

Galt Joint Union High School District

Liberty Ranch High School

2020-2021 School Accountability Report Card

Published in the 2021-2022 School Year

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SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
- To view our SARC online, please visit our website or scan the QR code to the right.

DataQuest

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

California School Dashboard

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

District Mission Statement

The mission of the Galt Joint Union High School District is to ensure that each student graduates, achieves his/her goals and becomes a contributing member of society through effective personalized educational programs and facilities in partnership with family and community.

School Profile

Liberty Ranch High School is located in Sacramento County, just outside the northeast boundary of Galt, California. It serves both a rural and suburban population and was built in response to overcrowding at its sister school, Galt High School, when a building boom began in the 1990's and the early 2000's. Liberty Ranch High School opened on August 18th, 2009. The students enrolling in Liberty Ranch High School come from four different feeder schools from four different districts. These students come from a varied background, from living on farms and dairies, to federally subsidized housing, to homes ranging in a price range well above \$500,000 and reflect the surrounding areas diversity.

Galt is a growing bedroom community with much of its population traveling to Sacramento, Lodi, or Stockton for employment. The city of Galt was founded in 1869, and while the area economy has been primarily based on agriculture, there has been increased economic expansion. During the last ten years the employment picture has been brightening with increased job opportunities in manufacturing, construction, and retail.

School Enrollment

The charts illustrate the school enrollment by grade level and student group.

2020-21 Enrollment by Student Group	
Student Group	Percentage
Female	48.1
Male	51.9
Non-Binary	
Black or African American	2.1
American Indian or Alaska Native	
Asian	3.0
Filipino	0.1
Hispanic or Latino	47.1
Native Hawaiian or Pacific Islander	0.3
White	40.1
Two or More Races	5.7
Socioeconomically Disadvantaged	40.1
EL Students	7.5
Students with Disabilities	11.5
Foster Youth	0.1
Homeless	6.6
Migrant Education	2.7

2020-21 Enrollment by Grade	
Grade	Count
9th	282
10th	297
11th	276
12th	259
Total	1114

Conditions of Learning State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

School Facilities (School Year 2021-22)

Liberty Ranch High was originally constructed in 2008 and is comprised of 46 classrooms, a gym, a multipurpose room/cafeteria, a library, a staff lounge, and a computer lab. In 2016 the Galt community voted in favor of Measure E, a local school bond which built a new stadium and improved technology infrastructure.

Cleaning Process and Schedule

The principal works daily with the custodial staff of four full-time to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority is given to emergency repairs.

Inspection Results

The chart displays the most recent facility inspection completed for the school. Please note that all items listed in the chart have been remedied or are in the process of being remedied. The data in the chart was collected in September 2021.

2021-22 School Facility Inspection		
Date of Last Inspection:	3/19/2021	
Data Collected:	March 2021	
Overall Summary of School Facility Conditions:	Good	
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Poor	100 Bldg: HVAC Controls do not work. Sewer frequently backs up. 200 Bldg: HVAC Controls do not work. 300 Bldg: HVAC Controls do not work. 400 Bldg: HVAC Controls do not work. 500 Bldg: HVAC Controls do not work. 600 Bldg: HVAC Controls do not work. 700 Bldg: HVAC Controls do not work. 800 Bldg: HVAC Controls do not work. 900 Bldg: HVAC Controls do not work. 1000 Bldg: HVAC Controls do not work.
INTERIOR: Interior Surfaces	Good	
CLEANLINESS: Overall Cleanliness, Pest/Vermin Infestation	Good	
ELECTRICAL: Electrical	Good	
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	
SAFETY: Fire Safety, Hazardous Materials	Good	
STRUCTURAL: Structural Damage, Roofs	Good	
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Instructional Materials (School Year 2021-22)

A public hearing on September 14, 2021 and determined that the school had sufficient and good quality textbooks, instructional materials and science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in September 2021 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	From Most Recent Adoption	% Lacking
9th-12th	English/Language Arts	Holt, Rinehart & Winston	2009	Yes	0.0%
9th-12th	Foreign Language	Houghton Mifflin	2003	Yes	0.0%
9th-12th	Foreign Language	McDougal Littell	2013	Yes	0.0%
9th-12th	Health	Prentice Hall	2002	Yes	0.0%
9th-12th	Mathematics	College Preparatory Mathematics (CPM)	2013	Yes	0.0%
9th-12th	Mathematics	McGraw-Hill	2013	Yes	0.0%
10th-12th	Science	Holt, Rinehart & Winston	2007	Yes	0.0%
9th-12th	Science	Prentice Hall	2007	Yes	0.0%
10th-12th	Social Science/History	McGraw Hill	2019	Yes	0.0%

