# I. APPLICATION ASSURANCES
## (CFDA No. 84.416)

| | |
|---|---|
| Legal Name of Applicant[1]:<br>Galt Joint Union School District | Applicant's NCES District ID[2]:<br>34-67348 |
| Applicant's Mailing Address:<br>1018 C Street, Suite 210, Galt, CA 95632 | |
| Employer Identification Number:<br>94-6002510 | Organizational DUNS Number:<br>942481508 |
| Race to the Top – District Contact Name:<br>(Single point of contact for communication)<br>Karen Schauer Ed.D. | Contact Position and Office:<br>District Superintendent |
| Contact Telephone:<br>209-744-4545 ext. 308 | Contact E-mail Address:<br>superintendent@galt.k12.ca.us |

Required applicant Signatures:

- To the best of my knowledge and belief, all of the information and data in this application are true and correct.
- I further certify that I have read the application, am fully committed to it, and will support its implementation.
- I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

| | |
|---|---|
| Superintendent or CEO of individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity (Printed Name):<br>Karen Schauer, Ed.D. | Telephone:<br>209-744-4545<br>Ext. 308 |
| Signature of Superintendent or CEO of individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity:<br>Karen Schauer | Date:<br>10/23/2012 |
| Local School Board President (Printed Name):<br>John Gordon | Telephone:<br>209-712-3815 |
| Signature of Local School Board President: | Date:<br>10/23/2012 |
| President of the Local Teacher's Union or Association, if applicable (Printed Name):<br>Brian Meddings | Telephone:<br>916-690-4000 |
| Signature of the President of the Local Teacher's Union or Association: | Date:<br>10/23/2012 |

[1] Individual LEA, Lead LEA for the consortium, or eligible legal entity

[2] Consortium applicants must provide the NCES District ID for each LEA in the consortium, on a separate page and include in the Appendix. Applicants may obtain their NCES District ID at http://nces.ed.gov/ccd/districtsearch.

## II. PROGRAM-SPECIFIC ASSURANCES FOR INDIVIDUAL LEA APPLICANTS

Individual LEA applicants must complete the forms in this part. For consortia applicants, the Lead LEA or representative of the eligible legal entity must complete the forms in Part VI.

**ABSOLUTE PRIORITIES – INDIVIDUAL LEA APPLICANT**

**Absolute Priority 1**

An applicant must address Absolute Priority 1 in its response to the selection criteria. Applicants do not write to Absolute Priority 1 separately.

**Absolute Priorities 2 through 5**

Applicants do not write to Absolute Priorities 2 through 5 separately. Instead, they complete this part by identifying the one (and only one) of Absolute Priorities 2 through 5 that applies. Please check one of the priorities below.

_____ **Absolute Priority 2: Non-Rural LEAs in Race to the Top States.** To meet this priority, an applicant must be an LEA in which more than 50 percent of participating students (as defined in this notice) are in non-rural LEAs in States that received awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition

_____ **Absolute Priority 3: Rural LEAs in Race to the Top States.** To meet this priority, an applicant must be an LEA in which more than 50 percent of participating students (as defined in this notice) are in rural LEAs (as defined in this notice) in States that received awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition.

__X__ **Absolute Priority 4: Non-Rural LEAs in non-Race to the Top States.** To meet this priority, an applicant must be an LEA in which more than 50 percent of participating students (as defined in this notice) are in non-rural LEAs in States that did not receive awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition.

_____ **Absolute Priority 5: Rural LEAs in non-Race to the Top States.** To meet this priority, an applicant must be an LEA in which more than 50 percent of participating students (as defined in this notice) are in rural LEAs (as defined in this notice) in States that did not receive awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition.

*NOTE: Race to the Top Phase 1, 2, and 3 States are: Arizona, Colorado, Delaware, Florida, Georgia, Hawaii, Illinois, Kentucky, Louisiana, Maryland, Massachusetts, New Jersey, New York, North Carolina, Ohio, Pennsylvania, Rhode Island, Tennessee and the District of Columbia.*

## BUDGET REQUIREMENT – INDIVIDUAL LEA APPLICANT

By completing this part, the applicant assures that its Race to the Top – District budget request conforms to the established budget ranges for the competition.

