple/ No Response	Total
2005-06	2	0	4	0	15	0	73	0	94
2006-07	1	0	5	0	12	0	75	0	93
2007-08	2	0	7	0	12	0	81	0	102
2008-09	1	0	7	0	13	0	77	0	98
2009-10	1	0	3	0	11	0	53	0	68
2010-11	1	0	3	0	6	0	47	0	57

ANALYTICAL SUMMARY: DISAGGREGATED, INTERPRETED STUDENT ACHIEVEMENT DATA

ANALYSIS OF STUDENT ACHIEVEMENT BASED ON API SCORES.

School-wide API / AYP Data				
School Year	API Score (Growth)	API Base from Prior Year	Year to Year Growth	AYP Achieved
2005-2006	740	729	11	Yes
2006-2007	738	735	3	Yes
2007-2008	737	738	-1	No
2008-2009	739	737	2	No
2009-2010	742	741	1	No

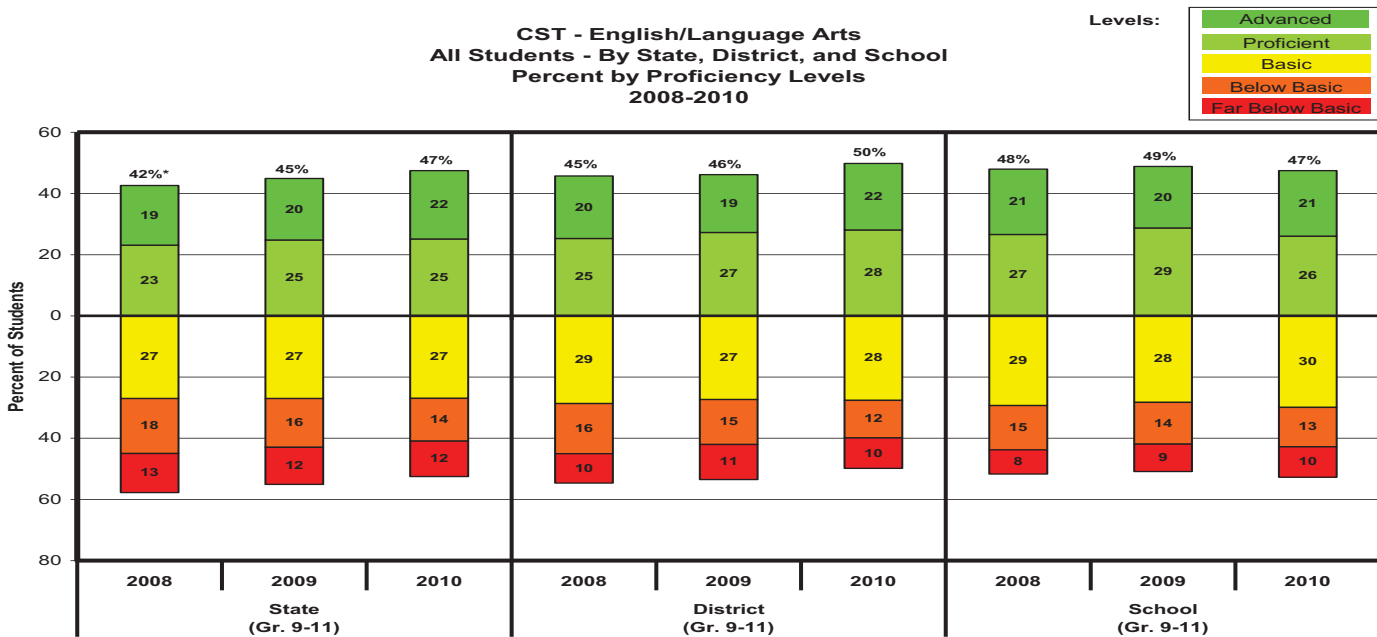
Galt High School's API growth has stalled, increasing and dipping between a low of 737 in 2007-2008 school year to a high of 742 in the 2009-2010 school year. Strong gains were made in the mid decade, when the school grew by 11 points, to a gain of one point in the last school year for which results are available. Additionally, the federal No Child Left Behind measure, Annual Yearly Progress, has not been met in the past three years, principally due to failure to meet growth targets for English Learners, among other groups, two years in a row.

ANALYTICAL SUMMARY OF DISAGGREGATED AND INTERPRETED STUDENT DATA

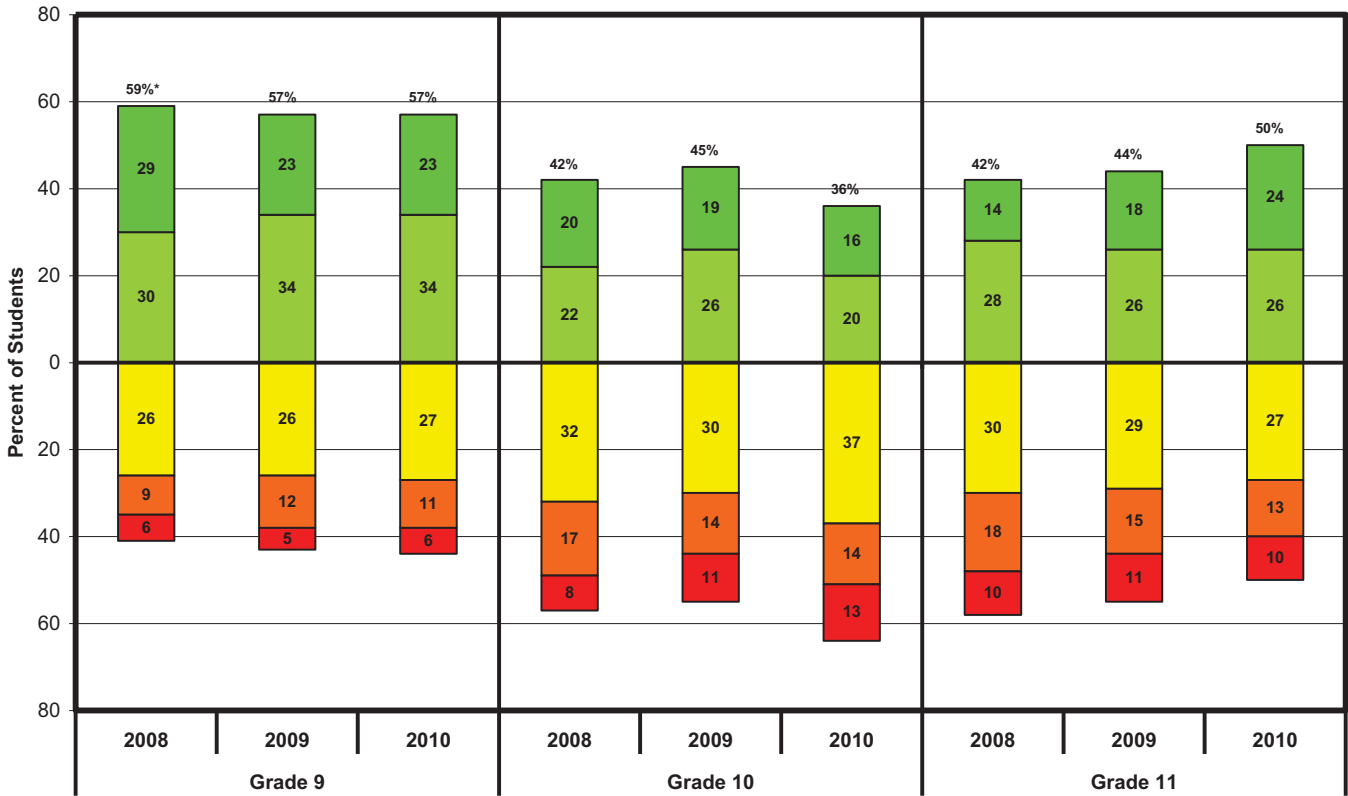
CALIFORNIA STANDARDS TESTS RESULTS ANALYSIS

SUMMARY OF OVERALL ENGLISH LANGUAGE ARTS RESULTS

Galt High School students exceeded the state average for students performing at Proficient or Advanced in 2008 by six percent and four percent in 2009. By 2010, the number of students performing Proficient or Advanced did not exceed the state average for the first time in five years. This coincides with the opening of Liberty Ranch High School which changed the demographics for Galt High School. Galt High School exceeded the State average in students performing at the Basic level. In the Below Basic and Far Below Basic category, Galt High School students had a smaller percentage of students overall compared to the State average.



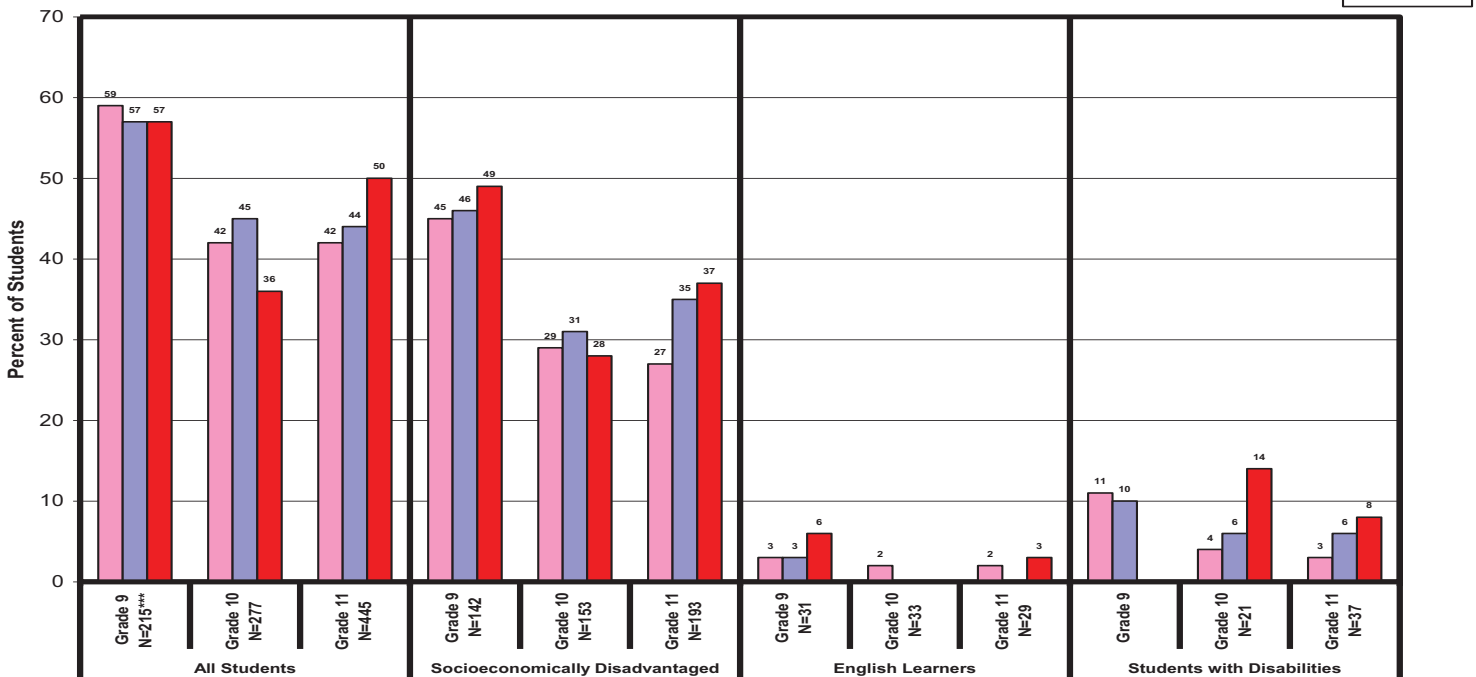
**CST - English/Language Arts
All Students - By Grade
Percent by Proficiency Levels
2008-2010**



SUMMARY OF OVERALL ENGLISH LANGUAGE ARTS RESULTS

Galt High School students in 9th grade who were Proficient or Advanced declined by two percent from 2008 to 2010. The number of students in 10th grade who were Proficient or Advanced dropped by six percent from 2008. However, the number of 11th grade students scoring Proficient or Advanced increased by eight percent.

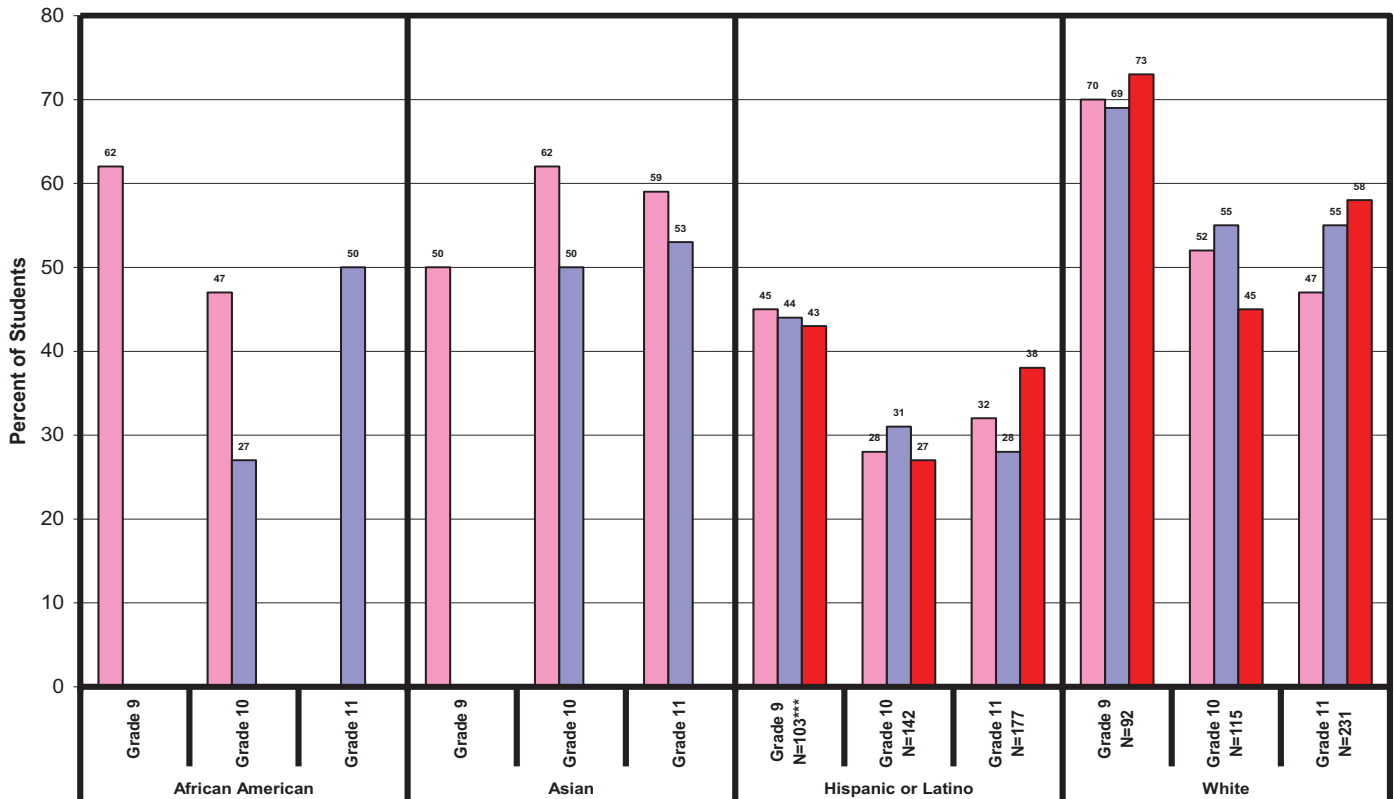
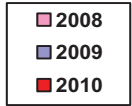
**CST - English/Language Arts
Subgroups* - By Special Needs and Grade
Percent Proficient and Advanced Levels**
2008-2010**



SUMMARY OF ENGLISH LANGUAGE ARTS SCORES FOR SPECIAL NEEDS STUDENTS

1. The above CST charts illustrate that the number of Proficient or Advanced Socioeconomically Disadvantaged students in 9th grade increased by four percent while the percent of Proficient or Advanced Socioeconomically disadvantaged 10th graders experienced a three percent decline. Socioeconomically Disadvantaged 11th grade students have made steady growth of 10 percent over the past three years.
2. English Learners had a three percent increase in Proficient or Advanced in 9th grade, however, only a one percent increase in 11th grade.
3. Students with disabilities scoring at the “Proficient” or “Advanced” level from 2008-2011, improved by 10 percent in 10th grade and by five percent in 11th grade.

**CST - English/Language Arts
Subgroups* - By Ethnicity and Grade
Percent Proficient and Advanced Levels**
2008-2010**

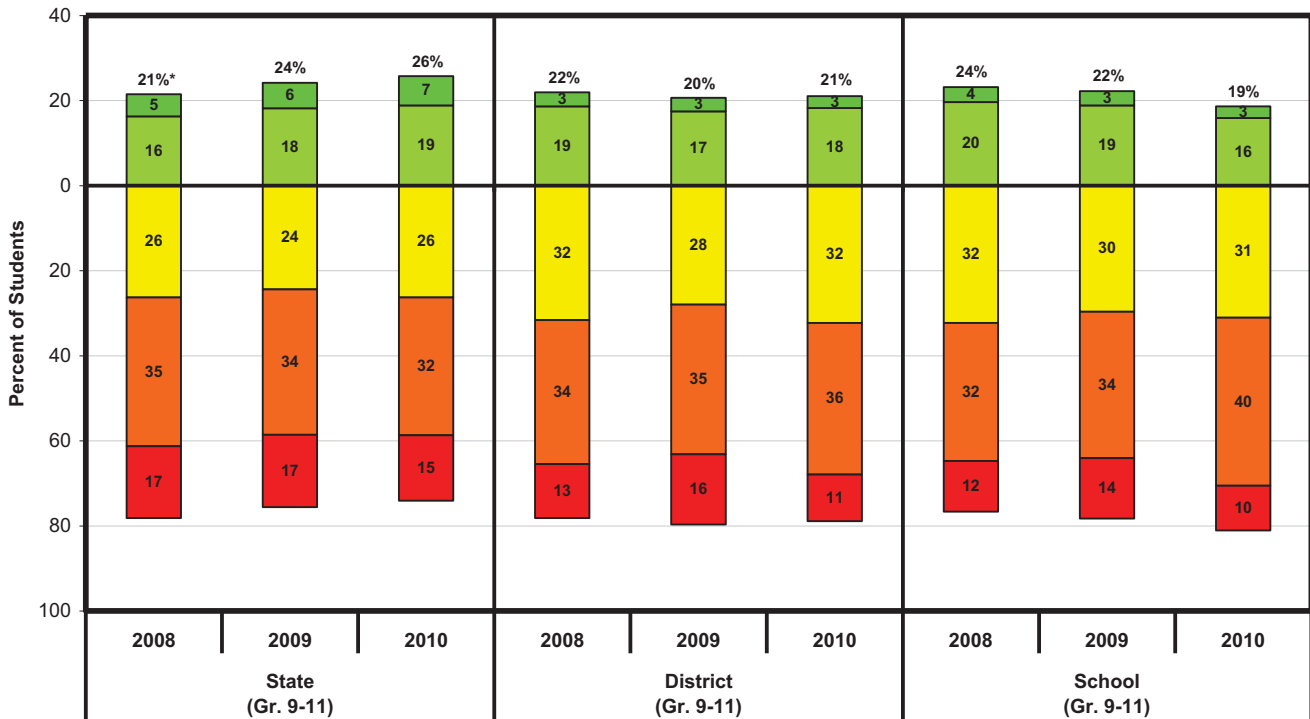
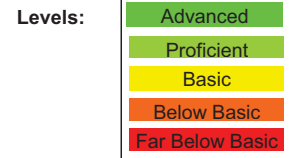


SUMMARY OF ENGLISH LANGUAGE ARTS SCORES BY ETHNICITY AND GRADE

1. Due to numerically insignificant data it is difficult to analyze trends for African American and Asian students. Galt High School Latino students in the 9th and 10th grade have declined from Proficient to Advanced two percent and four percent, respectively, from 2008 and 2010. Eleventh grade Latino students demonstrated a 10 percent increase in Proficient or Advanced.
2. Galt High School white subgroup has shown growth in 9th and 11th grades. However, 10th grade students in the white subgroup who were Proficient or Advanced dropped by 10 percent over the last year.