Teacher Assignment

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

2019-20 Teacher Preparation and Placement						
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	50.5	93%	95	91%	N/A	N/A
Intern Credential Holders Properly Assigned	3	6%	6	6%	N/A	N/A
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0%	0	0%	N/A	N/A
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1	2%	3	3%	N/A	N/A
Unknown	0	0%	0	0%	N/A	N/A
Total Teaching Positions	54.5	100%	104	100%	N/A	N/A

2019-20 Teachers Without Credentials and Misassignments	
Authorization/Assignment	School Number
Permits and Waivers	0
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

2019-20 Credentialed Teachers Assigned Out-of-Field	
Indicator	School Number
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	0
Total Out-of-Field Teachers	0

2019-20 Class Assignments	
Indicator	School Number
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

Pupil Outcomes State Priority: Pupil Achievement

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

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

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also an optional Standards-based Test in Spanish (STS) for Reading/Language Arts (RLA). Additionally, California Science Test (CAST) and CAAs for Science based on the Next Generation Science Standards for California Public Schools (CA NGSS) are administered in grades five, eight, and once in high school.

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

Due to the COVID-19 pandemic, a statewide summative assessment was not the most viable option for student assessment for many schools. For the 2019–2020 school year, the statewide academic testing requirement was waived. For the 2020-2021 school year, districts and schools were allowed to administer a different assessment that met the criteria established by the State Board of Education. The local assessments used instead were required to be aligned with California Common Core State Standards for English Language Arts and Mathematics, available to students in grades three through eight, and grade 11; and must have been uniformly administered all eligible students across a grade, grade span, school, or the district. Schools administered the Smarter Balanced Summative Assessments for English Language Arts and Mathematics, other assessments that meet the State Board of Education criteria, or a combination of both.

Unfortunately, the California Alternate Assessments could only be administered in-person following health and safety requirements. At this time, there are no other alternative assessment options available. If the district or school was not able to administer the California Alternate Assessments in person, they were directed to not administer the tests.

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Note: When local assessments were administered in place of statewide summative assessment, the at or above the grade-level standard is determined in the context of the local assessment administered.

The first table displays the results of the California Assessment of Student Performance and Progress (CAASPP) for the school, district, and state. If the CAASPP assessment was not administered, "N/A" is displayed. The second table displays assessment results for the school. If the CAASPP assessment was not administered, results from local assessments are displayed.

Assessment Results by Subject						
Subject	School		District		State	
	2020	2021	2020	2021	2020	2021
English Language Arts/Literacy (Grades 3-8 and 11)	NT	--	NT	--	NT	48.53
Mathematics (Grades 3-8 and 11)	NT	--	NT	--	NT	33.4
Science (Grades 5, 8, and 10)	NT	NT	NT	NT	NT	28.72

Assessment Results by Student Group										
Student Groups	English-Language Arts					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	275	246	89%	11%	37%	275	241	88%	12%	18%
Male	144	125	87%	13%	0.29	144	124	86%	14%	17%
Female	131	121	92%	8%	0.46	131	117	89%	11%	20%
American Indian or Alaska Native	0	0	0	0	--	0	0			
Asian	8	7	88%	13%	--	8	7	88%	13%	14%
Native Hawaiian or Pacific Islander	3	3	100%	0%	--	3	3	100%	0%	0%
Filipino	0	0			--	0	0			
Hispanic or Latino	136	117	86%	14%	0.29	136	114	84%	16%	14%
Black or African American	6	6	100%	0%	--	6	6	100%	0%	33%
White	107	99	93%	7%	0.47	107	99	93%	7%	24%
Two or More Races	11	10	91%	9%	--	11	9	82%	18%	11%
EL Students	14	10	71%	29%	--	14	10	71%	29%	10%
Foster Youth	0	0			--	10%	0	0		
Homeless	28	24	86%	14%	0.21	28	25	89%	11%	1200%
Military	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	121	103	85%	15%	0.26	121	101	83%	17%	15%
Migrant Education	11	9	82%	18%	0.11	11	9	82%	18%	11%
Students with Disabilities	34	26	76%	24%	0.15	34	22	65%	35%	5%

College Entrance Info

University of California

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://admission.universityofcalifornia.edu/>.

California State University

Eligibility for admission to the CSU is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area.

Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>.

UC/CSU Course Completion

Students are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

UC/CSU Course Enrollment	
Students Enrolled in Courses Required for UC/CSU Admission (2020-21)	98.20%
Graduates Who Completed All Courses Required for UC/CSU Admission (2019-20)	0.00%

Career Technical Education (CTE) Participation

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

2020-21 Career Technical Education Participation	
How many of the school's pupils participated in CTE programs?	782
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	0.00%
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	14.30%

to their comprehensive high school.