The number of participating students is 3,800. The total Race to the Top – District grant funds requested is $10,000,000, which is within the following range: (Check the **one** range of participating students (all as defined in this notice) that applies).

_X_ $5-10 million - 2 ,000-5,000 participating students

_____ $10-20 million - 5,001-10,000 participating students

_____ $20-30 million - 10,001-25,000 participating students

_____ $30-40 million - 25,001+ participating students

## ELIGIBILITY REQUIREMENTS – INDIVIDUAL LEA APPLICANT

By checking the applicable statement(s) below, the applicant assures that:

X___ The applicant meets the definition of local educational agency (as defined in this notice).

X___ The applicant is from one of the 50 States, the District of Columbia, or the Commonwealth of Puerto Rico.

X___ This application is the only Race to the Top – District application to which the applicant has signed on.

X___ This application serves a minimum of 2,000 participating students (as defined in this notice).

X___ At least 40 percent of participating students (as defined in this notice) across all participating schools (as defined in this notice) are students from low-income families, based on eligibility for free or reduced-price lunch subsidies under the Richard B. Russell National School Lunch Act, or other poverty measures that LEAs use to make awards under section 1113(a) of the ESEA ***OR*** if the applicant has not identified all participating schools (as defined in this notice) at the time of application, the applicant assures that within 100 days of the grant award it will meet this standard.

X___ The applicant has demonstrated its commitment to the core educational assurance areas (as defined in this notice) and assures that --

(i) The LEA, at a minimum, will implement no later than the 2014-2015 school year—

(A) A teacher evaluation system (as defined in this notice);

(B) A principal evaluation system (as defined in this notice); and

(C) A superintendent evaluation (as defined in this notice);

(ii) The LEA is committed to preparing all students for college or career, as demonstrated by—(check one that applies)

X___ (A) Being located in a State that has adopted college- and career-ready standards (as defined in this notice); or

_____ (B) Measuring all student progress and performance against college- and career-ready graduation requirements (as defined in this notice);

(iii) The LEA has a robust data system that has, at a minimum—

(A) An individual teacher identifier with a teacher-student match; and

(B) The capability to provide timely data back to educators and their supervisors on student growth (as defined in this notice);

(iv) The LEA has the capability to receive or match student level preschool through 12th grade and higher education data; and

(v) The LEA ensures that any disclosure of or access to personally identifiable information in students' education records complies with FERPA.

X___ The application is signed by the superintendent or CEO, local school board president, and local teacher union or association president (where applicable).

## APPLICATION REQUIREMENTS – INDIVIDUAL LEA APPLICANTS

By checking the applicable statement(s) below, the applicant assures that the:

X___ State comment period was met. The LEA provided its State at least 10 business days to comment on the LEA's application and has submitted as part of its application package--

- The State's comments *OR* evidence that the State declined to comment
- The LEA's response (optional) to the State's comments

(The submitted comments, evidence, and responses are located in Part_____, from pages_____to_____of the proposal.)

X___ Mayor (or city or town administrator) comment period was met. The LEA provided its mayor or other comparable official at least 10 business days to comment on the LEA's application and has submitted as part of its application package—

- The mayor or city or town administrator's comments *OR*, if that individual declines to comment, evidence that the LEA offered such official 10 business days to comment
- The LEA's response (optional) to the mayor or city or town administrator comments

(The submitted comments, evidence, and responses are located in Part_____, from pages_____ to_____ of the proposal.)

**SIGNATURE BLOCK FOR CERTIFYING OFFICIAL FOR ALL RESPONSES TO SECTION V**

| Superintendent or CEO of the LEA (Printed Name): Karen Schauer, Ed.D. | |
|---|---|
| Signature of Superintendent or CEO of the LEA: Karen Schauer | Date: 10/23/12 |

## III. OTHER ASSURANCES AND CERTIFICATIONS

**Accountability, Transparency and Reporting Assurances**

The Superintendent or CEO of the individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity, assures that:

- The LEA or consortium will comply with all of the accountability, transparency, and reporting requirements that apply to the Race to the Top – District program, including:
    - For each year of the program, the LEA or consortium will submit a report to the Secretary, at such time and in such manner and containing such information as the Secretary may require.