ANALYSIS OF OVERALL CST MATHEMATICS TEST RESULTS

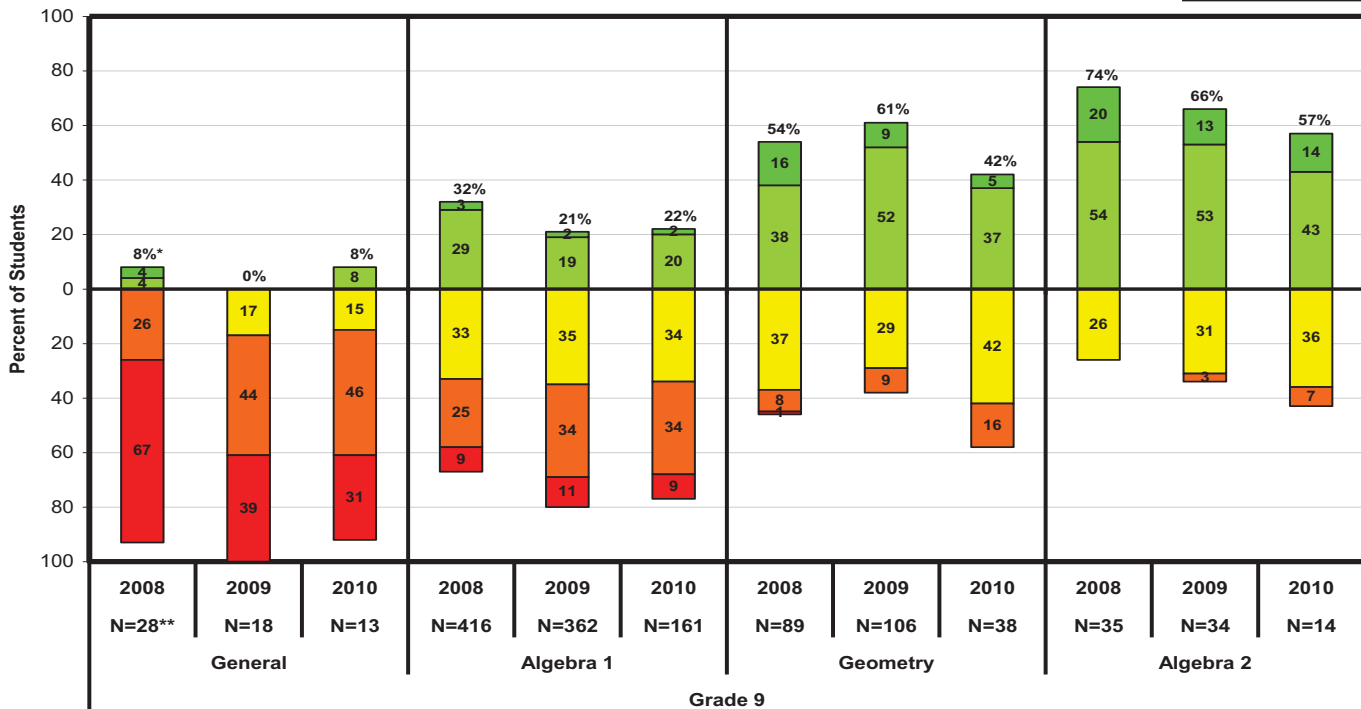
CST - Mathematics
All Students - By State, District, and School
Percent by Proficiency Levels
2008-2010



SUMMARY OF OVERALL MATHEMATICS SCORES

The number of students in the state who were Proficient or Advanced increased by five percent while the number of students at Galt High School who were Proficient or Advanced decreased by five percent from 2008-2010. Ninth graders are our best performing grade level. The decrease in our scores coincides with the opening of Liberty Ranch High School and the change in the Galt High School demographics.

**CST - Mathematics
Grade 9 By Course
Percent by Proficiency Levels
2008-2010**

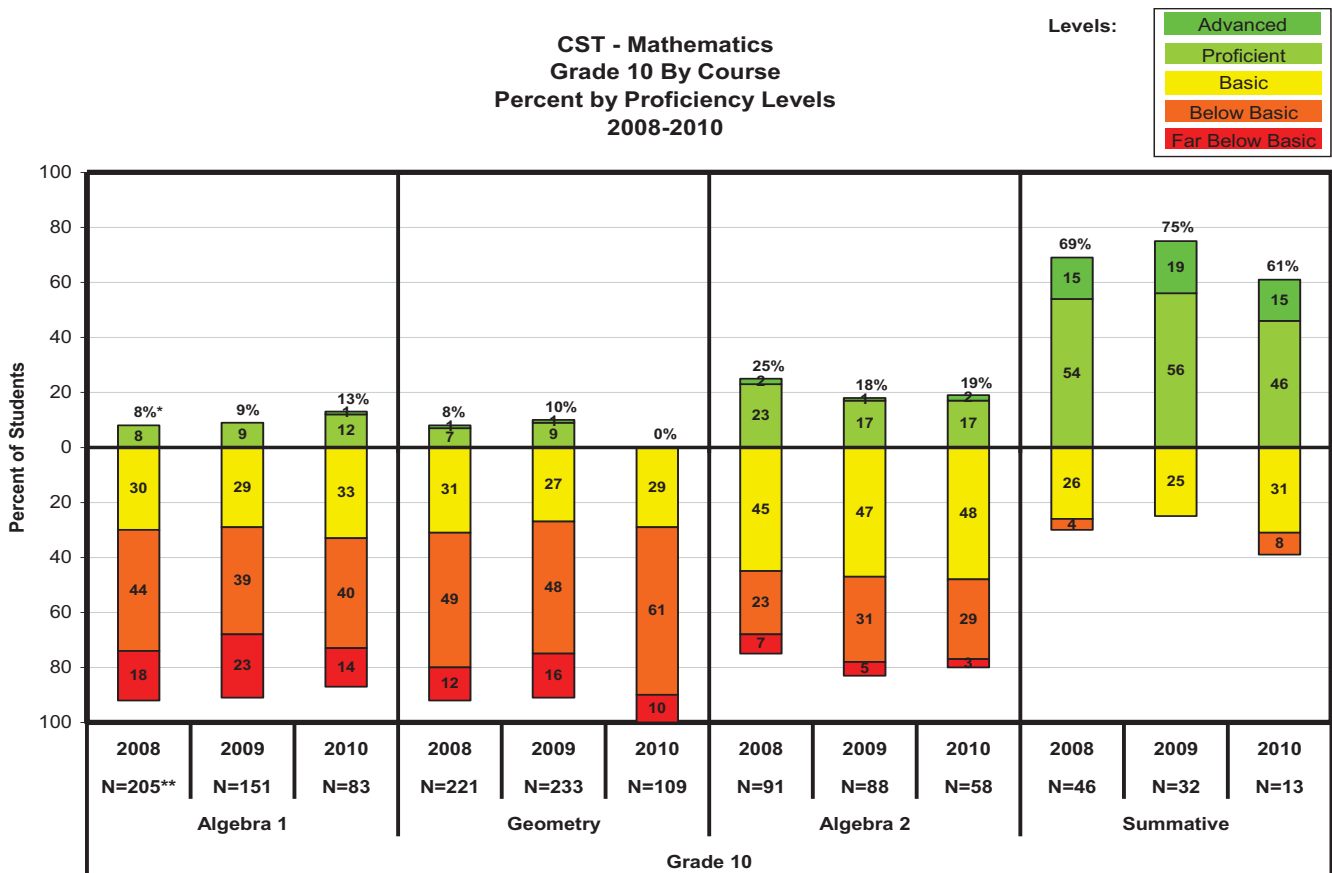


SUMMARY OF MATHEMATICS SCORES FOR NINTH GRADERS

1. The number of 9th grade students taking Algebra 1-9 decreased from 416 to 161, a 50 percent decrease, between 2008 and 2010. This was due to the split between the two high schools in Galt. The number of Proficient or Advanced students in Algebra 1-9 dropped by 10 percent from 2008-2010.
2. The number of 9th grade students taking Geometry decreased from 89 students in 2008 and 106 students in 2009 to 38 students in 2010. Again, this is due to the split between the two high schools in Galt. The number of Proficient or Advanced 9th graders taking

Geometry declined from 61 percent in 2009 to 42 percent in 2010. There is also an increase in the number of 10th graders in the Below Basic category.

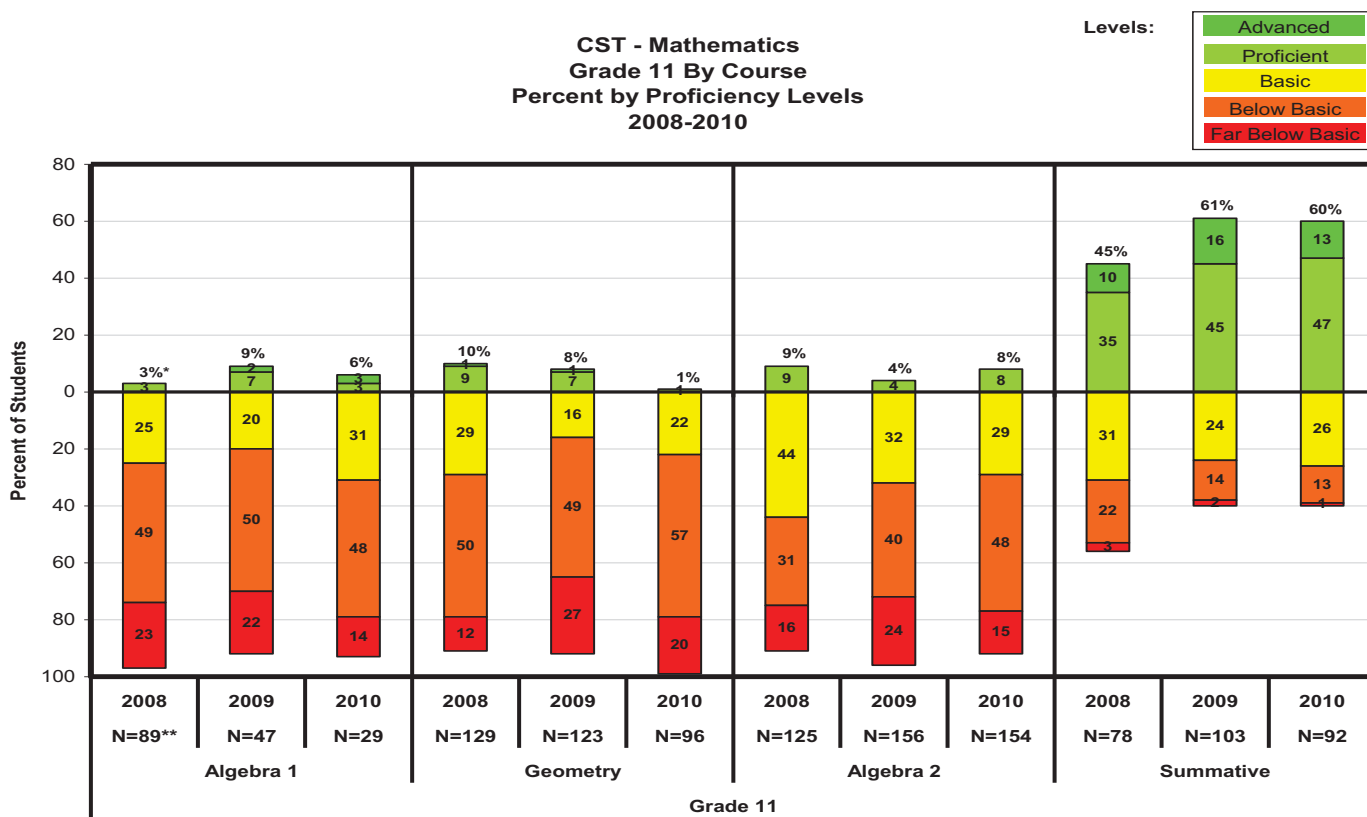
- Galt High School 9th graders taking Algebra II decreased from 35 students in 2008 to 14 students in 2010 due to the split between the two high schools in Galt. While Galt High School freshmen students are a small sample size, they scored 57 percent Proficient or Advanced in Algebra II.



SUMMARY OF MATHEMATICS SCORES FOR TENTH GRADERS

- Galt High School 10th graders scoring Proficient or Advanced in Algebra 1 increased by five percent even though the number of students tested dropped from 205 students in 2008 to 83 students in 2010 due to the split between the two high schools in Galt.

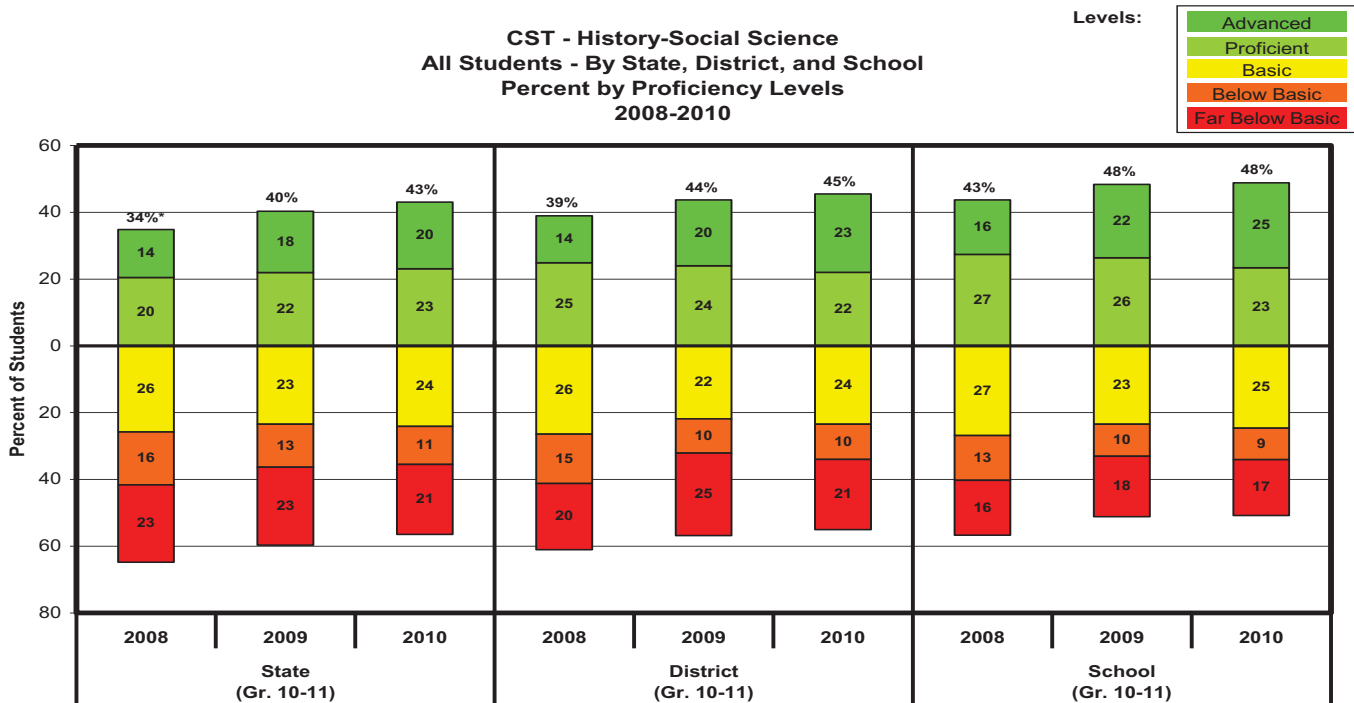
- In Geometry, 10th grade students did not meet the benchmark for Proficient or Advanced, and their scores dropped by 10 percent between 2009 and 2010.
- Galt High School 10th graders taking Algebra II dropped six percent from 2008 to 2010 in Proficient or Advanced. We also noticed a trend for a large number of students in the Basic category from 2008 to 2010.
- Summative math scores are strong for 10th grade students who are receiving instruction in a least restrictive environment.



SUMMARY OF MATHEMATICS SCORES FOR ELEVENTH GRADERS

- The number of Galt High School 11th grade students scoring Proficient or Advanced in Algebra 1 increased by three percent even though the number of students taking Algebra 1 dropped from 89 students in 2008, 47 students in 2009 to 29 students in 2010. This is due in part to students having taken Algebra 1 more than once.

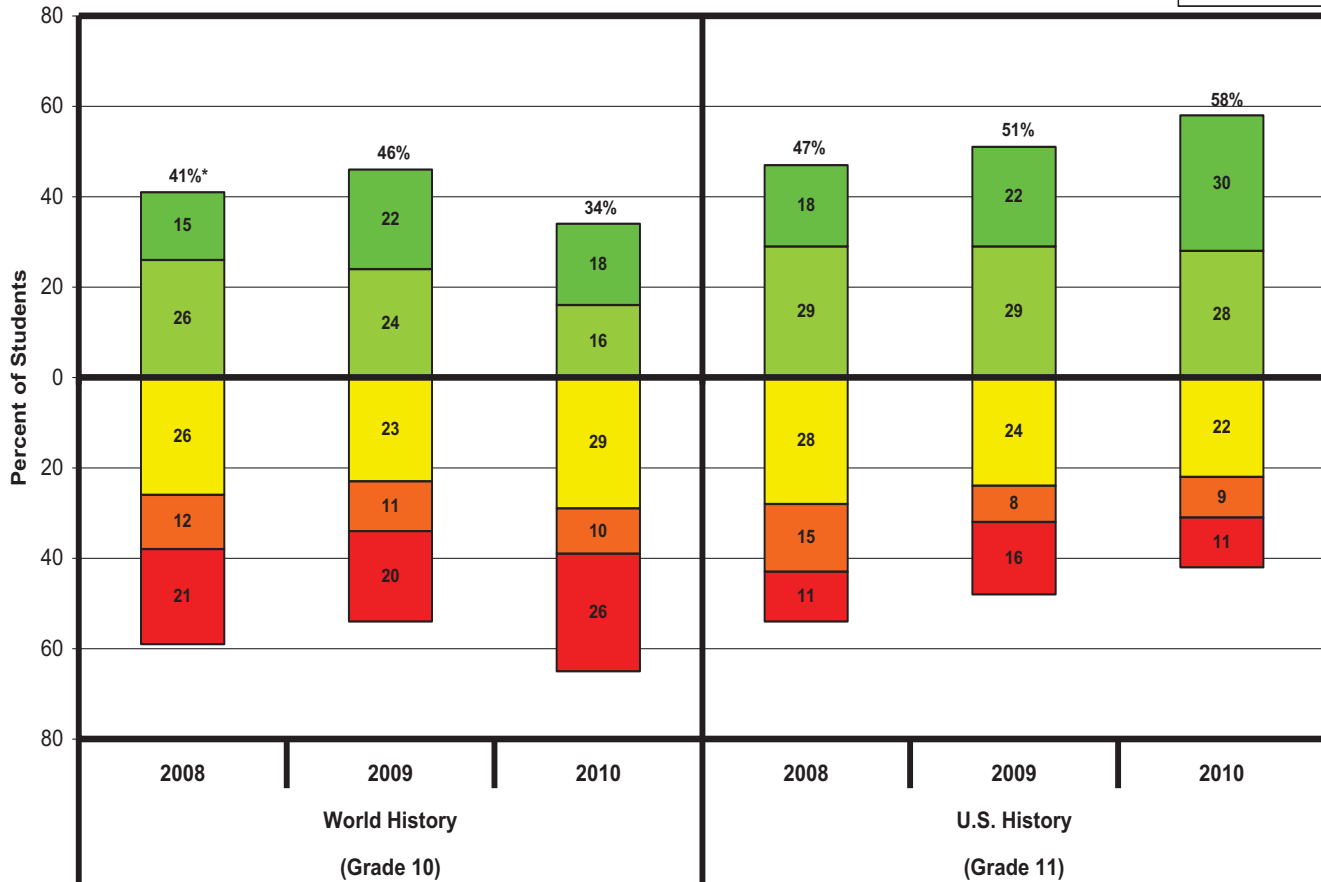
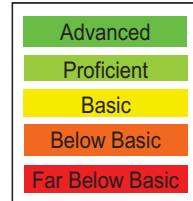
2. The number of 11th grade students taking Geometry dropped from 129 students in 2008 to 96 students in 2010. This is due to the split between the two high schools in Galt. The number of 11th grade students scoring Proficient or Advanced decreased nine percent over this three-year period. Another trend to note is the large number of 11th grade student in the Below Basic band. Eleventh grade students taking Summative Math increased their Proficient or Advanced scores by 15 percent over the past three years.



SUMMARY OF HISTORY-SOCIAL SCIENCE SCORES: ALL STUDENTS – BY STATE, DISTRICT AND SCHOOL

Galt High School students in History-Social Science have exceeded the state average for Proficient or Advanced from 2008-2010.