Career Technical Education (CTE) Programs

It is the goal of the school that students understand the importance of academic subjects and experience how employees apply subject learning to work situations. The school's programs focus on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts. Curriculum and instructional strategies foster critical thinking, problem solving, leadership, and academic skills. The following Career Preparation courses are available at the school:

Agriculture Vocational Education Incentive Grant
Agricultural Education/Advanced Ag Mechanics
Agriculture Education Mechanics II
Liberty Ranch High School
Agriculture/Environmental Sciences
Ag Chemistry
Integrated Ag Biology
Introduction to Floriculture (Floral Design I)
Introduction to Floriculture (Floral Design II)
Agriculture Anatomy & Physiology
Delta College
Computer Applications – Computer Information Systems Applications
Computer Applications – Multimedia presentations
San Joaquin Delta College
Environmental Horticulture Science
Butte College
Welding

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

Physical Fitness

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students who meet or exceed the standards in all six fitness areas are considered to be physically fit or in the Healthy Fitness Zone (HFZ). Due to the COVID-19 pandemic, administration of the physical fitness performance test was waived during the 2019–2020 and 2020–2021 school years. Therefore, there is not data to report for the 2020-21 school year. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

2020-21 Percentage of Students in Healthy Fitness Zone		
Four of Six Standards	Five of Six Standards	Six of Six Standards
N/A	N/A	N/A

Engagement State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Parent Involvement (School Year 2021-22)

Liberty Ranch High School believes that parents are our partners in educating our youth and as such they are involved and encouraged to participate actively in their students' education. Parents and the community are very supportive of the education program at our school. Parents serve on a variety of committees, which include:

- School Site Council
- Bilingual Advisory Committee
- Athletic Boosters
- GLUE Band Boosters
- Agriculture Advisory Committee
- Informational Technology Advisory Committee
- GJUHSD Special Education Advisory Committee
- WASC

Liberty Ranch High School hosts Back to School Night in August and Open House in January of each year. Parents of incoming freshmen are invited to High School/Department Showcase presentations during open house. Parents of athletes are invited to attend fall, winter and/or Spring Sports meetings to learn about expectations for athletes for behavior, to maintain eligibility, and NCAA requirements. Parents of seniors are invited to attend informational meetings in the fall and spring to get information about senior year activities, calendar, and graduation.

Parents are kept informed of current events, programs and students' progress in a variety of ways, including Parent Square, PowerSchool, a school website, school marquee, Canvas, teacher emails, attendance calls, automated phone dialer, and regular student progress reports. In addition, parents may request parent/teacher conferences directly with the teacher or through the Counseling Department.

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Liberty Ranch High at 209-744-4250.

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.
- Attendance

Dropout & Graduation Rates

The chart displays dropout and graduation rates for the most recent three-year period. Note: The National Center for Education Statistics graduation rate is provided in the table.

Dropout and Graduation Rates						
	Dropout Rates			Graduation Rates		
	18-19	19-20	20-21	18-19	19-20	20-21
School	2.9	3.6	5.7	97.1	95.6	92.0
District	7.7	4.2	9.0	91.9	92.2	82.3
State	9.0	8.9	9.4	84.5	84.2	83.6

Graduation Rates by Student Group			
	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	263	242	92.0
Female	133	126	94.7
Male	130	116	89.2
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	65	57	87.7
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	25	24	96.0
White	155	144	92.9
EL Students	12	8	66.7
Foster Youth	0.0	0.0	0.0
Homeless	29	26	89.7
Socioeconomically Disadvantaged	140	125	89.3
Migrant Education	--	--	--
Students with Disabilities	25	17	68.0

Chronic Absenteeism

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

2020-21 Chronic Absenteeism by Student Group				
	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	1139	1129	87	7.7
Female	547	543	31	5.7
Male	592	586	56	9.6
American Indian or Alaska Native	0	0	0	0.0
Asian	33	33	2	6.1
Black or African American	23	23	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	537	531	48	9.0
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	66	65	1	1.5
White	458	455	34	7.5
EL Students	84	83	10	12.0
Foster Youth	4	4	0	0.0
Homeless	74	72	11	15.3
Socioeconomically Disadvantaged	465	461	62	13.4
Migrant Education	30	30	3	10.0
Students with Disabilities	135	132	21	15.9

State Priority: School Climate

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

- Pupil suspension rates and expulsion rates; and
- Other local measures on the sense of safety.

Safe School Plan

Safety of students and staff is a primary concern of Galt Joint Union High School District. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are held regularly throughout the year. The School Site Safety Plan has been implemented and is updated annually each summer; the School Site Safety Committee is comprised of school administration. The plan was last updated in October 2021. Daily monitoring of school grounds before, during, and after school is performed by assigned staff. All visitors must sign in at the school's main office before entering the campus.