**Other Assurances and Certifications**

The Superintendent or CEO of the individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity, assures or certifies the following:

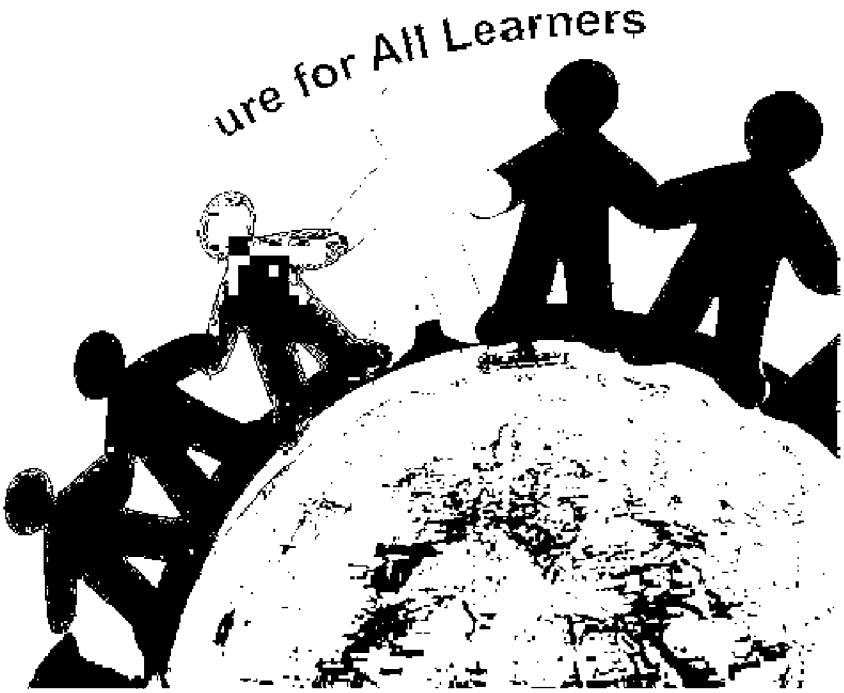
- The LEA or consortium will comply with all applicable assurances in OMB Standard Forms 424B (Assurances for Non-Construction Programs) and to the extent consistent with the application, OMB Standard Form 424D (Assurances for Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the applicant, and for consortia each LEA, will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 CFR Part 82, Appendix B); and the applicant will require the full certification, as set forth in 34 CFR Part 82, Appendix A, in the award documents for all subawards at all tiers.
- Any LEA receiving funding under this program will have on file with the State a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
- Any LEA receiving funding under this program will have on file with the State (through either its Stabilization Fiscal Stabilization Fund application or another U.S. Department of Education Federal grant) a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.
- All entities receiving funds under this grant will comply with the Education Department

General Administrative Regulations (EDGAR), including the following provisions as applicable: 34 CFR Part 74–Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 75–Direct Grant Programs; 34 CFR Part 77– Definitions that Apply to Department Regulations; 34 CFR Part 80– Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81–General Education Provisions Act–Enforcement; 34 CFR Part 82– New Restrictions on Lobbying; 34 CFR Part 84–Governmentwide Requirements for Drug-Free Workplace (Financial Assistance); 34 CFR Part 85–Governmentwide Debarment and Suspension (Nonprocurement).