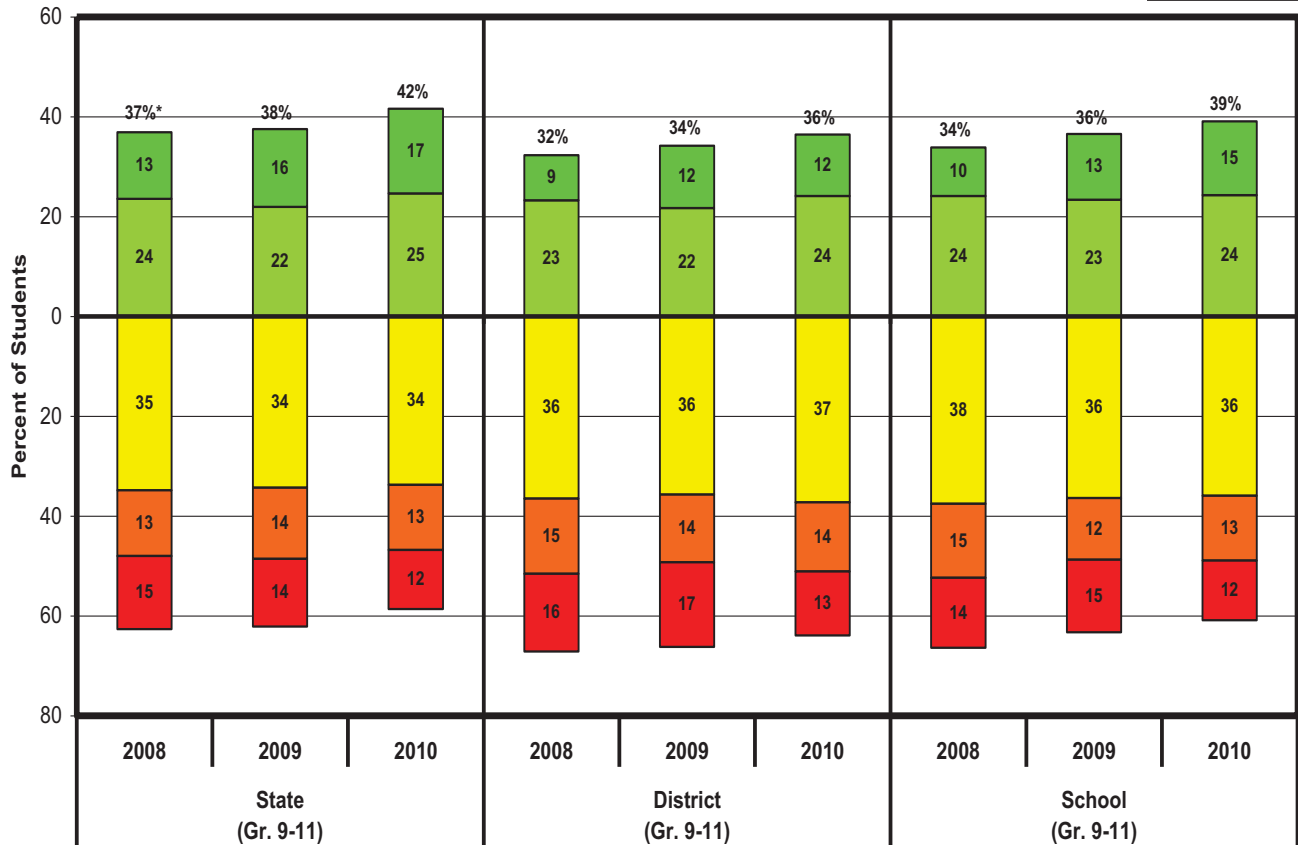
**CST - History-Social Science
All Students By Course
Percent by Proficiency Levels
2008-2010**



SUMMARY OF WORLD HISTORY AND U.S. HISTORY: ALL STUDENTS

1. The number of Galt High School students taking World History who were Proficient or Advanced dropped by 10 percent from 2009 to 2010.
2. One out of every four Galt High School students is Far Below Basic in World History.
3. The number of students taking U.S. History who were Proficient or Advanced has steadily increased by 11 percent over a three-year period.

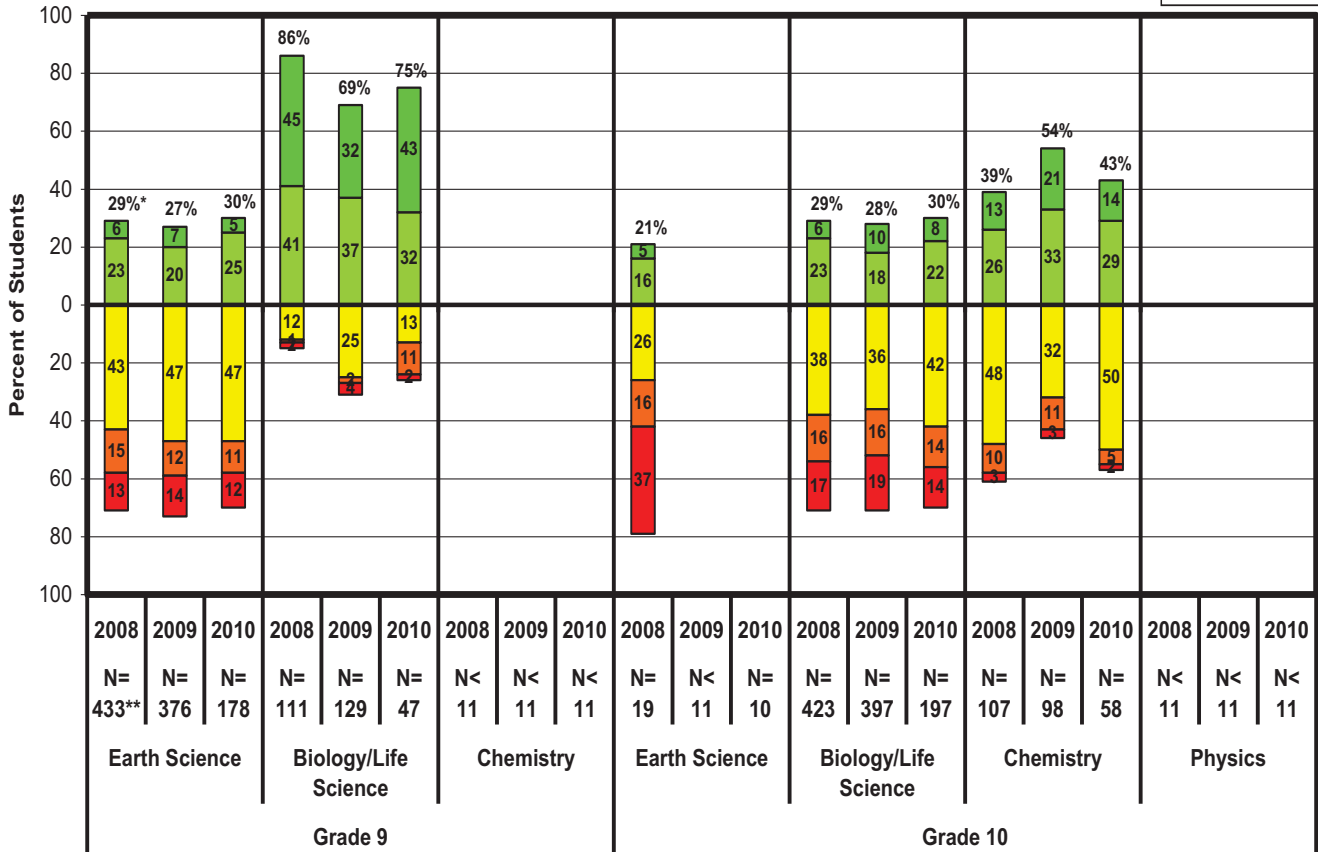
CST - Science
All Students - By State, District, and School
Percent by Proficiency Levels
2008-2010



SUMMARY OF SCIENCE: ALL STUDENTS – BY STATE, DISTRICT AND SCHOOL

1. Galt High School students are three percent behind the state average for Proficient or Advanced students; however, our students have continued to make progress over the past three years.
2. We have a large number of students who are in the Basic band.
3. The students who are in the Below Basic and Far Below Basic bands continue to be a priority.

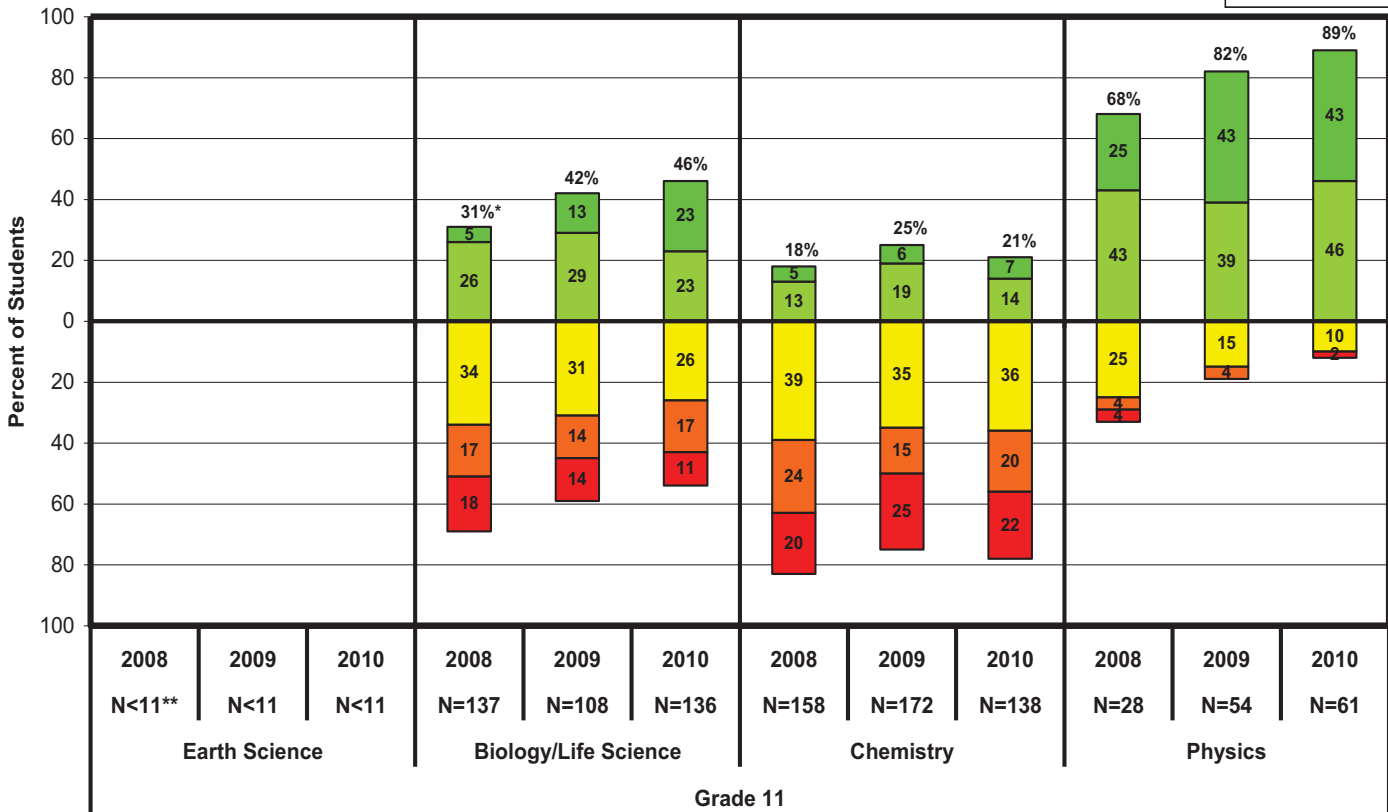
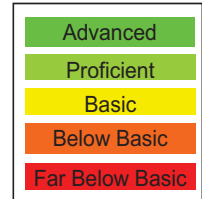
**CST - Science
Grades 9 and 10 By Course
Percent by Proficiency Levels
2008-2010**



SUMMARY OF SCIENCE: GRADES 9 AND 10 BY COURSE

1. The number of 10th grade students taking Chemistry dropped by almost 50 percent from 107 students in 2008 to 58 students in 2010 due to the split between the two high schools in Galt.
2. The number of students scoring at the “Proficient” or “Advanced” level in chemistry declined by nine percent between 2009 and 2010.

**CST - Science
Grade 11 By Course
Percent by Proficiency Levels
2008-2010**



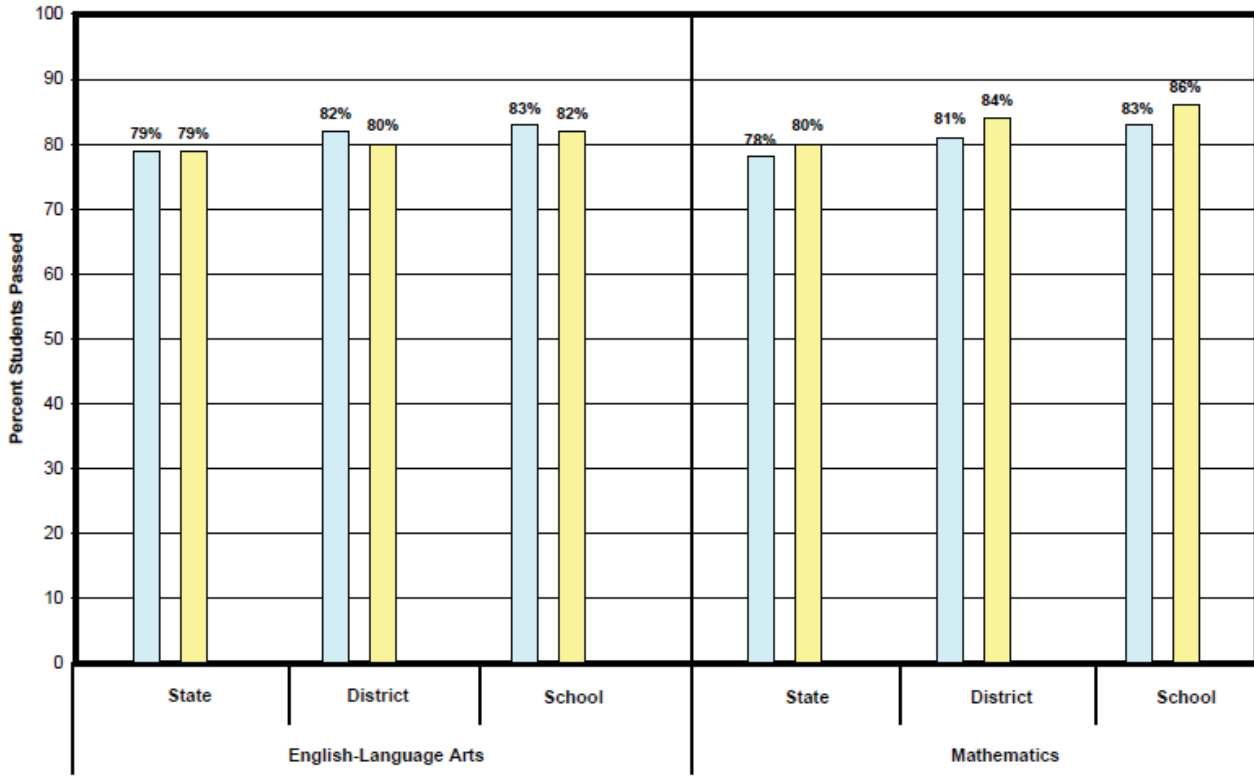
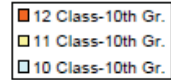
SUMMARY OF SCIENCE: GRADE ELEVEN

1. Galt High School 11th grade students have demonstrated a steady increase in Proficient or Advanced test scores in Biology/Life Science, Chemistry, and Physics.
2. The number of Galt High School 11th grade students taking Physics doubled from 28 students 2008 to 61 students 2010.
3. The number of students who scored Proficient or Advanced in Physics in 2010 increased 21 percent from 2008.

CALIFORNIA HIGH SCHOOL EXIT EXAM (CAHSEE)

Galt High

CAHSEE - English / Language Arts and Mathematics
 State, District and School Comparisons
 Grade 10 Pass Rates
 Graduating Classes of 2010-2012

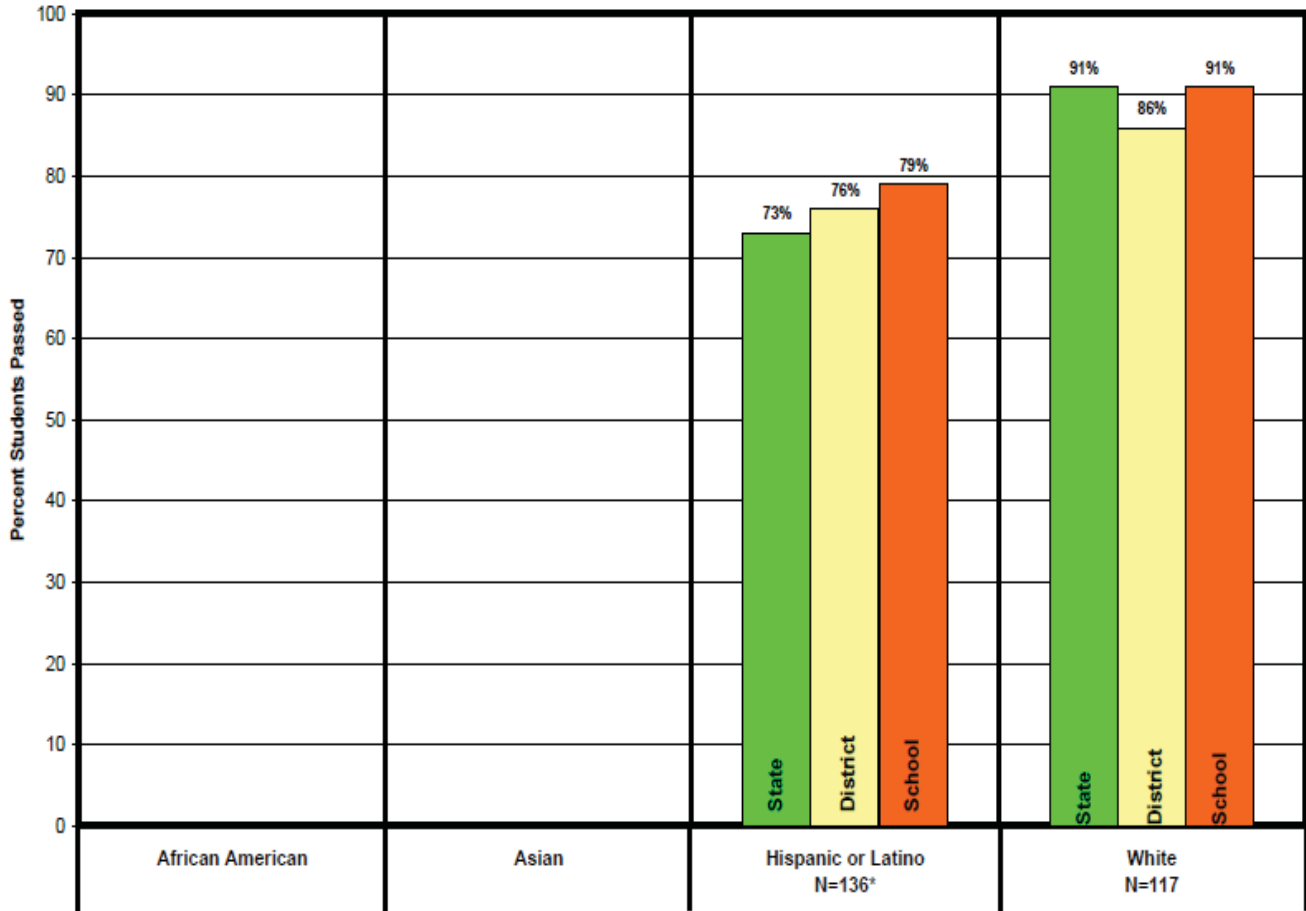


Los Angeles County Office of Education
 Division for School Improvement
 Online Assessment Community - oac.lacoe.edu
 9/27/2010

SUMMARY OF ENGLISH/ LANGUAGE ARTS AND MATHEMATICS: STATE, DISTRICT, SCHOOL COMPARISONS

Galt High School 10th grade students meet or exceed the State's passing rate for the CAHSEE English/Language Arts and Mathematics tests.