The Comprehensive School Safety Plan was developed by the School Site Council in cooperation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include: Emergency Safety Procedures binders in each classroom; Detailed evacuation plans for fire and other emergencies; Detailed lockdown plans for other emergencies.

Suspensions & Expulsions

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

Suspension & Expulsion Rates						
	Suspensions			Expulsions		
	18-19	19-20	20-21	18-19	19-20	20-21
School	4.22	4.11	1.23	0.16	0.34	0.00
District	5.03	4.45	0.88	0.30	0.17	0.00
State	3.47	2.45	0.20	0.08	0.05	0.00

Suspension & Expulsion Rates by Student Group		
	Suspensions Rate	Expulsions Rate
All Students	1.23	0.00
Female	0.18	0.00
Male	2.20	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.68	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.52	0.00
White	0.87	0.00
EL Students	1.19	0.00
Foster Youth	0.00	0.00
Homeless	1.35	0.00
Socioeconomically Disadvantaged	2.37	0.00
Migrant Education	0.00	0.00
Students with Disabilities	2.96	0.00

Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Professional Development

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

Professional Development Days			
	2019-20	2020-21	2021-22
Number of Professional Development Days	3	3	3

Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

Average Class Size Distribution												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	19	20	21	19	20	21	19	20	21	19	20	21
By Subject Area												
English	25	22	28	9	14	4	11	10	13	10	5	5
Mathematics	25	26	29	9	7	1	8	7	16	14	11	4
Science	23	28	4	3	1		4	6	5	4	3	4
Social Science	28	26	31	10	9	1	17	11	11	19	13	4

Advanced Placement Classes

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

2020-21 Advanced Placement Classes	
Subject	# of Courses
Computer Science	0
English	1
Fine and Performing Arts	1
Foreign Language	0
Mathematics	3
Science	1
Social Science	2
Totals	8
Percent of Students in AP Courses	13.7

Counseling & Support Staff

It is the goal of school staff to assist students in their social and personal development as well as academics. The District provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision-making, or handling peer pressure.

The tables display the Support Service Staff available to students. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

2020-21 Ratio of Students per Academic Counselor	
Academic Counselor(s)	446

2020-21 Counseling Support Services Staff	
Title	FTE
Counselor (Academic, Social/Behavioral or Career Development)	2.5
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	1.0
Social Worker	0.0
Nurse	0.5
Speech/Language/Hearing Specialist	0.0
Resource Specialist (non-teaching)	0.0
Other	3.3

Additional Internet Access/Public Libraries

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

District Revenue Sources (Fiscal Year 2020-21)

In addition to general state funding, Galt Joint Union High School District received state and federal funding for the following categorical, special education and support programs:

- Adult Ed Block Grant
- Agriculture Incentive
- Bullying Prevention
- Career Technical Education Incentive Grant
- Child Nutrition Equipment Grant
- Child Nutrition
- Classified School Employees Block Grant
- Coronavirus Relief Fund: Learning Loss Mitigation
- Education Protection Account
- General Purpose LCFF- Base
- General Purpose LCFF- Supplemental & Concentration
- IDEA Basic Grant
- IDEA Mental Health
- Instructional Lottery
- Low Performing Students Block Grant
- Medi-Cal Billing
- Migrant Ed
- Partnership Academy
- SB 117 Covid 19 Response Funds
- Special Ed Mental Health Services
- Special Education
- State Lottery
- Title I
- Title II
- Title III ESSA
- Title III ESSA Limited English
- Title IV ESSA Student Support and Academic Enrichment
- Workability

District Expenditures

The figures shown in the table reflect the direct cost of educational services, per average daily attendance, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and is compared with other districts state-wide.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

2019-20 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$8,610
School: From Supplemental/Restricted Sources	\$1,478
School: From Basic/Unrestricted Sources	\$7,131
District: From Basic/Unrestricted Sources	\$2,507
Percentage of Variation between School & District	184.44%
State: From Basic/Unrestricted Sources	\$8,444
Percentage of Variation between School & State	-15.55%

Teacher & Administrative Salaries

This table displays district salaries for teachers, principals, and superintendents and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE web site, www.cde.ca.gov.

2019-20 Average Salary Information		
	District	State
Beginning Teachers	\$40,399	\$50,546
Mid-Range Teachers	\$76,730	\$81,807
Highest Teachers	\$101,713	\$103,463
Elementary School Principals	\$0	\$0
Middle School Principals	\$0	\$169,216
High School Principals	\$142,090	\$140,004
Superintendent	\$193,900	\$182,878
Teacher Salaries	34%	31%
Administrative Salaries	8%	6%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

2019-20 Average Teacher Salary	
School	\$82,044
District	\$79,766
Percentage of Variation between School & District	2.86%
All Similar School Districts	\$83,672
Percentage of Variation between School & State	-1.95%