CAHSEE - English/Language Arts
 State, District and School Comparisons
 Grade 10 Pass Rates
 Subgroups: By Ethnicity
 2009-10



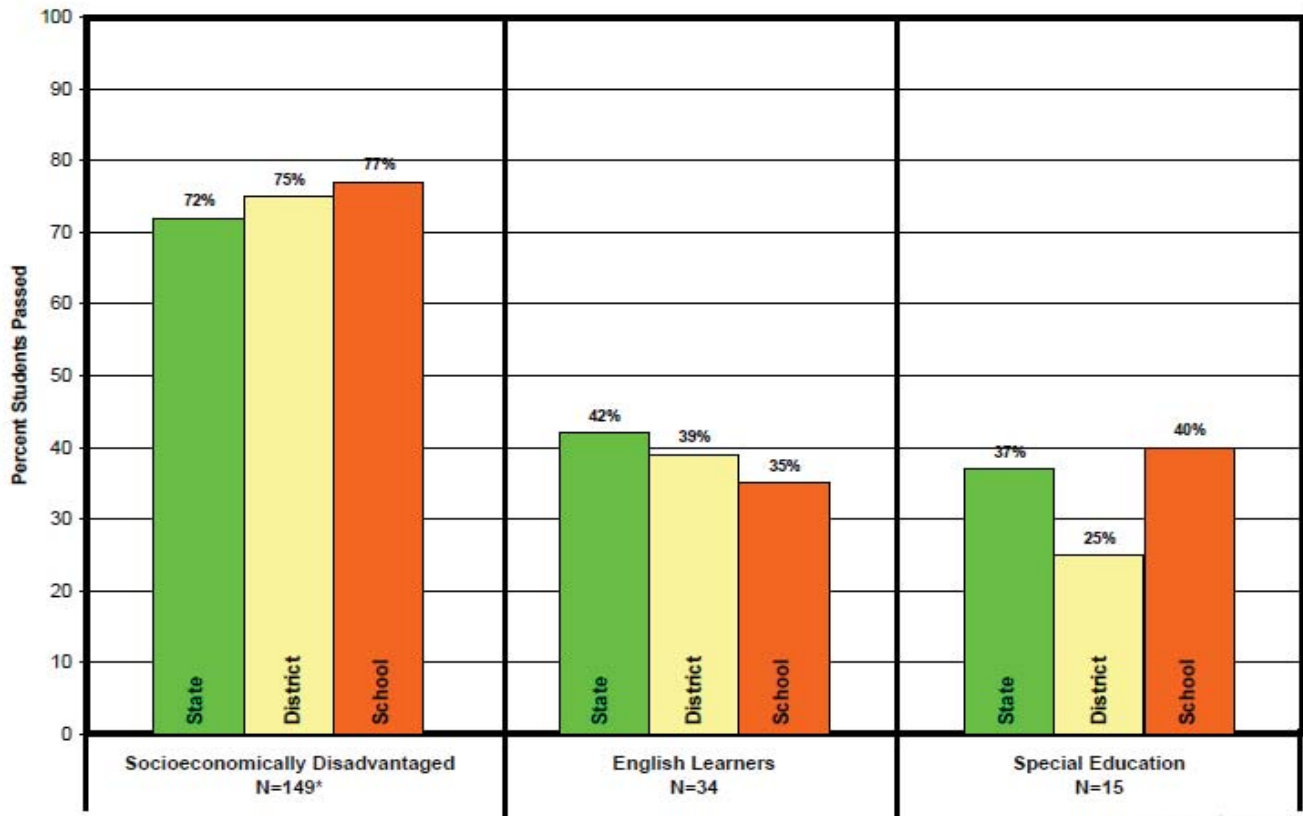
Los Angeles County Office of Education
 Division for School Improvement
 Online Assessment Community - oac.lacoe.edu
 9/27/2010

*N=Class of 2012 Number tested.

SUMMARY OF ENGLISH ARTS- STATE, DISTRICT, AND SCHOOL COMPARISONS BY ETHNICITY

1. Galt High School Latino students scoring Proficient or Advanced in 10th grade CAHSEE English/Language Arts were six percent above the State average.
2. Galt High School white students who scored Proficient or Advanced in the 10th grade CAHSEE English/Language Arts were equal to the State average.

CAHSEE - English/Language Arts
 State, District and School Comparisons
 Grade 10 Pass Rates
 Subgroups: By Special Needs
 2009-10



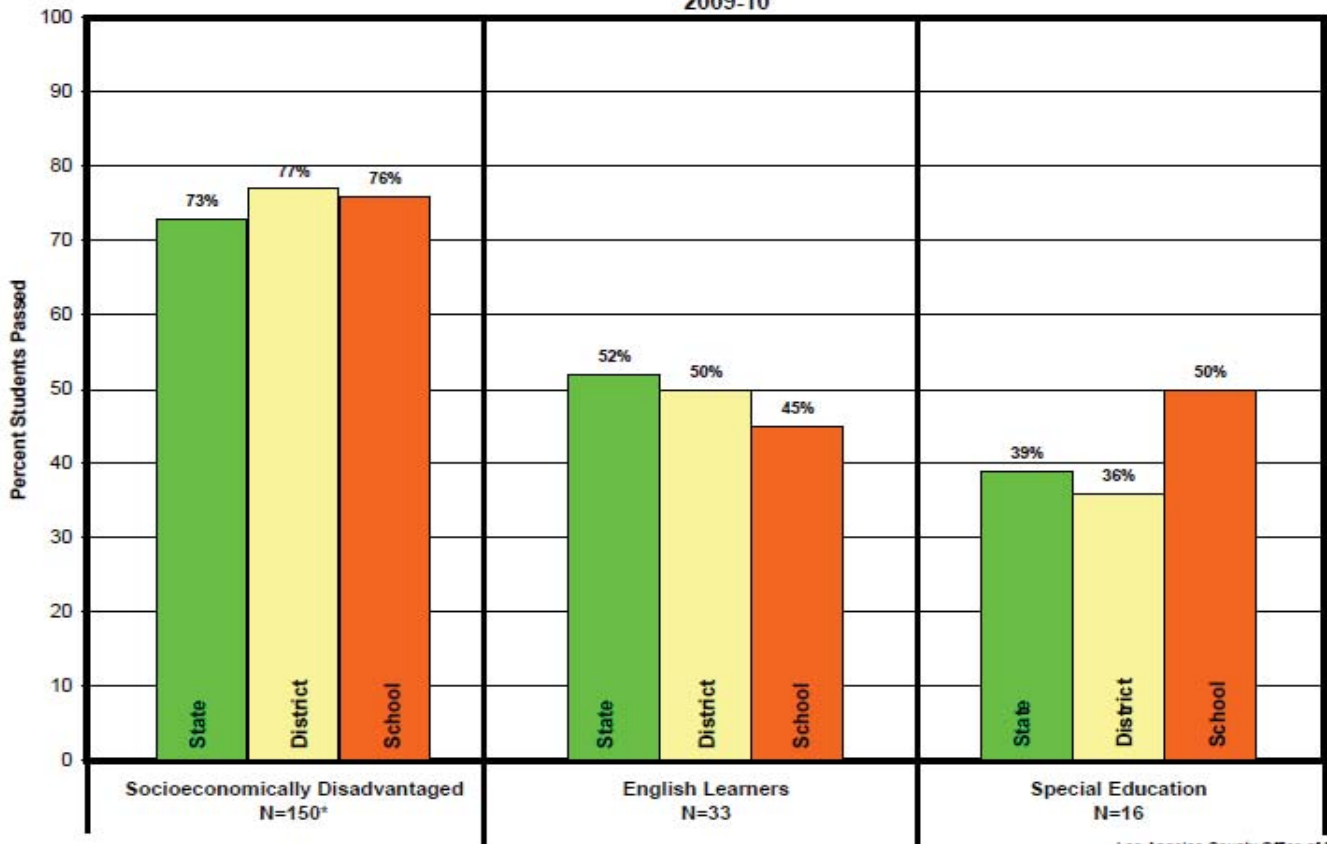
*N=Class of 2012 Number tested.

SUMMARY OF ENGLISH LANGUAGE ARTS- SPECIAL NEEDS

1. Galt High School 10th grade Socioeconomically Disadvantaged students scored five percent higher than the State average for Proficient or Advanced in CAHSEE English/Language Arts. Galt High School 10th grade English Learner students score seven percent lower than the State average for English/Language Arts.
2. Galt High School 10th grade Special Education 10th grade students scored three percent higher than the State average for Proficient or Advanced students in CAHSEE English/Language Arts.

Galt High

CAHSEE - Mathematics
State, District and School Comparisons
Grade 10 Pass Rates
Subgroups: By Special Needs
2009-10



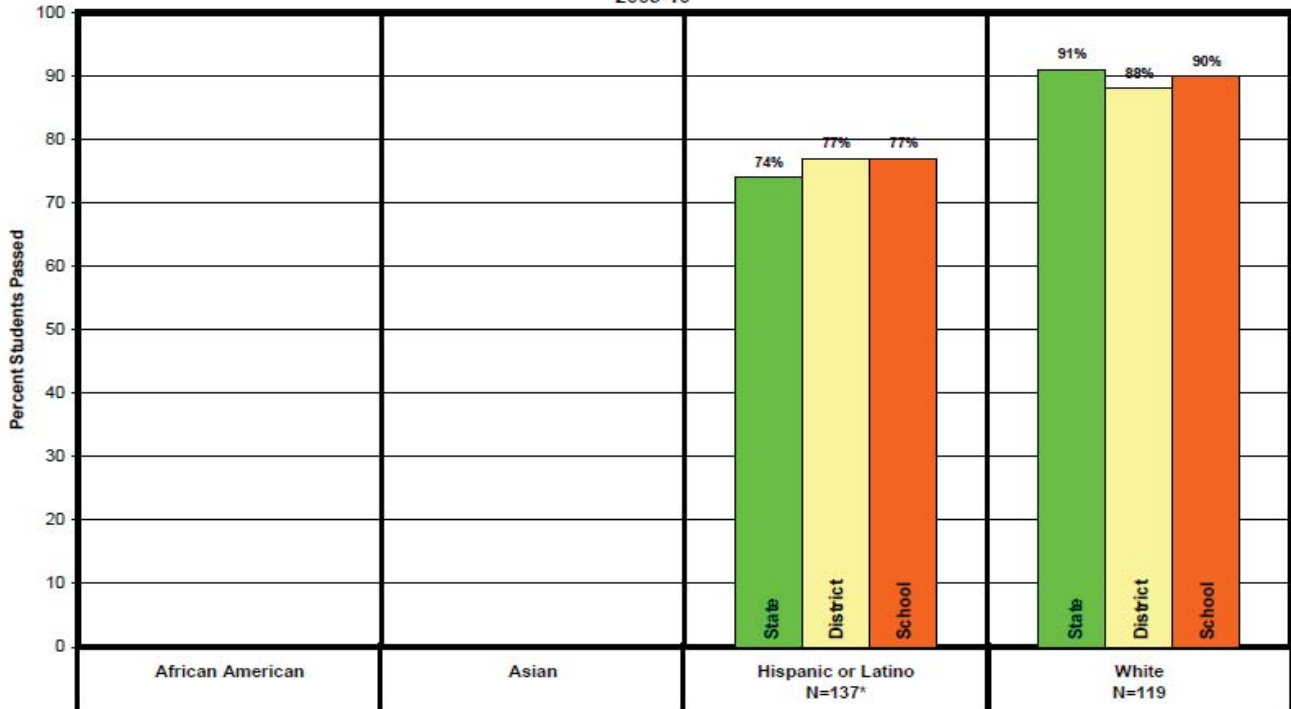
*N=Class of 2012 Number tested.

Los Angeles County Office of Education
Division for School Improvement
Online Assessment Community - oac.lacoe.edu
9/27/2010

SUMMARY OF MATHEMATICS- STATE, DISTRICT, AND SCHOOL COMPARISONS BY SPECIAL NEEDS

1. Galt High School 10th grade Socioeconomically Disadvantaged students taking the CAHSEE Mathematics scored three percent higher than the State average in Proficient or Advanced.
2. Galt High School 10th grade English Learners declined seven percent from the State average for Proficient or Advanced in CAHSEE Mathematics.
3. Galt High School 10th grade Special Education students outperformed the State average for Proficient or Advanced by 11 percent in the CAHSEE Mathematics test.

CAHSEE - Mathematics
State, District and School Comparisons
Grade 10 Pass Rates
Subgroups: By Ethnicity
2009-10



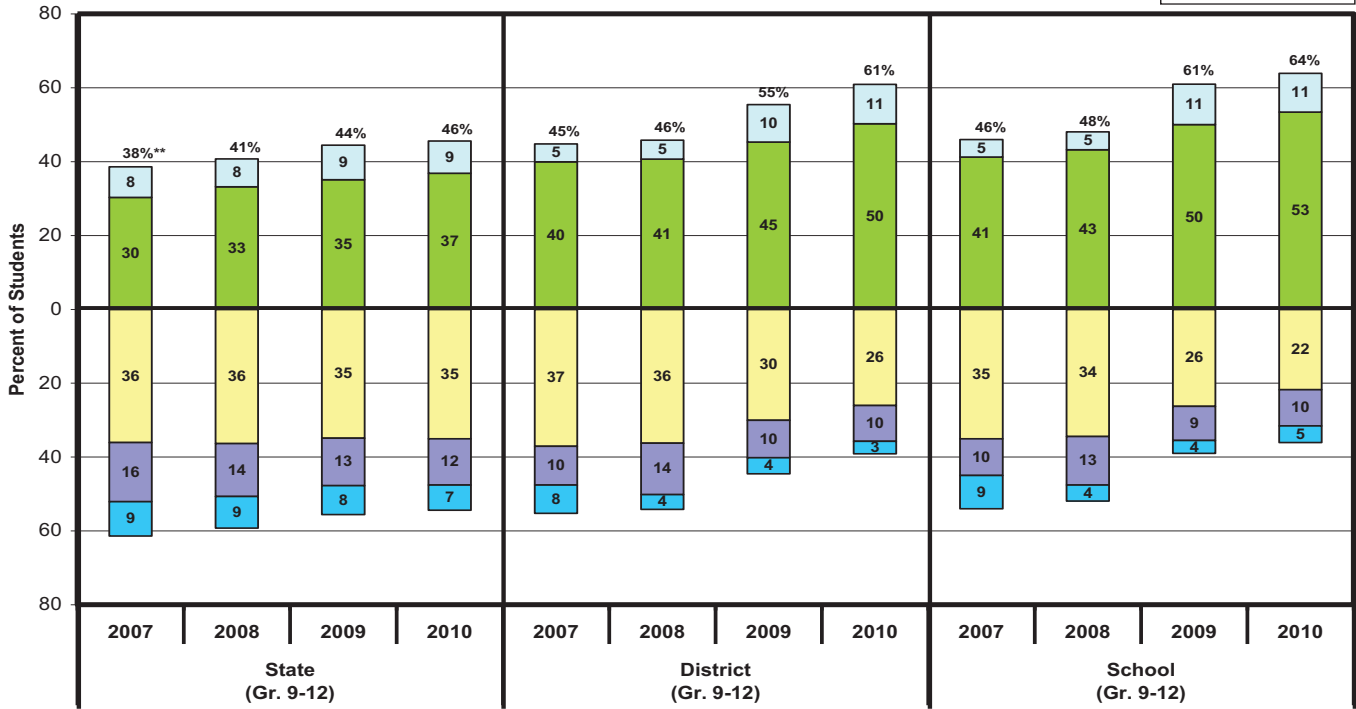
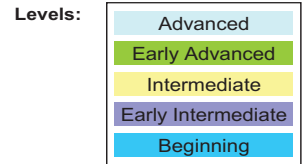
*N=Class of 2012 Number tested.

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SUMMARY OF CAHSEE MATHEMATICS: STATE DISTRICT, AND SCHOOL COMPARISONS BY ETHNICITY

1. Galt High School 10th grade Latino students scored three percent above the State average for Proficient or Advanced in CAHSEE mathematics.
2. Galt High School White students scored one percent less than the State average for Proficient or Advanced in CAHSEE Mathematics.

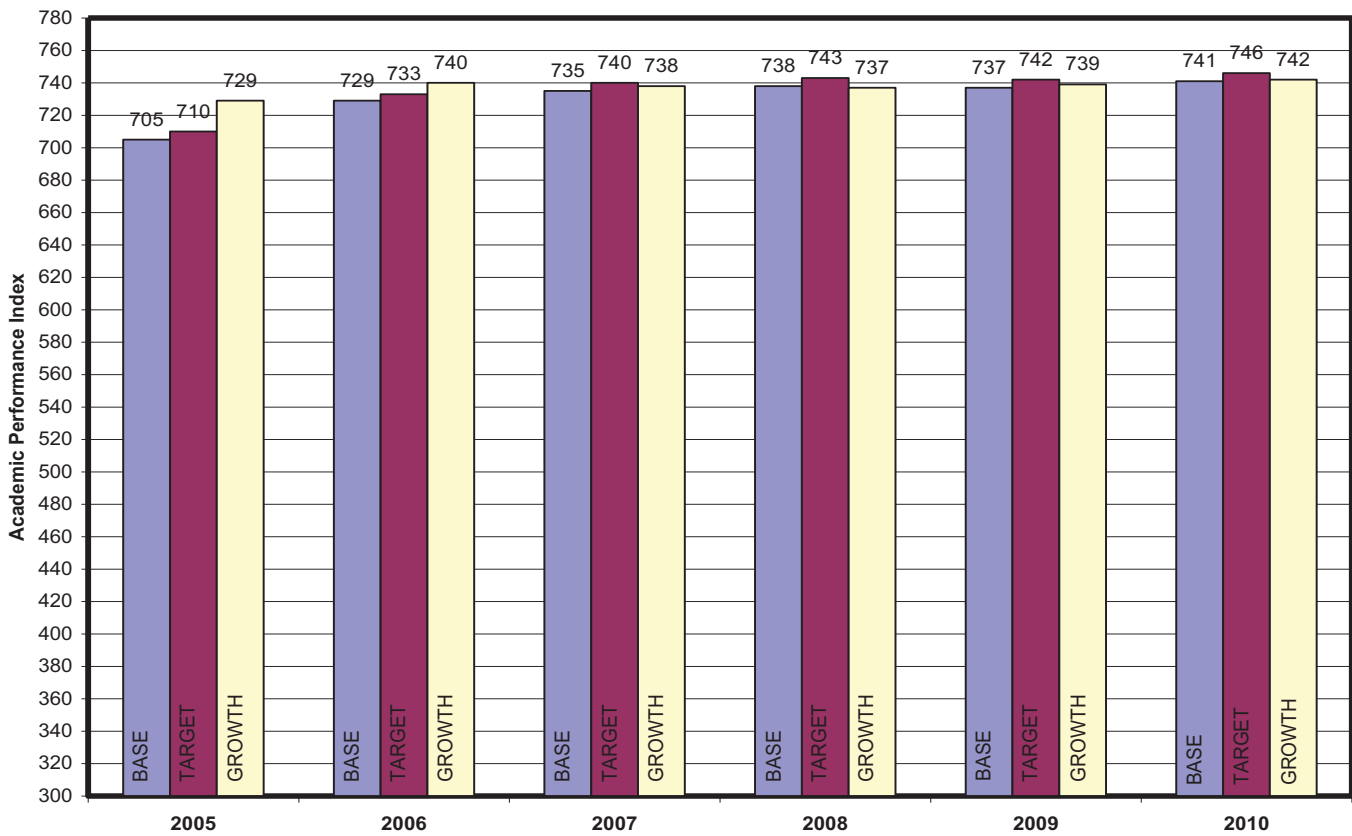
**CELDT* Overall Annual Administration Results
English Learners - State, District and School Comparisons
Percent by Proficiency Level
2007-2010**



SUMMARY OF CELDT SCORES- STATE, DISTRICT, AND SCHOOL COMPARISON

Galt High School English Learners scored higher than the State average for Proficient and Advanced from 2007 through 2010.

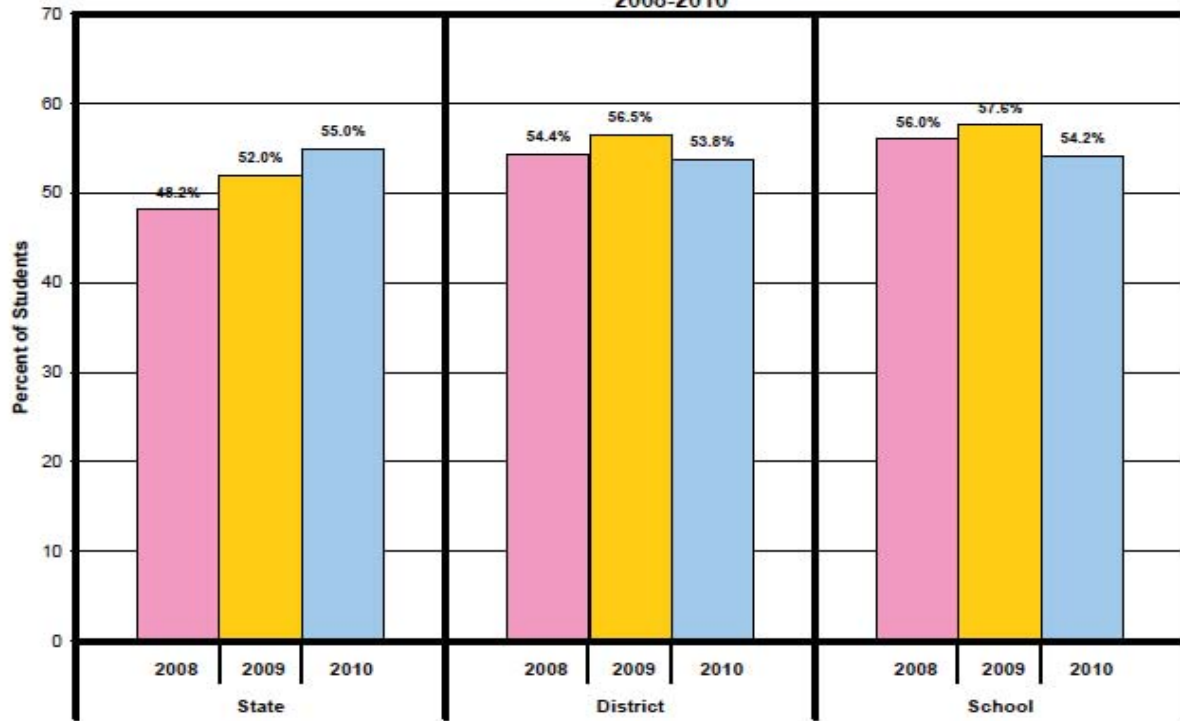
API GROWTH-SCHOOLWIDE
API Base/Target*/Growth Comparisons
2005-2010**



Galt High School continues to grow in meeting the incremental growth target for the API, though the growth target was not met in 2007, 2009, or 2010. Our Hispanic students and our Economically Disadvantaged Students met or exceeded the target growth for 2010. Our White subgroup did not meet its target growth by -1 for 2010. Our efforts continue to focus on our English Learner students who have not met the target growth for the past two years. We have continued to increase our API growth, though not as much as we would like.

Galt High

Annual Measurable Objectives (AMO) - English/Language Arts
All Students - By State, District and School
Percent Proficient or Advanced
2008-2010



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9/27/2010

Galt High School is currently in Program Improvement (Year 1) because we have not met our percent "Proficient" target (55.6%) for two consecutive years in our subgroups for English Learners.

INTERPRETED STUDENT ACHIEVEMENT DATA

ADVANCED PLACEMENT PROGRAM ACHIEVEMENT:

With the opening of Liberty Ranch High School in 2009 and the subsequent decrease in the number of students at Galt High School, continuing to offer all AP courses every year has been difficult. Nevertheless, students at Galt High School are offered a wide variety of advanced courses that provide them a rigorous and challenging curriculum. For the 2010-2011 school year, there are 16 Advanced Placement classes being offered. Galt High School is committed to providing all interested and qualified students the opportunity to take these rigorous courses and extend the opportunities to enroll in these courses by providing preparatory tutoring and other programs such as vertically aligned Pre-AP English Honors classes in grades 9-11 to help students meet the prerequisites. Another important tool in this endeavor is the Advancement via Individual Determination (AVID) program that prepares and directs students to take challenging classes. Many AP teachers also offer before school, lunchtime, or after school tutoring as well as weekend seminars to prepare students for the test. All students in Advanced Placement classes are strongly encouraged to take the exam and Galt High School helps offset the cost by paying the first \$25 of each exam for any student not eligible for a fee waiver. All AP teachers have received College Board training for teaching AP courses, and our pass rates for most exams compare favorably with state and national averages.

Overall Student Performance on the National Advanced Placement Exam									
A P Course	# of Students Enrolled			# of Students Taking the Exam			# of Students Passing the Exam		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
AP English 12	74	64	62	66	55	53	36	30	37
AP Calculus AB	52	39	46	44	27	38	13	12	5
AP Statistics	37	14	29	24	9	13	13	4	5
AP Calculus BC	11	12	0	9	8	0	1	4	0
AP World History	83	47	22	62	41	22	23	29	16
AP US History	85	65	59	61	57	44	27	15	21
AP American Gov	54	80	93	48	59	70	37	36	47
AP Macro Economics	52	41	33	40	27	26	27	17	20
AP Biology	21	0	0	19	0	0	8	0	0
AP Chemistry	19	28	0	17	27	0	2	17	0
AP Physics	0	13	22	0	11	22	0	6	7
AP German Language	7	6	11	6	2	10	2	2	4
AP Spanish Language	51	30	57	49	29	48	46	27	37
AP Spanish Literature	0	19	0	9	18	1	5	16	1
AP Studio Art	3	0	0	2	1	0	2	1	0

SAT Test Results (2008-2010)						
State, District, High School Results						
	2008		2009		2010	
Subject Areas	State	GHS	State	GHS	State	GHS
Verbal	499	496	500	478	501	483
Mathematics	515	519	513	487	516	510
Writing	498	494	498	485	500	483

Galt High School students have not performed as well as state students for a number of years, with 2009 scores falling significantly below previous means. While we saw some recovery in overall scores in 2010, scores in all three areas (Verbal, Mathematics, and Writing) still fall below state averages. We have attempted to promote and even hosted an SAT seminar on campus (*Zapping the SAT* in 2009), but interest and participation was discouraging. Better preparing our students and improving SAT scores are both areas for improvement.

ACADEMIES AND SPECIAL PROGRAMS

SPECIALIZED PROGRAMS AT GALT HIGH SCHOOL

Galt High School has a number of educational and curriculum programs helping students access specialized training and programs which will aid their success in college. Those five include: Agriculture Education Academy, the Biomedical Engineering Science Technology (BEST) Academy, AVID, GATE, and the Twenty-First Century After-School Program.

THE GALT ACADEMY OF AGRICULTURE

Agriculture education is a career technical area of study which blends core academic concepts with practical, career-oriented application. The model for agriculture education consists of three components: effective classroom instruction, hands-on supervised experience, and leadership development. Students are required to develop a program of hands-on experience to build upon knowledge gained in the classroom, which may include livestock projects, home improvement, agriculture mechanics, ornamental horticulture, crop production, and work experience at an agricultural enterprise. Leadership development is mandatory for all students in agriculture classes, with attendance at two Future Farmers of America (FFA) leadership events required for a student's grade each quarter. All are exposed to lessons in skilled communication, team building, public speaking, critical thinking, and problem solving. The program tends to attract a larger number of white students than Hispanic students: 74 percent of the agriculture academy are white, 24 percent are Hispanic, and two percent are identified as other. The program also tends to attract more males than females; for the past three years,

males have outnumbered females by 16 percent. Additionally, the program attracts a large number of students at Galt High School; a quarter of students are enrolled in the academy, and 35 percent of special education students are part of the program. Academically, the program tends to promote higher education – 72 percent of those who completed the program over the past three years have enrolled in higher education. Three different pathways exist in accordance with state guidelines: agriculture mechanics, agriculture science, and floriculture. Each pathway specializes in a segment of agriculture and is designed to equip students with knowledge and skills relating to a career field. The classes offered by the academy include: Agriculture Environmental Science, Agriculture Science 2, Plant Science, Integrated Agriculture Biology, Economics in Agriculture, Agriculture Leadership, Agriculture Mechanics 1, Agriculture Mechanics 2, Advanced Agriculture Mechanics, Elements and Principles of Floral Design and Advanced Floriculture

ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID)

The Advancement via Individual Determination (AVID) program targets students in the “academic middle” who have the desire to go to college and the willingness to work hard. AVID places academically-average students in advanced classes and provides them with an elective class that prepares them to succeed in rigorous curricula, enter mainstream activities in school, and increase their opportunities to enroll in four-year colleges. Its mission is to close the achievement gap by preparing all students for college readiness and success in a global society. There are currently 60 AVID students at Galt High. The data shows that the AVID students scored, on the average, slightly higher than non-AVID students on the CST’s in Math and English, but slightly lower in social science. AVID is a data driven program that has been included in the school site plan.

The number of AVID students has decreased, due to the significant decrease in students attending. One effect of this decrease, combined with state budget cutbacks, is the combining of AVID for ninth/tenth graders and AVID for eleventh/twelfth graders. The school is aware that combining grade levels does not follow a pure AVID model, but a lack of money forced district and site administrators to combine the classes over the last two school years. Another constraint to the number of available AVID students is that such students from the five feeder schools may choose either high school in the district. The school's goal is to recruit more students to total at least 20 students at each class level and to again have an AVID class at each grade level.

BIOMEDICAL ENGINEERING SCIENCE TECHNOLOGY (BEST) ACADEMY

Project Lead the Way:

A bright spot for Galt High School is the creation of its Engineering and Biomedical sequence of courses for Project Lead the Way, a national, non-profit consortium that has designed curriculum to help students succeed in a college engineering program. The program, which allows students to train for high-paying science and technological jobs for the 21st century, was funded by a \$450,000 grant from the National Academy Foundation with matching funds from the District. To upgrade the facilities, in the 2009-2010 school year the District rebuilt six classrooms into two classrooms and one large lab setting for projects. The program, which expands every year in the number of enrolled students and teachers and was first certified at the school in 2003, will eventually offer five engineering and four bio-medical science courses. Currently, 96 students are enrolled in the engineering classes, and 35 are enrolled in the bio-medical courses, though the enrollment for the latter will expand as the number of instructors who are trained for the program increase. Of the students in GHS' Project Lead the

Way, 59 percent are white, 32 percent are Hispanic, and eight percent are other. The gender mix of the classes is skewed with 81 percent male, and 19 percent female. Three percent of students who take the courses are special education students. The program emphasizes capturing the top 80 percent of the student population.

Classes focus on current engineering concepts, and curriculum is reviewed to confirm it meets industry standards. Classes are offered for students with a multitude of interests and focuses, with the intent to prepare students to meet their future head on, whether in college or in the workforce. Such courses as Introduction to Engineering, Digital Electronics, Civil Engineering and Architecture, Computer Integrated Manufacturing, and Principles of Engineering are offered. These courses are the foundation for college engineering courses which would lead to 12 of the top 15 highest paying jobs, according to the 2009 National Association of Colleges and Employers survey. These include such careers as engineers in the petroleum, chemical, mining, manufacturing, industrial, electrical, systems, and aeronautical, agricultural, and biomedical industries.

GIFTED AND TALENTED EDUCATION (GATE)

The main vehicle to serve gifted and talented students at Galt High School is our numerous offerings of Advanced Placement and honors courses in a wide variety of subjects. Galt High School is represented by three staff members on the District GATE Advisory Committee which address the needs and concerns of GATE students and their parents and makes decisions regarding use of district GATE funds. Various staff development presentations for teachers and administrators have occurred, and the plan to expand these offerings is in development. Staff development will focus on identification criteria, the unique intellectual and academic needs of GATE students, and differentiating instruction in all of our classes.

Most gifted students at Galt High School are identified in elementary school, but the District GATE coordinator and the GATE Advisory Committee has developed an identification rubric to use for students who a staff member or parent believes will benefit from the GATE program. Students identified as GATE before they enroll at Galt High are tagged in our data system.

The main effort for the GATE program at Galt High School in the future will be to expand opportunities for gifted and talented students, reaching out particularly to under-represented groups including minority students, EL students with learning disabilities, and students with less traditional GATE talents such as leadership abilities and other skills.

THE TWENTY FIRST CENTURY AFTER SCHOOL PROGRAM

Student learning does not begin or end with the school day. The Twenty-First Century After-School Program, in its third year at Galt High, provides tutoring in academic subjects; a computer lab; athletics including weight training; and classes in cooking, video production, drama and film appreciation, and cultural awareness, among others. Students receive academic help both before and after school. In the after-school program, after studying students can play music and games in one of the six classrooms reserved for the program. The program serves between 100 and 120 students daily and is funded by a \$2.5 million federal grant over five years. The program, which runs three hours daily, is administered by a former Galt High School world language teacher. The program also employs many Galt High School graduates who have returned during and after their college careers to mentor younger students. Bus transportation is offered to those who need a ride home.

Chapter II: Student and Community Profile:

Overall Summary from Analysis of Profile Data

After analyzing the demographics, CST results, CAHSEE results, and other data included in Chapter 1 of this report, the staff has realized the following implications based on the data presented:

1. Overall, Academic Performance Index (API) scores have remained relatively constant with minor growth since the 2005-2006 year. However, API scores for white and Hispanic students have increased and decreased in that time frame.
2. CAHSEE scores in Math have improved; English-Language Arts scores have remained the same.
3. The percentage of students classified as English Learners (ELs) has dropped significantly, along with the total number of these students.
4. The number of Advanced Placement (AP) course offerings and the number of students enrolled in these classes have begun to drop both in total numbers and as a percentage of the school's enrollment; however, the percentage of students passing an AP test has increased.

Critical Academic Needs Selected

Through examination of the data, the following two areas have been identified as our critical academic needs:

1. Improving English Language Learners/Hispanic test scores and performance in the classroom.
2. Improving the critical thinking skills of students across the curriculum

The Galt High School's ESLRs are fundamentally tied to school-wide efforts to improve the high school learning experience for all students. The two critical needs identified above support the school-wide accomplishment of the following ESLRs:

Goal-Oriented

Academic Achievers

Lifelong Learners

Trustworthy

QUESTIONS RAISED BY THE DATA:

1. What has caused the fluctuation in the API scores for white and Hispanic students?
2. What changes have brought about the large decrease in disciplinary actions?
3. What changes have occurred affecting the number of EL-designated students?
4. What can be done to reverse the trend of declining AP courses and enrollment?
5. What methods must be used to increase test scores across the board to meet our API goals in all sub groups?
6. How can we enhance student performance on the CAHSEE so more students are scored Proficient?
7. What strategies can be employed to increase student achievement for students repeating algebra and geometry?
8. What strategies can be employed to increase student achievement for students repeating biology?
9. How do we use the results of student achievement levels from various CAHSEE strands to improve student achievement?
10. What test-taking strategies can students use to increase performance on the CST, CAHSEE, AP, and SAT tests?
11. How can the perceptions of students toward Galt High School be changed for the positive?

Chapter III: Progress Report

In 2005, Galt High School adopted its six-goal Action Plan to address needed improvements in student achievement, attendance policies, and staff development. Following are each of the six goals, along with analysis of progress on each of the goals.

GOAL #1: IMPROVE STUDENT PERFORMANCE IN MATHEMATICS BY:

Task #1: Restructuring math courses to provide support classes to Algebra I students working at Basic or below levels, which would enable students to succeed in one-year Algebra courses and lead to more students enrolling in higher-level math courses, and

Task #2: improving algebra preparation of incoming students and providing intervention and support to students taking algebra.

ANALYSIS BY MATH DEPARTMENT OF TASKS #1-2:

Regarding Task #1

1. The math department has been restructured to provide support classes for Algebra I students performing below standards. The pacing guide for this support class mirrors what is taught in Algebra I class.
2. In addition, curriculum for Algebra I support is being updated continuously.
3. Algebra 1A/Algebra 1B have been eliminated, though the courses are still available in the special education department.
4. The position of math coach to facilitate math teaching was eliminated a few years ago.

5. Students needing additional help may seek it through the 21st Century After School Program.
6. Until recently, two credentialed Galt High School math teachers were available to instruct struggling students. Budget cutbacks eliminated those teacher tutors. They were replaced with program specialists and tutors, some of whom are Galt High School graduates who are either attending college or who have graduated.
7. The department is currently not achieving the target percent increase for the number of students scoring advanced and proficient on the California State Standards Test.

Regarding Task #2,

1. Articulation with feeder schools is not occurring, and Intensive Algebra 1A course for freshmen is no longer offered, though it was offered up until Summer 2009. Intervention efforts are being provided through the Twenty-First Century After-School Program and the CAHSEE Math course for seniors who have repeatedly failed the CAHSEE.
2. The CAHSEE class has proven to be successful. Kaplan Algebra intervention materials are Available and being used by teachers.
3. The department is not meeting the goal of increasing student performing at proficient or advanced on Algebra 1 CST. Part of the explanation for a lack of data centers around the school dropping its association with Edusoft and replacing it with Power School Studio Edition in October 2010.

GOAL #2: IMPROVE STUDENT PERFORMANCE IN READING AND WRITING BY:

Task #1: Continue to provide support classes for ninth and tenth grade students identified as achieving below proficient in English Language Arts

Task #2: Incorporate reading and writing strategies across the curriculum.

Task #3: Improve student success by expanding the teacher coaching program to include all English levels.

Task #4: Increase success for students exiting the Intensive Support classes.

ANALYSIS BY ENGLISH DEPARTMENT OF TASKS #1-4:

Regarding Task #1

Due to budget cutbacks, English 10 Strategic Support classes were cut, which at one time had several sections of this class. There are two English 9 Strategic Support classes. They can be helpful in helping ninth graders who are less than proficient attain grade level skills; however, the department agreed that they are more helpful in addressing behavioral problems. There are no longer literacy coaches to keep track of these classes and their students. The department is also unaware if the timelines for increasing achievement were ever analyzed, though placement assessments and benchmark assessments were kept in Edusoft. In Fall 2010, the district changed its data management system from Edusoft to PowerSchool Studio Edition; this has had an uneven start due to the necessity of training every teacher and consequently

every teacher getting up to speed on a new system which is not yet fully available and the slow roll out of the program due to an inability to compare test data by all English instructors.

Regarding Task #2

The department notes the literacy coaches' positions were eliminated at the end of the 2009-2010 school year. The literacy coaches had spent time instructing teachers across the campus on research-based literacy strategies. They did this by observing classes; instructing teachers; assembling literacy packets for teacher use; instituted Word of the Day through e mail, daily bulletins, and the campus marquee; and giving lessons to all teachers at staff development meetings. The department observes there has been mixed results with this goal: the teacher coach program was not expanded to grades 11 or 12, though common assessments and benchmarks have been discussed, uploaded to Edusoft, though that has been changed to PowerSchool Studio Edition and analyzed for both levels. However, analysis and discussion of common assessments and benchmarks has been minimal over the last few years and much more needs to be accomplished. The English 11 and English 11 Honors courses of study have been rewritten, though the English 12 course of study has not, due to the fact that new textbooks have not been purchased. The English 11 grade level adopted new textbooks for the 2010-2011 school year, and English 12 is scheduled to adopt new textbooks for the 2011-2012 school year. Concerning students exiting the intensive support classes, English teachers note that previously students leaving High Point A, B, or C, the school's intensive support classes for English, were tested to ensure they were ready for English 9. In the 2009-2010 school year, the district adopted new textbooks, Edge, for these classes. In addition, the school requires senior

students who have not yet passed the CAHSEE to take the CAHSEE class in their senior year until they pass the test.

GOAL #3: IMPROVE STUDENT PERFORMANCE IN ALL OTHER CORE AREAS BY:

Task #1: increase the school's ability to identify and respond to changing student needs through the analysis of data,

Task #2: collaboratively work to develop strategies to actively engage students in all subject areas through coaching, observation, and the sharing of best practices, and

Task #3: increase number of students overall and in subgroups successfully completing A-G course requirements and entering and succeeding in honors and Advanced Placement courses.

SCIENCE DEPARTMENT ANALYSIS OF GOAL #3 TASKS #1-3:

CST analysis showed fewer students than the science department would prefer were not taking science their junior and senior years, because the Galt High School graduation requirement was to complete two years of science. As a result of juniors not taking a science course, the school received Far Below Basic scores on CST results. Students were also not meeting the A-G requirements for UC/CSU admission. To counter this, the department created classes in environmental science, forensic science, and space – all of which are aligned with a subject CST - to accommodate students' varying interests. The department had used benchmark assessments in the past in all tested subjects until textbooks were changed. These benchmark exams and labs were used to track student achievement and collaborate on best teaching

practices. Currently, the department is in the process of creating common finals aligned to California content standards for all core subject areas using PowerSchool Studio Edition for disaggregation of student data. The district recently changed to this new data system, meaning teachers need to build up a core of benchmarks and finals in the new program. To respond to the goals in Task #2 for increasing teacher effectiveness, four fifths of the department has attended training from Dr. Ernie Stakowski to improve teaching strategies in the classroom. Regarding Task #3, the department, in an effort to increase the number of students enrolling in AP courses, advertised and recruited capable students into AP science courses, including AP Biology, AP Chemistry, and AP Physics. The department, though, has a concern that budget matters override teachers' ability to offer AP courses. For example, AP classes are only accessible to students if enrollment exceeds 25, limiting the number of students who take these classes. To further address the need for more students to take academically-rigorous science courses, the department created the BEST (Biomedical Engineering Science Technology) Academy. Students enrolled in this academy are required to take four years of science and math with the core academy classes. Additional steps proposed by the department were to require three years of science as a graduation requirement; to encourage freshmen students who are academically ready to take biology, rather than wait until the sophomore year; and to delete a department requirement that freshmen biology students be concurrently enrolled in geometry.

SOCIAL SCIENCE DEPARTMENT ANALYSIS OF GOAL #3 TASKS #1-3:

It has been difficult to analyze student data, because the school has had a number of data management changes in the last few years. The school changed its student data system from SASI to PowerSchool, and it changed from Edusoft to PowerSchool Studio Edition for its student data system. The department has had no training to retrieve data on the new system, though it had some training on how to upload benchmark tests. However, due to the fact that the test data management system isn't fully operational by the software developer, teachers aren't able to share test results. Another issue preventing the department from analyzing group data is the lack of collaboration time. Though time is built into the school schedule, that time is frequently pre-empted for other reasons. Individual teachers are able to analyze data from their own classes, but analyzing comparative data on a department or school wide basis is difficult. This lack of data is something that needs to be improved. The social science department has developed a process for the sharing of best practices by reviewing successful instructional strategies and lesson plans in collaboration meetings. The department never received coaches to help teachers improve instruction, nor was release time granted to allow teachers to observe other teachers. Regarding Task #3, which called for an increase in students completing the A-G requirements for the state's UC or CSU, the department has no data. AP and Honors teachers, though are looking at data to improve the percentage of students passing the AP tests, and that effort has been successful. In addition, recruitment for AP courses has been going well.

GOAL #4: DEVELOP AN EFFICIENT DISTRICT-WIDE AND SCHOOL-WIDE SYSTEM OF DATA COLLECTION, DISAGGREGATION, AND ANALYSIS BY IMPLEMENTING SUCH A SYSTEM TO FORM THE BASIS FOR MONITORING STUDENT PROGRESS AND PROGRAM EFFECTIVENESS.

ANALYSIS OF GOAL #4:

English and math department chairs, along with selected lead teachers in these departments, received data analysis training facilitated with assistance from Sacramento County Office of Education staff during the months of September through November. The purpose of this eight-hour training, conducted over four, two-hour sessions, is to improve teacher and department analysis of benchmark, CST, and CAHSEE exam data during common planning time on collaboration Wednesdays. Following a train-the-trainer model, the department chairs will instruct their department members in utilizing data from various assessments to guide and improve instruction in the classroom. Social Science and Science department chairs and selected lead teachers will receive the same training beginning in January of 2011 so that all four core academic areas will have participated before the end of the 2010/11 school year.

Additionally, English and math department chairs have been provided release days to revise courses of study, to develop benchmark exams, and to create pacing guides for both curriculum and assessments. These departments have now finished this process, and the social science and science department chairs will also go through the same process for their departments: revising curriculum, developing benchmark exams, and creating pacing guides during the spring semester.

GOAL #5: DEVELOP NEW AND EXPAND EXISTING ATTENDANCE PRACTICES AND PROCESSES BY:

Task #1: Research, develop and implement best practices for comprehensive attendance policies.

Task #2: Realign administrative responsibilities to better monitor attendance issues.

ANALYSIS BY SITE ADMINISTRATORS TO TASKS #1-2:

In the area of rewards/incentives a monthly program of rewards had been developed. The program had been designed to reward students who had from one day of perfect attendance up to an entire month of perfect attendance. Perfect attendance was defined as having no absences except "school activity" and not a single tardy. Each day five students were selected for an off-campus lunch pass. After recognizing that less than a third of those who were qualified for the pass were requesting one, it was decided that each student could invite a friend. The feeling within the committee was that students were not using the pass because they did not want to have lunch by themselves. However, this off-campus lunch pass program was suspended after the School Board adopted a policy revision in the spring of 2010. At the end of each week two students are selected for a "movie pack" that includes two tickets and a \$10 gift certificate. At the end of the month a \$100 gift certificate from Wal-Mart is awarded for an entire month of perfect attendance. Each month approximately 100 students and their friends receive the lunch pass, eight students receive the movie packs, and one student receives the \$100 gift certificate. Last year iPods were also awarded. In the past, the school district had budgeted \$4,000 for the program; the funding for this program has been decreased. .

In the area of immediate consequences, both teachers and administrators had expressed concerns that students were often assigned detention for a tardy too long after the first tardy was assigned. A process recommended to, and approved by the committee, allows the teacher to assign an immediate consequence for the 4th and 5th tardy. When a student reaches the level of a 4th or 5th tardy, the teacher assigns an immediate consequence using the “Tardy Detention Referral.”

Finally a number of things have happened that have improved enforcement. Each night, the family of any student with at least one period absence, receives an automated call from our “Connect-Ed” phone dialer system. This is a web-based program that allows us to make all of our calls beginning at 7:15 PM each night. We also receive a nightly report detailing who was contacted, the result of the call, and listing any “bad numbers.” Prior to the school signing up for this program, our existing phone dialer could only make one call at a time and would typically run for over three hours each evening, when it actually ran. We were unable to consistently produce any reports showing the results of these calls.

We have also begun using School Innovations Authority’s “eTruancy” system. Prior to our signing on with School Innovations and Advocacy (SIA), the assistant-principal generated all SARB letters. On an irregular basis, due to other responsibilities, the assistant-principal would run a report on students with all-day absences. From that list, calculations would be made on how many absences each student had in order to determine if they needed to receive a letter. The assistant-principal would then need to enter the data for each student in the letter, then print and mail them. This has changed significantly.

Every two weeks our attendance data is uploaded to SIA. SIA then uses the data to determine which students should receive a letter. The assistant-principal then reviews this data and either approves or suppresses the letter. We can now keep track of period as well as all-day absences. More students and families are receiving the letters in a timely manner. One assistant-principal is responsible for overseeing and assigning consequences for the entire student body.

GOAL #6: DEVELOP A COMPREHENSIVE STAFF DEVELOPMENT PLAN BY:

Task #1: Selecting and creating a staff development plan.

Task #2: Incorporating reading and writing strategies across the curriculum.

ANALYSIS BY SITE ADMINISTRATORS TO TASKS #1-2:

Staff Development continues to be an area of focus for Galt High School. Since 2005, the school has targeted Staff Development to include the following:

1. **Rigor and Relevance Training:** A five-year grant through the Bill and Melinda Gates Foundation provided Galt High School District administrators and teachers with Bill Daggett's Rigor and Relevance Training and the background knowledge to reflect on what level of instruction they taught (from Quadrant A to Quadrant D.) The program was discontinued after the 2009-2010 school year due to budget cutbacks.
2. **Literacy across the Curriculum:** A program instituted by former principal, Bernie Olmos, the training involved hiring two literacy coaches in promoting and maintaining literacy through word of the day, literacy packets, coaching, and training sessions at collaboration meetings. The program was discontinued after the 2009-2010 school year due to budget shortfalls.

3. Cycle of Inquiry: Another program instituted by Olmos, the program involves inquiry-based instruction in which connections are made between instruction and the school's ESLRs. The idea for the training was continuous improvement of instruction. The program was discontinued in 2009. .
4. Elements of Effective Instruction: Proposed by Superintendent Daisy Lee, this training promotes practicing and refining effective teaching practices for standards-based instruction. The training involves careful planning of the lesson's objective, chunking information for maximum student retention, providing opportunities for students to practice using the information, and assessing students through a variety of performance based objectives. To date, two cohorts have moved through the training, and a third cohort is planned for the 2011-2012 school year. In addition, administrators have been trained to conduct walkthroughs to provide targeted feedback to teachers who have gone through the training. This spring, Dr. Lee, Dr. Ernie Stakowski, the training principal, and district administrators will conduct additional walkthroughs to determine areas in which trained staff is proficient and what areas need improvement.
5. The Sacramento County Office of Education has worked with several teachers to train them in advanced data analysis methods. These training sessions were held on a weekly basis in the fall of 2010. Currently, the social science and science department chairs are receiving the same training. Eventually, all staff will be trained. However, the lack of a fully-functioning data assessment system (PowerSchool Studio Edition) limits this training effectiveness.

6. The school also has had a staff development committee since 2005. The committee meets every two months to discuss staff development at staff meetings, buyback days, and collaboration minimum days. Much of the committee's work this year has been focused on planning for the WASC visitation.

7. Galt High developed a staff development calendar, which is given to staff at the beginning of each school year. It is, however, subject to change based on priorities. In addition to instruction and data analysis, staff development also focuses on English learners, struggling learners, and gifted learners.

Chapter IV: Organization Criterion

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES

To what extent a) does the school have a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve high levels and b) is the school's purpose supported by the governing board and the central administration and further defined by expected school wide learning results and the academic standards?

CRITERION A1 INDICATORS AND PROMPTS:

VISION – ESLRS – PROFILE

Indicator: The school has established a clear, coherent vision (purpose) of what students should know and perform; it is based upon high quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn.

Findings	Supporting Evidence
<p>GHS needs to re-evaluate the vision and ESLRS to determine if they are still meeting the needs of our students, since the percentage of Hispanic students increased due to the opening of LRHS. The economic downturn has also impacted our students and their performance at school.</p>	<p>CBEDS/CALPADS REPORTS; CST</p>

DEVELOPMENT/REFINEMENT OF VISION/ESLRS

Indicator: The processes to ensure involvement of representatives from the entire school community in the development/refinement of the vision and expected school wide learning results are effective.

Findings	Supporting Evidence
<p>Galt High School involves the community and staff in the refinement of the school vision and ESLRs every year in the development and revision of the Single Plan for Student Improvement.</p>	<ul style="list-style-type: none"> ● Agendas and minutes of School Site Council. Pearson Learning Credit Recovery. ● Agendas and minutes of English Learners Advisory Council. Transition programs, TTP development program, special education program.

UNDERSTANDING OF VISION AND ESLRS

Indicator: Students, parents, and other members of the school community demonstrate understanding of and commitment to the vision and the expected school wide learning results.

Findings	Supporting Evidence
<p>Galt High School involves the entire community in the process of the development of the Vision and ESLRs by having staff and administration develop a draft of the of the vision and ESLRs and by having parent committees review and suggest revisions to the draft. They are approved through the staff, School Site Council, English Learners Advisory Committee, and Parent Teacher Student Association.</p>	<p>Agendas and minutes of committee meetings.</p>

REGULAR REVIEW AND REVISION

Indicator: The school is implementing an effective process for regular review/revision of the school purpose and the expected school wide learning results based on student needs, global, national and local needs, and community conditions.

Findings	Supporting Evidence
<ul style="list-style-type: none"> • The School Site Council, English Learners Advisory Council, and Parent Teacher Student Association review the ESLRS, student needs, and community conditions yearly. We have not revised the ESLRS since they were created and we do not anticipate changing our ESLRS. • All stakeholders were involved in the original creation of the ESLRS. • We are satisfied with the current ESLRS. 	<p>Agendas and minutes of SSC and ELAC.</p>

A2. GOVERNANCE CRITERION

To what extent does the governing board a) have policies and bylaws that are aligned with the school's purpose and support the achievement of the expected schoolwide learning results and academic standards based on data-driven instructional decisions for the school; b) delegate implementation of these policies to the professional staff; and c) regularly monitor results and approve the single schoolwide action plan and its relationship to the Local Educational Association (LEA) plan?

CRITERION A2 INDICATORS AND PROMPTS

GOVERNING BOARD

Indicator: There is clarity of the policies and procedures regarding the selection, composition and specific duties of the governing board, including the frequency and regularity of board meetings.

Findings	Supporting Evidence
<p>Galt Joint Union High School District is in compliance with Education Code and the laws of the State of California in the selection and composition of the Governing Board. The Governing Board of GJUHSD meets on the second Tuesday of every month and has special board meetings as needed to efficiently meet the needs of the district.</p>	<p>GJUSHD board policies, agendas and minutes of board meetings.</p>

UNDERSTANDING ROLE OF GOVERNING BOARD

Indicator: The school community understands the governing board’s role, including how parents can participate in the school’s governance.

Findings	Supporting Evidence
<ul style="list-style-type: none">The community of Galt has had a history of taking complaints directly to the school board members due to the size of the community and the availability of the school board members to the community. This process is being amended by the new leadership of our Superintendent and Board President.Parents are involved in the governance of GHS through the SSC, ELAC, and PTSA.	<p>School Board agendas and minutes as well as board members trainings.</p> <p>Agendas and Minutes of committee meetings.</p>

GOVERNING BOARD’S INVOLVEMENT IN REVIEW/REFINEMENT

Indicator: The governing board is involved in the regular review and refinement of the school’s vision and purpose and expected school wide learning results.

Findings	Supporting Evidence
<p>The Governing Board of GJUHSD reviews and is able to make suggestions every year when the Single Plan for Student Improvement is presented to the board.</p>	<p>Agendas and minutes of Board meetings.</p>

A3. LEADERSHIP AND STAFF CRITERION

To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected school wide learning results and academic standards?

To what extent does the school leadership and staff annually monitor and refine the single school wide action plan based on analysis of data to ensure alignment with student needs?

CRITERION A3 INDICATORS AND PROMPTS

BROAD-BASED AND COLLABORATIVE

Indicator: The school’s planning process is broad-based, collaborative and has commitment of the shareholders, including the staff, students, and parents.

Findings	Supporting Evidence
Galt High School distributes a draft of the Single Plan for Student Improvement to each certificated staff member, members of the School Site Council, English Learners Advisory Council, and Administrators for review and suggestions for revision.	Agendas and minutes of meetings.

SCHOOL PLAN CORRELATED TO STUDENT LEARNING

Indicator: The school’s Single Plan for Student Achievement and analysis of student achievement of the critical academic needs, expected school wide learning results, and academic standards.

Findings	Supporting Evidence
Galt High School has made it a priority for each teacher to identify five students who are either English Learners of scoring Far Below Basic on the CSTs to monitor the effects of teacher strategies to meet their learning needs.	Agendas and minutes of department collaboration meetings.

CORRELATION BETWEEN ALL RESOURCES, ESLRS AND PLAN

Indicator: There is correlation between allocation of time/fiscal/personnel/material resources, expected school wide learning results, and the improvement schoolwide action plan.

Findings	Supporting Evidence
<p>There is a direct connection between the allocation of time/fiscal/personnel/material resources at GHS. Each department is given a budget each year to use to enhance their specific area of study. GHS has been following the State of California textbook adoption cycle until the 2009-2010 school year. GHS has adopted state approved Language Arts textbooks for 9th through 11th grade and is adopting the 12th grade textbook for the 2011-2012 school year. The EDGE program was also adopted for our ESL students. Lottery funds were allocated for summer trainings of teachers and the year of planning for the BEST Academy (Biomedical Engineering Science Technology).</p>	<p>Copy of budget.</p>

A4 LEADERSHIP AND STAFF CRITERION

1. To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected school wide learning results and academic standards?
2. To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs?

CRITERION A4 INDICATORS AND PROMPTS

EMPLOYMENT POLICIES/PRACTICES

Indicator: The school has clear employment policies/practices related to qualification requirements of staff.

Findings	Supporting Evidence
GJUHSD utilizes Ed Join to advertise for qualified teacher recruits. The HR supervisor sets up interviews based on Administration recommendations and committees of Administration and Certificated Staff are developed to interview potential candidates.	Board policy for hiring.

QUALIFICATIONS OF STAFF

Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training and preparation.

Findings	Supporting Evidence
GJUHSD Administration reviews all potential candidates for qualifications based on a paper screen of all candidates and reference checks. At this time all teachers are teaching in the areas of their expertise.	GJUHSD Human Resources Policy. NCLB requirements reported on CBEDS state report.

INTERNAL COMMUNICATION AND PLANNING

Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

Findings	Supporting Evidence
Galt High School has implemented a communication plan of monthly meetings with department chairs, staff meetings, staff collaborations, and daily bulletins. GHS also incorporates internal email and an automated phone dialer to help keep all stakeholders informed.	Staff Development and Planning Calendar.

A5. LEADERSHIP AND STAFF CRITERION

To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?

CRITERION A5 INDICATORS AND PROMPTS

SUPPORT OF PROFESSIONAL DEVELOPMENT

Indicator: The school effectively supports professional development with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the expected school wide learning results.

Findings	Supporting Evidence
<ul style="list-style-type: none">Galt High School has developed a Staff Development committee including administration and teaching staff.GJUHSD has allowed release time for two cohorts of teachers and administrators to have six days of training in the Elements of Effective Instruction during the 2009-2010 and 2010-2011 school years. Release days have also been granted to Math and Language Arts teachers to revise courses of study and benchmark assessments to include pacing guides for the district.GJUHSD authorized the allocation of funds for two teachers to get training in National Academy Foundation curriculum to expand the GHS BEST Academy. GHS also sent three teachers and one administrator to the National Academy Foundation Year of Planning training over the summer of 2010. Due to budget restrictions, some regularly funded training such as AVID Summer Academy were not funded in 2010. Summer projects were also limited due to lack of funding.GJUHSD authorized collaborations with Sacramento County Office of Education for staff development for department chairs in data facilitating collaboration meetings on data analysis. Math and English department chairs have completed this training, and science and social science department heads will receive training this spring.	<ul style="list-style-type: none">Committees meeting agendas and minutes.Sign in sheets for Cohorts 1 and 2 for training days.Records of purchasing orders and registration documents.Sign in sheets from trainings sessions.

SUPERVISION AND EVALUATION

Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

Findings	Supporting Evidence
<ul style="list-style-type: none">GHS follows the evaluation process as outlined in Education Code and the union contract of GJUHSD.In 2010, focus walks were implemented by all GHS administrators to monitor the progress and implementation of teacher trainings in the Elements of Effective Instruction.	<p>Human Resources Records.</p> <p>Wall chart of Focus Walks completed.</p>

A6. RESOURCES CRITERION

To what extent is the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected schoolwide learning results?

CRITERION A6 INDICATORS AND PROMPTS

ALLOCATION DECISIONS

Indicator: There is a relationship between the decisions about resource allocations, the school's vision and purpose and student achievement of the expected schoolwide learning results and the academic standards. The school leadership and staff are involved in the resource allocation decisions.

Findings	Supporting Evidence
<p>As funding has dwindled from the State of California, funding for each department has also dwindled. However, each department is given a budget to be administered by the department chair(s). Categorical funds are administered by the School Site Council and the Single Plan for Student Achievement.</p>	<p>Copy of department budgets.</p> <p>School Site Council agendas and meeting minutes.</p>

FACILITIES

Indicator: The school's facilities are adequate to meet the school's vision and purpose and are safe, functional, and well maintained.

Findings	Supporting Evidence
With the addition of Liberty Ranch High School, GHS now has empty classrooms and some limited extra equipment and desks. This is the 99 th year of education on the GHS campus and some facilities need extra care. GJUHSD did not add custodial or maintenance staff to cover the additional needs of two campuses.	HR list of custodial and maintenance employees.

LONG-RANGE PLANNING

Indicator: The district and school's processes for regular examination of a long-range plan to ensure the continual availability and coordination of appropriate resources that support student achievement of the academic standards and the expected schoolwide learning results are effective and are regularly evaluated.

Findings	Supporting Evidence
The district strategic plan expired in June of 2009. The new superintendent is in the process of surveying staff for the development of a new strategic plan for the next three years.	Cabinet meeting minutes.

WASC CATEGORY A

STRENGTHS AND GROWTH NEEDS

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Strength

- There is a clear chain of command. Procedures and policies are clearly defined in the staff handbook.
- Curriculum and textbooks are aligned to the state standards.
- The state has approved adoption of textbooks.
- Galt High School staff and administration are willing to be flexible with each other in meeting the needs of students and parents.

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth

- Budget and technology decisions are micromanaged. There are no clear procedures for technology and maintenance needs. Decisions to implement programs are made without staff buy-in.
- There is a need to upgrade and hire additional custodial and maintenance personnel.

CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. CRITERION CURRICULUM

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected school wide learning results? [Through standards-based learning (i.e., what is taught and how it is taught), the expected school wide learning results are accomplished.].

CRITERION B1 INDICATORS AND PROMPTS

CURRENT EDUCATIONAL RESEARCH AND THINKING

Indicator: The school provides examples that document the use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students.

Findings	Supporting Evidence
<ul style="list-style-type: none">All teachers and administrators are being trained in the Elements of Effective Instruction training.In the new Biomedical/Engineering Academy, teachers go through a rigorous training during the summer, though not all have been trained to date.	<ul style="list-style-type: none">Classroom observationDistrict budget records

ACADEMIC STANDARDS FOR EACH AREA

Indicator: The school has defined academic standards for each subject area, course, and/or program.

Findings	Supporting Evidence
<ul style="list-style-type: none">Most subject areas taught on campus has state-approved standards, which are then embedded in teacher assignments and in courses of study approved by the district.Recently, teachers were given an introductory training on the national Common Core Standards which are being implemented for English and math.	<ul style="list-style-type: none">Classroom observationCourses of study

CONGRUENCE

Indicator: There is congruence between the actual concepts and skills taught the academic standards and the expected school wide learning results.

Findings	Supporting Evidence
<ul style="list-style-type: none"> The extent to which there is congruence between the concepts and skills taught, the academic standards, and the ESLRS is demonstrated in the fact that the core academic departments have common assessments and benchmark exams that are standards based and questions are pulled from textbooks and textbook internet sites. The textbooks and their respective internet sites are standards based. 	<ul style="list-style-type: none"> Classroom observation, teacher lesson plans, PowerSchool, PowerSchool Studio Edition

STUDENT WORK — ENGAGEMENT IN LEARNING

Indicator: There is congruence between the actual concepts and skills taught the academic standards and the expected school wide learning results.

Findings	Supporting Evidence
<ul style="list-style-type: none"> The extent to which there is a degree of congruence between the actual concepts and skills taught, the academic standards and the ESLRs (School Goals) is shown in the fact that all courses are standards-based. Furthermore, all students have the option to enroll in such educational programs as the Agricultural Academy, AVID, Bio-Medical/Engineering, and honors and AP courses across the curriculum. Student work and student engagement in learning demonstrating the implementation of a curriculum defined by current research is shown in instructional strategies teachers learn through professional development, benchmark exams in Edusoft, now Power School Studio Edition, and common assessments. Additionally, all certificated staff and administrators are going through the Elements of Effective Instruction training. Another fine tuning of the curriculum is demonstrated by department heads of core department 	<ul style="list-style-type: none"> Course descriptions and syllabi PowerSchool grades Lesson plans.

<p>receiving data analysis training by the Sacramento County Office of Education. They will then work with their respective teachers to instruct them on the newest methods of data analysis. In addition, common assessments are continuing to be created as new textbooks are adopted, and course descriptions are being updated.</p>	
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INTEGRATION AMONG DISCIPLINES

Indicator: There is integration among disciplines at the school.

Findings	Supporting Evidence
<ul style="list-style-type: none"> ● The extent to which there is integration among the disciplines is demonstrated by the fact all courses are standards-based, and courses of study have been written and approved by all levels. These courses of studies are then e mailed to individual teachers and discussed in grade level and subject level meetings. In addition, the annual Science Night includes mathematical concepts; the Agricultural Academy integrates agriculture, science, math, English, and social science. The new Engineering/Biomedical Academy started this past fall incorporates engineering, science, English, and mathematics. ● The process which exists for articulation among and between levels, departments, or clusters can be shown by department chairs, Curriculum Committee, Site Council, administration, and the district Board of Education all examine courses of study once written. 	<ul style="list-style-type: none"> ● Department courses of study

CURRICULAR DEVELOPMENT, EVALUATION, AND REVISIONS

Indicator: The school assesses its curriculum review, evaluation, and review processes for each program area, including graduation requirements, credits, grading policies, and homework policy regarding the impact of these processes on providing a challenging, coherent, and relevant curriculum for all students (See next page)

Findings	Supporting Evidence
<ul style="list-style-type: none"> Curriculum and graduation requirements are reviewed when new textbooks are adopted, when new courses of study are written, and when courses of study are rewritten. Some of the committees which determine this have been combined. 	<ul style="list-style-type: none"> School Site Council minutes ELAC minutes Board agenda and minutes

POLICIES-RIGOROUS, RELEVANT, COHERENT CURRICULUM

Indicator: The school assesses the curriculum and its rigor, relevancy and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc.

Findings	Supporting Evidence
<ul style="list-style-type: none"> In the past, teachers used Bill Daggett’s Rigor and Relevance Framework to ensure all students have access to high-achieving curriculum, though questions were raised whether all students across all groups receive curriculum that is rigorous and relevant. Other ways that the school assesses the curriculum are through the following: a) students with IEPs and 504s receive accommodations to ensure student needs are met. Laurie Bambas, outreach consultant, assists in this process; b) advanced placement and honors classes are open to all students; c) AVID pushes students to more rigorous classes; and d) Bloom’s taxonomy used and critical thinking emphasized in classes. The school also offers interdisciplinary classes such as Agriculture and the Biomedical/Engineering academies to make course work more rigorous. The school continues to offer courses which have real-world application, including ROP, FACE, VAPA, and forensic science. To remediate students, the school offers the 21st Century After-School Program, CAHSEE tutoring, AVID classes, Pearson Virtual School, Adult Education, and Migrant Education. 	<ul style="list-style-type: none"> Master schedule

ARTICULATION AND FOLLOW-UP STUDIES

Indicator: The school articulates regularly with feeder schools and local colleges and universities. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

Findings	Supporting Evidence
<ul style="list-style-type: none">• Little articulation has been occurring with the feeder schools in the last two or three years. There used to be a fair amount of articulation with the junior high; however, that has not been accomplished.• The career technician networks with local and statewide universities and technical schools to determine the success of school program.	<ul style="list-style-type: none">• Career center

B2. CURRICULUM CRITERION

Do all students have equal access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and school-to-career goals?

CRITERION B2 INDICATORS AND PROMPTS

VARIETY OF PROGRAMS — FULL RANGE OF CHOICES

Indicator: All students have opportunities to make appropriate choices and pursue a full range of realistic career and educational options. The school provides for career exploration, preparation for postsecondary education and pre-technical training for all students.

Findings	Supporting Evidence
<ul style="list-style-type: none">• Counselors work with all levels of students – from incoming freshmen to graduating seniors – to ensure students are making appropriate choices and pursuing realistic career and educational options. This work encompasses a whole range of counseling services, from working with ninth graders on their four-year plans to holding College Night in which educational representatives are invited to present their programs to seniors and their parents to Sophomore Counseling in	<ul style="list-style-type: none">• Four year plan• Sophomore counseling• Senior project

which sophomores and their parents are invited to assess progress toward graduation, meeting requirements for the CAHSEE, and other important functions.

- The school also provides a career center in which students may request documents on schools, colleges, the armed forces, and other institutions they may be interested in attending. The career center also offers interest surveys so students may explore personal career interests.
- The English department requires students to complete a Senior Project, in which students write a 3,000-word research paper, conduct job shadowing, and create a 15-25 slide PowerPoint presentation on a career of their choice. For students who do not want to do a career project, they may choose to research a social issue. This, though, requires students to conduct real life interviews on their given topic, so it may indirectly point a way forward for their career choice.

MONITORING/CHANGING STUDENT PLANS

Indicator: The school implements processes for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs) and regularly evaluates them.

Findings	Supporting Evidence
<ul style="list-style-type: none"> • The counselors meet with individual students several times in their high school careers to ensure students are on track to graduate from high school and/or attend community college, CSU or UC with the correct mix of courses, depending on their educational goal. This starts when the students are in midst of their eighth grade, and continues through their four years of high school, including presentations in the ninth grade, sophomore counseling, counseling when a student has earned a D or F, and culminating with College Night, FAFSA Workshop, and senior grade monitoring. 	<ul style="list-style-type: none"> • Counseling department records

B3. CURRICULUM CRITERION

To what extent are students able to meet all the requirements of graduation upon completion of the high school program?

CRITERION B3 INDICATORS AND PROMPTS

REAL WORLD APPLICATIONS — CURRICULUM

Indicator: All students have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum.

Findings	Supporting Evidence
<ul style="list-style-type: none">Every GHS student is expected to complete a Senior Project in his or her English 12 course during the second semester. The project, which entails writing a 3,000-word paper, completing a five-hour job shadow or interviews, and creating and presenting a 10-minute PowerPoint, allows students to explore a career interest. Students conduct research on the career of their choice, interview people in the community, and create a PowerPoint which is presented to a panel of teachers, district staff, and community members.	<ul style="list-style-type: none">Senior Project packets, papers, and PowerPoints.

WASC CATEGORY B

STRENGTHS AND GROWTH NEEDS

Category B: Standards-based-Student Learning: Curriculum: Areas of Strength

- All certificated and administrative staff is being trained in the Elements of Effective Instruction. Some will be trained in the 2011-2012 school year.
- Current Biomedical/Engineering Academy teachers went through rigorous training during the summer of 2010, and others will receive the training in the next two or three years.
- The District has a Curriculum Committee which reviews and recommends approval of all new courses of study.
- GHS has established a successful 21st Century (after school) program that offers a wide variety of opportunities to all students.

Category B: Standards-based-Student Learning: Curriculum: Areas of Growth

- All courses of study will have to be checked for potential updating needs.
- GHS needs a system that successfully allows staff to input and retrieve data. Collaboration time also needs to be given to share and analyze such data.
- Articulation between GHS and Feeder Schools needs to be reestablished in order to feed students into high school programs that depend on growth, especially in the upper/AP levels. (Many classes have been cancelled due to a lack of sufficient sign ups).
- The school needs a greater access to school wide curriculum for AP/Honors classes. In addition, the school needs to develop an alternative schedule.
- The curricular process needs to be readdressed and clarified due to recent changes.

WASC CATEGORY C

STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1: INSTRUCTION CRITERION

To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected schoolwide learning results?

CRITERION C1 INDICATORS AND PROMPTS

RESULTS OF STUDENT OBSERVATIONS AND EXAMINING WORK

Indicator: The school's observations of students working and the examining of student work provide information on the degree to which all students are involved in learning to assist them in achieving the academic standards and the expected school wide learning results. The school, particularly, has evaluated the degree of involvement in the learning of students with diverse backgrounds and abilities and modified approaches based on findings. (See next page)

Findings	Supporting Evidence
<ul style="list-style-type: none"> • We set up clear expectations: standards and course syllabi. • In addition, diverse groups of students are well spread out through AP and Honors courses. • The school also has the 21st Century After-School Program, which offers homework help, tutoring in math and English, and a computer lab to conduct research. • Most courses have an approved course of study based on state standards. 	<ul style="list-style-type: none"> • Course syllabi • Courses of study • Schedule of classes • Master schedule • Student sign in sheets for 21st Century Afterschool Program.

STUDENT UNDERSTANDING OF PERFORMANCE LEVELS

Indicator: The students know beforehand the standards/expected performance levels for each area of study.

Findings	Supporting Evidence
<ul style="list-style-type: none"> • Standards for some subjects are posted in the classrooms. • Over the past year, administrators and certificated staff have received training in Elements of Effective Instruction • Teachers are posting learning objectives for each lesson on the board. 	<ul style="list-style-type: none"> • Courses of study and syllabi; learning objectives and required outcomes for lessons posted in classrooms • “Elements of Effective Instruction” training for teachers is in progress.

DIFFERENTIATION OF INSTRUCTION

Indicator: The school’s instructional staff members differentiate instruction and evaluate its impact on student learning.

Findings	Supporting Evidence
<ul style="list-style-type: none">• While teaching vocabulary in Social Science, instructors scaffold the material to ever more complex vocabulary. They also use jigsaw instructional techniques to cover more material in a shorter period of time.• In the math department, teachers use questioning strategies to solicit higher-order thinking from students.• In the science department, some students present and finalize their science projects in front of others on Science Night.	<ul style="list-style-type: none">• Student work• Teacher generated activities• Classroom observations

STUDENT PERCEPTIONS

Indicator: The students understand the expected level of performance based on the standards and the school wide learning results. Through interviews and dialogue with students who represent the school populations, the school learns about the students’ perceptions of their learning experiences.

C2. INSTRUCTION CRITERION

To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

CRITERION C2 INDICATORS AND PROMPTS

CURRENT KNOWLEDGE

Indicator: Teachers are current in the instructional content taught and research-based instructional methodology.

Findings	Supporting Evidence
<ul style="list-style-type: none">• Over the past five years, teachers have received training in many of the current educational research methods, including Elements of Effective Instruction training, the National Academy Foundation training for the new Biomedical/Engineering Academy, and Bill Daggett’s Rigor, Relevance, and Relationship curriculum model.• Teachers have also received training during staff development, from literacy coaches, from advanced placement workshop training, from ongoing textbook adopting training.• In addition, all teachers are credentialed in subject areas they teach.	<ul style="list-style-type: none">• Lesson plans• Courses of study• Textbooks• District records.

TEACHERS AS COACHES

Indicator: Teachers work as coaches to facilitate learning for all students.

Findings	Supporting Evidence
<ul style="list-style-type: none"> The consensus is instructors teach the material, then act as facilitators as students direct their own learning. This primarily works in group and individual projects and courses such as yearbook, newspaper, GTV. On a teacher level, literacy coaches helped departments develop lessons for reading and writing across curriculum. Time is built into the schedule for teacher to collaborate on data analysis and student learning outcomes, and to share best practices. Teachers new to the district receive BTSA training, and teachers who are struggling receive PAR training. 	<ul style="list-style-type: none"> Classroom observation Minutes of collaboration

EXAMINATION OF STUDENT WORK

Indicator: Representative samples of student work demonstrate: a) structured learning so that students organize, access and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover and invent knowledge on their own and communicate this.

Findings	Supporting Evidence
<ul style="list-style-type: none"> Examples of such work includes: Senior Project, lab write ups in science courses, GTV, Yearbook, the school newspaper, foreign language class projects, the U.S. History Battle Book, Decades project, Project Citizen 	<ul style="list-style-type: none"> Student work

Indicator: Representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the expected schoolwide learning results.

Findings	Supporting Evidence
<ul style="list-style-type: none"> ● Examples of classes and projects across the curriculum that show technology is being used to achieve academic standards and the ESLRs include: ● A cell phone study in AP Statistics, Senior Project, GTV, Yearbook, school newspaper, Culture project in Geography, World Language projects, 11th grade poetry analysis, mock elections, mock trials, and personal budgets in economics. In agriculture classes, small business skills and financial statements are taught. Drama uses technical theater devices, lights, and complex control boards. 	<ul style="list-style-type: none"> ● Teacher lesson plans ● Grade book ● Videos of classroom events ● Copies of yearbook, school newspaper, and GTV

Indicator: Representative samples of student work demonstrate student use of materials and resources beyond the textbook, such as utilization and availability of library/multimedia resources and services; availability of and opportunities to access data based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.

Findings	Supporting Evidence
<ul style="list-style-type: none"> ● Students use a variety of resources in many classes including social science, math, foreign language, language arts, science, agriculture, art. 	<ul style="list-style-type: none"> ● Student work ● Computer lab log-in sheets ● Library log in sheets ● Technology in classrooms ● Agriculture and science labs ● Engineering and biomedical lab ● Welding and auto shop.

REAL WORLD EXPERIENCES

Indicator: Opportunities for shadowing, apprenticeship, community projects and other real world experiences and applications are available to all students.

Findings	Supporting Evidence
<ul style="list-style-type: none">There are numerous opportunities throughout the curriculum for real-world experiences including: project-based learning in agriculture and in engineering/biomedical; ROP courses in child development, food services, and welding; agriculture students working with agricultural businesses; senior project; GTV, yearbook and newspaper.	<ul style="list-style-type: none">Student work; teacher lesson plansWork experience and ROP timesheetsGTV broadcastsYearbooks and newspaper publications.

WASC CATEGORY C.

STRENGTHS AND GROWTH NEEDS

Category C. Standards-based Student Learning: Instruction: Areas of Strength

- Collaboration time is used to analyze data from common assessments.
- Elements of Effective Instruction training is a benefit to the staff since everyone will use the same method to ensure students are learning.
- Standards-based textbooks and curriculum is important, since students are tested on state standards.

Category C. Standards-based Student Learning: Instruction: Areas of Growth

- Technologies (computer lab, teacher computers, projectors, Microsoft Office is 2003, etc.) are old and out of date and often difficult to access.
- While we have time for collaboration, this time is often taken for other uses. More time must be dedicated to our collaboration.
- The school should form additional magnet programs, particularly those related to our current academies (ie. athletic training program related to our BEST Academy).

CATEGORY D: STANDARDS-BASED STUDENT LEARNING:

ASSESSMENT AND ACCOUNTABILITY

D1 & D2: ASSESSMENT AND ACCOUNTABILITY CRITERION

To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community? D2a. To what extent do teachers employ a variety of assessment strategies to evaluate student learning? D2b. To what extent do students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student?

CRITERION D1 AND D2 INDICATORS AND PROMPTS

PROFESSIONALLY ACCEPTABLE ASSESSMENT PROCESS

Indicator: The school uses effective assessment processes to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community.

Findings	Supporting Evidence
<ul style="list-style-type: none">• The school provides parents access to PowerSchool, an Internet-based grading, attendance, and communication program. It also creates and mails home grade updates eight times, approximately every four and one-half weeks, throughout the school year.• In addition, results from the CELDT, CST, and CAHSEE are mailed to parents.	<ul style="list-style-type: none">• PowerSchool records and progress, quarter, and semester grade reports.

BASIS FOR DETERMINATION OF PERFORMANCE LEVELS

Indicator: The school has determined the basis upon which students' grades and their growth and performance levels are determined and uses that information to strengthen high achievement of all students.

Findings	Supporting Evidence
<ul style="list-style-type: none">• Although every teacher sets up his or her grade book according to his or her preferences (i.e. assignments are graded by total points or by category weights), teachers in general use benchmark exams, common assessments, homework and class assignments, and projects to determine students' grades and progress. In addition, there are special assessments used by a variety of departments to determine student achievement. These include such assessments as: a) the physical education department conducting the daily California team stretch activity, the California Pacer Test, and the California mile run exam weekly to determine student fitness; b) the physical education department administering a pre-test and post-test for each sport; c) the special education department assessing students through oral exams and tests; d) departments which have advanced placement courses having the advanced placement system test students and high scoring students receiving college credit and extra grade-point average points; and e) teachers keeping track of attendance, behavior, and grade issues through the Teacher's Watch List for a select group of students. Parents are also notified of their student's performance through support classes in English and math; leadership recommendations; and permission to attend ice-cream socials for scoring at certain performance levels on CSTs.	<ul style="list-style-type: none">• Department standards• Teachers' grade books• PowerSchool

APPROPRIATE ASSESSMENT STRATEGIES

Indicator: Teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills such as essays, portfolios, individual or group projects, tests, etc.

Findings	Supporting Evidence
<ul style="list-style-type: none"> ● The English department uses standards-based benchmark assignments, end-of- unit tests, quizzes, projects, portfolios, journals, and essays to measure student progress. ● The social science department also uses benchmark assessments to determine levels of student achievement. ● The math department has common assessments but it does not analyze the data on a regular basis. ● Finally, the science department has common assessments, which were formerly loaded into Edusoft and are now being switched over to PowerSchool Studio Edition. 	<ul style="list-style-type: none"> ● PowerSchool ● Benchmark exams and pacing guides have been updated in courses of study for English and Math with science and social science next. ● Labs and formal lab write ups.

DEMONSTRATION OF STUDENT ACHIEVEMENT

Indicator: A range of examples of student work and other assessments demonstrate student achievement of the academic standards and the expected schoolwide learning results, including those with special needs.

Findings	Supporting Evidence
<ul style="list-style-type: none"> ● The level of student achievement of the standards and the ESLRs is demonstrated through: ● Graded essays ● Scores from oral presentations ● Graded senior research projects ● Performance assessments ● Quizzes, exams ● Competitions, and public performances. 	<ul style="list-style-type: none"> ● Drama performances, ● Band competitions ● Color guard competitions ● Engineering competitions ● Cooking competitions ● Choir performances ● Tournaments (PE) ● Other evidence found in PowerSchool or teacher grade book. ● Science Night ● Academic Decathlon ● Science Olympiad.

CURRICULUM EMBEDDED ASSESSMENTS

Indicator: The school regularly examines standards-based curriculum embedded assessments in English Language and math, including performance examination of students whose primary language is not English, and uses that information to modify the teaching/learning process.

Findings	Supporting Evidence
<ul style="list-style-type: none">• All curriculum is standards-based and all textbooks are aligned to the standards.• Though the school no longer offers SDAIE classes, it has an immersion program in place for students needing such support in English and math.• The English department also has support classes at the ninth-grade level.• English department offers two-hour ESL class, based on CELDT score.	<ul style="list-style-type: none">• Course descriptions• Benchmark tests• Common assessments• Unit tests• Quizzes• EDGE materials (intensive support)• Master schedule• Instructional aides.

STUDENT FEEDBACK

Indicator: Student feedback is an important part of monitoring student progress over time based on the academic standards and the expected schoolwide learning results.

Findings	Supporting Evidence
<ul style="list-style-type: none">• Teachers throughout the departments regularly check for understanding through formal and informal methods, including oral questioning and quizzes. English teachers use scoring rubrics to assess student writing.	<ul style="list-style-type: none">• Teacher assessment of student understanding as seen in lesson plans

MODIFICATION OF THE TEACHING/LEARNING PROCESS

Indicator: Assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.

Findings	Supporting Evidence
<ul style="list-style-type: none">• The school formerly used Edusoft to analyze assessment to drive instruction. We are now in the process of switching to PowerSchool Studio Edition. When that process is complete and everyone has been fully trained, the teachers will use it to determine whether new curriculum and instructional approaches need to be implemented.• Some of the projects and programs which have been altered in the last few years to better serve students include: The Senior Project,• Service Learning, community service projects• ROP courses and work experience• AVID,• CAHSEE support class, and transition programs.• Other efforts by the school to analyze student progress is through the student watch list• Tutoring in core subjects through the 21st Century After-School Program.• Pearson Online Program, a credit recovery program.• The school has also offered summer school to allow students to remediate.	<ul style="list-style-type: none">• PowerSchool• Work experience records• English Department senior project rubric• Courses of study on school websites

MONITORING OF STUDENT GROWTH

Indicator: The school has an effective system to monitor all students’ progress toward meeting the academic standards and expected schoolwide learning results.

Findings	Supporting Evidence
<p>Service Learning (Project Citizen)– board approved</p> <ul style="list-style-type: none"> ● Parent Advisory Committees – School Site Council ● English Learner’s Advisory ● Senior Project (community guest evaluators) ● GATE committee ● Transition program brings in community members/employers. ● Open house / Showcase night ● Special Ed. Dept. follows up with each student a year after he/she graduates ● ROP Advisory Committee ● GATE Advisory Committee ● AVID Advisory Committee ● Ag Advisory Committee ● School Safety Committee 	<p>Various committee meeting minutes.</p>

D3 AND D4. ASSESSMENT AND ACCOUNTABILITY CRITERION

D3. To what extent does the school with the support of the district and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected schoolwide learning results?

D4. To what extent does the assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drive the school's program, its regular evaluation and improvement and usage of resources?

CRITERION D3 AND D4 INDICATORS AND PROMPTS

ASSESSMENT AND MONITORING PROCESS

Indicator: The following shareholders are involved in the assessment and monitoring process of student progress: district, board, staff, students and parents.

Findings	Supporting Evidence
<ul style="list-style-type: none"> • The school is transitioning from School Loop to PowerSchool Studio Edition, which has some of the same features School Loop had. The school is not using it to the same extent as School Loop was used, since PowerSchool Studio Edition went online in October 2010. • District involvement: The previous superintendent supported Bill Daggett’s Rigor and Relevance program (CHECK). The new superintendent supports Elements of Effective Instruction training. • Board involvement: Staff department chairs or district directors inform the board of student progress and improvements. The district informs the board about all state assessments results. The board members actively participate in the judging of the senior research project presentations. • Staff: Departments collaborate by levels – review common benchmark assessments; modify pacing guides; compare student sample essays and analyze the results of the benchmark exams (English); report progress and annual goals (Special Ed.) • Students: The school dropped School Loop in 2008-2009 school year; it transitioned into Power School but is only now getting the new PowerSchool Studio Edition. • Parents: School Loop allowed teachers to communicate with parents more effectively. School Loop also allowed parents to more easily access and monitor their students’ progress. 	<p><u>What would be the evidence since we don’t have Edusoft anymore and we’re in transition with PowerSchool Studio Edition?</u></p>

REPORTING STUDENT PROGRESS

Indicator: There are effective processes to keep district, board and parents informed about student progress toward achieving the academic standards and the expected schoolwide learning results.

Findings	Supporting Evidence
<p>There are effective processes to keep all stakeholders informed about student progress. Some examples include:</p> <ul style="list-style-type: none"> • The special education department’s biweekly progress reports; • PowerSchool attendance and grades, though many teachers believe School Loop was more effective in keeping parents and students informed about student progress • Student achievement on a variety of state tests, including the CELDT, CSTs, CAHSEE, and weekly progress reports. 	<ul style="list-style-type: none"> • PowerSchool • STAR Test results

WASC CATEGORY D.

STRENGTHS AND GROWTH NEED

Category D. Standards-based Student Learning: Assessment and Accountability: Areas of Strength

- There is effective teacher-parent communication through Powerschool through the use of grades, progress reports and attendance.
- New benchmarks in English and math have been created; science and social science benchmarks will be created next.
- There is a wide range of assessment tools.
- There are written pacing guides as part of the new curriculum. Not all have been written, though they are planned.
- The Senior Project is inclusive of all staff, students and part of the community.

Category D. Standards-based Student Learning: Assessment and Accountability: Areas of Growth

- Collaboration on data collection is difficult due to a lack of time and data analysis tool that is new and not yet fully operational.
- School Loop was more user-friendly than the current data analysis program.
- Powerschool training will need to be re-administered. (Training did not match the roll-out phase).

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR:

STUDENT PERSONAL AND ACADEMIC GROWTH

E1. SCHOOL CULTURE AND STUDENT SUPPORT CRITERION

To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?

CRITERION E1 INDICATORS AND PROMPTS

REGULAR PARENT INVOLVEMENT

Indicator: The school implements strategies and processes for the regular involvement of parents and the community, including being active partners in the teaching/learning process. The school involves non-English speaking parents.

Findings	Supporting Evidence
<p>The school informs parents of student academic performance through a number of means:</p> <ul style="list-style-type: none"> • PowerSchool; direct teacher and parent contacts via phone, e mail, or regular mail; mailed progress reports; the outreach consultant; and teacher phone logs embedded in PowerSchool. <p>The school also informs parents of school events, including special events to engage parents and the community, through a number of electronic and social methods, including:</p> <ul style="list-style-type: none"> • The district website, a parent newsletter, the local newspaper, and the automatic phone dialer, among other communication devices. <p style="text-align: center;">(Continued Next Page)</p>	<ul style="list-style-type: none"> • District website • PowerSchool • Individual teacher websites, Minutes from advisory committee meetings • Rosters of booster club members.

It holds a number of events to involve the community, including:

- Back to School Night, Open House, Showcase Night, Building Bridges, FAFSA Night, College Night, Freshman Orientation, Science Night, Engineering presentations, and Senior Project presentations.

It has booster organization support from such groups as:

- Warrior Athletic Boosters, the Agriculture Boosters, GLUE (Galt, Liberty, United Ensemble), and the Drama Boosters.

It also has a number of advisory committees, including:

- PTSA (Parent/Teacher/Student Association), ELAC (English Learner Advisory Committee), the DELAC (District English Learner Advisory Committee), Agriculture Department Committee, the Career Technical Education Advisory Committee, and ACE.

The district has a district employee who translates documents into home languages; this worker is also a translator for parent-teacher meetings.

USE OF COMMUNITY RESOURCES

Indicator: The school uses community resources to support students, such as professional services, business partnerships, and speakers.

Findings	Supporting Evidence
<ul style="list-style-type: none"> • The school uses a variety of community resources to support students, including: • Guest speaker programs for the Agriculture Academy and Engineering Academy. Numerous local, state, private, and technical college representatives make presentations at the school year round. • The school also has a work experience teacher who works with local businesses to employ high school students. • The school also has a police officer on campus. 	<ul style="list-style-type: none"> • Visitor logs

PARENT/COMMUNITY AND STUDENT ACHIEVEMENT

Indicator: The school ensures that the parents and school community understand student achievement of the academic standards/expected school wide learning results through the curricular/co curricular program.

Findings	Supporting Evidence
<ul style="list-style-type: none"> • Parents and community members are involved in the school's decision-making. 	<ul style="list-style-type: none"> • PTSA • Advisory committees • Boosters Club • School Site Council • School Board meetings, Meeting minutes.

ADDITIONAL FINDINGS

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Findings	Supporting Evidence
<ul style="list-style-type: none"> • The school should continue student support services despite budget cuts • There are a large number of academic support classes and resources for critical needs students. 	<ul style="list-style-type: none"> • Career Counselor • Outreach Counselor • Librarian Technician • Migrant Education Counselor AP/ Honors Classes • VAPA Classes • Career Technical Classes; ROP continue to support students' needs. • • AVID Classes • English and Math Support Classes • EDGE Classes • Fundamental Classes • CAHSEE Support classes in English and Math • 21st Century Club • Cyber High • Adult Ed Classes • Pearson On-Line Classes

E2. SCHOOL CULTURE AND STUDENT SUPPORT CRITERION

1. To what extent is the school a safe, clean, and orderly place that nurtures learning?
2. To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

CRITERION E2 INDICATORS AND PROMPTS

SAFE, CLEAN, AND ORDERLY ENVIRONMENT

Indicator: The school has existing policies, regulations and uses its resources to ensure a safe, clean and orderly place that nurtures learning.

Findings	Supporting Evidence
<ul style="list-style-type: none">● Galt High School has a number of policies and resources to ensure a safe, clean, and orderly place that nurtures learning include the following:● School safety committee● Two campus security supervisors● School resource officer● Gang awareness presentations by the Galt Police Department● A safety plan that includes Earthquake, fire, and intruder drills as well as staff emergency binders● A staff and student handbook● School marquee● Wellness and safety newsletter● Outreach consultant and school psychologist● Mandated reporter training● Electronic helpdesk request to notify maintenance department of immediate and long-term safety issues● Daily classroom maintenance.● The staff has noticed, though, that the campus isn't as clean and well-kept as it was in the past. This may be due to the fact that the district did not hire any additional custodians when it opened the second high school.	<ul style="list-style-type: none">● Observation of safety officials● Logs of filled maintenance requests● District payroll records

ATMOSPHERE OF TRUST, RESPECT AND PROFESSIONALISM

Indicator: The school has an atmosphere of trust, respect and professionalism.

Findings	Supporting Evidence
<p>There are a number of indicators Galt High School has caring and high expectations for all students. These indicators, which are demonstrated on a daily basis, include:</p> <ul style="list-style-type: none"> • Developing a master schedule based on student course requests, though sometimes it seems the district only offers classes if there is sufficient enrollment • Providing students with course catalogs • Counseling sophomores to plan educational goals • Offering such events as Showcase Night, feeder school registration, College Night, and Science Night, among others • Retaining a career counselor to guide student decisions; and holding 504 coordinator meetings <p>The degree to which specific strategies demonstrate an atmosphere of trust, respect and professionalism include the following events, activities, and groups:</p> <ul style="list-style-type: none"> • Leadership director and student activities to promote student pride in school such as Club Day, GTV, school clubs and organizations such as the German Club, Asian Culture Club, and Club Azteca, among others. • In addition, we have an ELL program and Bilingual Parent Group. 	<ul style="list-style-type: none"> • Master schedule • Course catalogs • Interviews with counselors • Minutes of club meetings.

E3 AND E4. SCHOOL CULTURE AND STUDENT SUPPORT CRITERION

E3. To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success?

E4. To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?

CRITERION E3 AND E4 INDICATORS AND PROMPTS

ADEQUATE PERSONALIZED SUPPORT

Indicator: The school has available adequate services, including referral services, to support students in such areas as health, career and personal counseling, and academic assistance.

Findings	Supporting Evidence
<ul style="list-style-type: none"> ● All students receive appropriate support along with an individualized learning plan to help ensure academic success through the counseling department by the many activities, events, and programs it administers each year. These include: ● Giving presentations to ninth-grade students on the necessity of establishing good goal setting and study habits, and teaching students about college prep requirements and options after high school ● Sponsoring a College Night in November for seniors and their parents to hear presentations from UC, CSU, private colleges, and community colleges; and a College and Career Fair, also in November, in which representatives from various career and educational institutions and businesses demonstrate their offerings. ● In December, the counseling department also counsels sophomores about their upcoming CAHSEE tests, as well as options and services for seniors who have yet to pass the requirement. (See Next Page) 	<ul style="list-style-type: none"> ● Counseling department records ● Four year plans.

- In December, the department conducts career surveys for eighth graders in the District's feeder schools and counselors present four-year plans to better transition middle school students to high school
- In the spring, the counseling department sees all students who have a D or F in any course on tutoring and other services offered by the school.
- During January, all sophomores are invited to group presentations in which such topics as college prep status, CAHSEE requirements, college entrance exams, graduation progress, and other such topics are discussed.
- Showcase and Bridge presentations are also conducted in January, in which the families of eighth graders are further introduced to the academic program at Galt High.
- February is important for graduating seniors who hope to go onto college as this is when the school holds its FAFSA workshop in which students fill out their federal government student aid applications.
- Finally, in the last month of school, counselors work with seniors in danger of failing by monitoring their grades and sending home registered letters of students who may not graduate on time.
- Our counseling staff of 2.5 employees holds Masters Degrees in School Counseling. Our Head Counselor also holds a Masters in Marriage and Family Therapy.
- An Outreach Consultant is on our staff to lend further support for personal issues and home visits.
- We have a Career Technician to support students with scholarship applications, FAFSA, career surveys, and college applications.
- We make parents, students, and teachers feel at home in our office, and make ourselves available for personal counseling on a case-by-case basis. (Continued next page)

- GHS Counseling staff understands its role as a group of school counselors, and is always evaluating the possible needs of our clients. As a result, we are ready to make referrals to outside counseling agencies.
- Counseling also makes appropriate referrals for academic issues so students can readily make up credits. We enroll students in Galt Adult Education (night school), Pearson/Cyber High, Estrellita continuation high school, community colleges, GHS Independent Study, GHS Home and Hospital (illness and injury), and outside independent study schools. Our seniors enrolling at Cosumnes River College after graduation are given direct support by our Career Technician with scheduled advisory sessions with CRC Outreach. In addition, students are able to take their college entrance exams for CRC here at Galt High, saving them a trip to the college.
- For all GHS students, our counseling staff is always on the lookout for students possibly needing psychological/educational assessments related to special education. Our initial student evaluation to possibly begin testing occurs with our Student Study Team.
- Other resources consistently used by our counseling staff include CST's, CELDT, grades, and staff recommendations.

DIRECT CONNECTIONS

Indicator: The school has direct connections between academic standards and expected school wide learning results and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services or referral services.

Findings	Supporting Evidence
<ul style="list-style-type: none"> ● Galt High School’s outreach consultant provides a multitude of student support services to help students succeed in school. These include: ● Student and parent support services, along with general information in these areas, and resources for parents ● Student Study Teams (SSTs) which are counseling conferences in which teachers, the student, the parent(s), counselors, and the consultant talk about strengths and weaknesses to encourage the student to do better in school ● Monthly meetings in which the Coordination of Services Team (COST) discusses student needs and programs. The consultant also conducts interventions for students troubled by home crises, substance abuse, mental health issues, and conflict management. ● The consultant conducts home visitations over attendance and personal issues, as well as be the liaison with community support agencies such as Child Protection Services, Galt Police Department, and Sacramento County sheriff. ● The consultant coordinates care reviews with Strategies for Change on campus counseling services, and she coordinates services with local food banks, clothing closets, homeless shelters, and charitable organizations. ● She makes referrals to support agencies and services, including applications for Medi-Cal insurance when needed. 	<ul style="list-style-type: none"> ● Outreach consultant records

SUPPORT SERVICES AND LEARNING

Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all students, including the EL, GATE, special education and other programs.

Findings	Supporting Evidence
<ul style="list-style-type: none">• The school offers financial and paraprofessional support to the following programs: GATE, mainstreaming special education students to regular classes, curriculum support, Advanced Placement and honors.	<ul style="list-style-type: none">• District budget

EQUAL ACCESS TO CURRICULUM AND SUPPORT

Indicator: All students have access to a challenging, relevant and coherent curriculum to all students. Schools regularly examine the demographics and distribution of students throughout the class offerings (e.g. master class schedule and class enrollments) and the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day).

Findings	Supporting Evidence
<ul style="list-style-type: none">• The master schedule reflects the school’s support for all students having access to a rigorous, standards-based curriculum in that it is developed based on student academic needs and college/career goals. Advanced Placement and honors classes and new sections are created as student needs arise. The evidence that critical needs students are distributed through the various course offerings is shown in the fact EL students are now mainstreamed, and students with special needs are mainstreamed in select courses. All students have an equal access to personal support services, activities and opportunities at the school, and it is up to individual students to take advantage of those opportunities. The school uses such strategies as Take a Student to Lunch Day, Club Day, Yearbook, Leadership activities, and GTV to ensure all students are successful and connected to the school.	<ul style="list-style-type: none">• Master schedule

WASC CATEGORY E

STRENGTHS AND GROWTH NEEDS

Category E. School Culture and Support for Student Personal and Academic Growth: Areas of Strength

- Galt High School is a safe campus
- Special Ed Services are appropriate for supporting students who are mainstreamed.
- There is a seventh period PE for athletes.
- The district offers Summer School, though it is dependent upon the budget.
- Students are placed appropriately in math and science courses
- EL students are mainstreamed.
- AP courses are available to all students.

Category E. School Culture and Support for Student Personal and Academic Growth: Areas of Growth

- Parental involvement in PTSA is limited due to its late start-up.
- Galt High School campus is clean but the buildings could be maintained better, such as the bathrooms, grounds, and classrooms.
- The splitting of staff, such as counseling, migrant education, and the outreach consultant, to Liberty Ranch High School has affected support services.
- Due to budgetary cutbacks, the 21st Century After-School Program eliminated certificated staff for English and math. Student tutors are employed instead.
- GATE students do not have adequate services.
- There is limited scheduling due to having a six-period day.

Chapter V: School wide Action Plan

Revision of the School wide Action Plan includes several new strategies to support and enhance student learning:

1. The 21st Century After School Program has been fully implemented and served 1,161 Galt High students during the 2009/10 school year, an increase of 177% over the prior year. This program offers both academic tutoring in English and Mathematics and enrichment opportunities such as foods, photography, community service, and sports for all students. Participation in this program as well as transportation is offered at no cost to the students. Ongoing monitoring of this program occurs throughout the year and a final report that includes attendance, grade, and test score data is submitted annually to the state as a condition of the grant.
2. Elements of Effective Instruction, led by Dr. Ernie Stakowski, is the current focus of staff development. Using the seven step lesson plan as a template, teachers are guided through the process of formulating clear objectives and utilizing sound instructional strategies to deliver effective lessons. Departments chairs in all four core academic areas (ELA, Math, Social Sciences, Science), all administrators, and other instructional leaders will receive this four day training by the end of the 3rd quarter of the 20010/11 school year, and will share these techniques within their respective departments. Ongoing formal training of the staff will occur in subsequent years. The principal and assistant principals will look for and

monitor implementation of the Effective Instruction strategies in daily classroom instruction during their classroom Walk Through Observations.

3. Data Analysis Training is being conducted with outside assistance from the Sacramento County Office of Education staff. English and math department chairs along with selected lead teachers in these departments received data analysis training during the months of September through November. The purpose of this eight-hour training, conducted over four, two-hour sessions, is to improve teacher and department analysis of benchmark, CST, and CAHSEE exam data during common planning time on collaboration Wednesdays. Following a train the trainer model, the department chairs will instruct their department members in utilizing data from various assessments to guide and improve instruction in the classroom. Social Science and Science department chairs and selected lead teachers will receive the same training beginning in January of 2011 so that all four core academic areas will have participated before the end of the 2010/11 school year. Evidence of data analysis during collaboration meetings will be the collected data analysis forms completed by each teacher and submitted to department chairs.

4. Creation of benchmark tests and updated courses of study to include pacing guides will be completed for all four core academic areas by the end of the fourth quarter of the 2010-2011 school year. New textbook adoptions in some departments has made old benchmarks tests obsolete and necessitated these updates. Each department will create a minimum of one benchmark per quarter, and courses of study will indicate when those assessments will

occur. Department Chairs and administrators will monitor teacher adherence to pacing guides and benchmark tests.

5. This year, for the first time, GHS was able to enhance the CAHSEE Intensive Support class by offering it to eleventh as well as twelfth grade students who have been unable to pass the Exit Exam. The continuation of the CAHSEE exemption for students with disabilities should allow this practice to be ongoing. Opening the class to eleventh graders will provide earlier remediation for these students and should increase the CAHSEE pass rate. The success of this change will be monitored throughout the year by the District Assessment Coordinator and school administrators.

6. This year Galt High entered Program Improvement, Year 1, as a result of failing to meet an Annual Yearly Progress goal: the percent proficient target for the English Learner subgroup for two consecutive years. As a consequence, parents now have the option of school choice. To date, only two parents have exercised that choice and had their child transferred to Liberty Ranch High School. EL students are currently targeted for additional support by all staff, who have been asked to assess the particular needs of their EL students, in an effort to improve the percent proficient for this subgroup. While the increases needed to meet this year's AMO targets are daunting and may not be attainable, we will continue our efforts to address the needs of these students by analyzing their previous and current test data and modifying instruction to address any learning deficiencies.