**SIGNATURE BLOCK FOR CERTIFYING OFFICIAL FOR ALL ASSURANCES AND CERTIFICATIONS IN SECTION VII**

| | |
|---|---|
| Superintendent or CEO of individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity (Printed Name):<br>Karen Schauer Ed.D. | |
| Signature of Superintendent or CEO of individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity:<br>Karen Schauer | Date:<br>10/23/12 |

**Race to the Top - District**
**Application for Funding**
**CFDA Number: 84.416**




# Bright Future for Galt Students

Galt Joint Union Elementary School District
Race to the Top – District Grant Application

# I. APPLICATION ASSURANCES
## (CFDA No. 84.416)

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|---|---|
| Legal Name of Applicant[1]:<br>Galt Joint Union School District | Applicant's NCES District ID[2]:<br>34-67348 |
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| Employer Identification Number:<br>94-6002510 | Organizational DUNS Number:<br>942481508 |
| Race to the Top – District Contact Name:<br>Karen Schauer Ed.D. | Contact Position and Office:<br>District Superintendent |
| Contact Telephone:<br>209-744-4545 ext. 308 | Contact E-mail Address:<br>superintendent@galt.k12.ca.us |

Required applicant Signatures:

- To the best of my knowledge and belief, all of the information and data in this application are true and correct.
- I further certify that I have read the application, am fully committed to it, and will support its implementation.
- I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

| | |
|---|---|
| Superintendent or CEO of individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity (Printed Name):<br>Karen Schauer, Ed.D. | Telephone:<br>209-744-4545<br>Ext. 308 |
| Signature of Superintendent or CEO of individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity: | Date:<br>10/23/2012 |
| Local School Board President (Printed Name): John Gordon | Telephone:<br>209-712-3815 |
| Signature of Local School Board President: | Date:<br>10/23/2012 |
| President of the Local Teacher's Union or Association, if applicable (Printed Name): Brian Meddings | Telephone:<br>916-690-4000 |
| Signature of the President of the Local Teacher's Union or Association: | Date:<br>10/23/2012 |

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| **BUDGET REQUIREMENT – INDIVIDUAL LEA APPLICANT** |
| --- |
| By completing this part, the applicant assures that its Race to the Top – District budget request conforms to the established budget ranges for the competition.<br><br>The number of participating students is 3,800. The total Race to the Top – District grant funds requested is $10,000,000, which is within the following range: (Check the **one** range of participating students (all as defined in this notice) that applies).<br><br>_X___ $5-10 million - 2 ,000-5,000 participating students<br>_____ $10-20 million - 5,001-10,000 participating students<br>_____ $20-30 million - 10,001-25,000 participating students<br>_____ $30-40 million - 25,001+ participating students |

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X___ At least 40 percent of participating students (as defined in this notice) across all participating schools (as defined in this notice) are students from low-income families, based on eligibility for free or reduced-price lunch subsidies under the Richard B. Russell National School Lunch Act, or other poverty measures that LEAs use to make awards under section 1113(a) of the ESEA ***OR*** if the applicant has not identified all participating schools (as defined in this notice) at the time of application, the applicant assures that within 100 days of the grant award it will meet this standard.

X___ The applicant has demonstrated its commitment to the core educational assurance areas (as defined in this notice) and assures that --

(i) The LEA, at a minimum, will implement no later than the 2014-2015 school year—

(A) A teacher evaluation system (as defined in this notice);

(B) A principal evaluation system (as defined in this notice); and

(C) A superintendent evaluation (as defined in this notice);

(ii) The LEA is committed to preparing all students for college or career, as demonstrated by—(check one that applies)

X___ (A) Being located in a State that has adopted college- and career-ready standards (as defined in this notice); or

_____ (B) Measuring all student progress and performance against college- and career-ready graduation requirements (as defined in this notice);

(iii) The LEA has a robust data system that has, at a minimum—

(A) An individual teacher identifier with a teacher-student match; and

(B) The capability to provide timely data back to educators and their supervisors on student growth (as defined in this notice);

(iv) The LEA has the capability to receive or match student level preschool through 12th grade and higher education data; and

(v) The LEA ensures that any disclosure of or access to personally identifiable information in students' education records complies with FERPA.

X___ The application is signed by the superintendent or CEO, local school board president, and local teacher union or association president (where applicable).

| APPLICATION REQUIREMENTS – INDIVIDUAL LEA APPLICANTS |
|---|
| By checking the applicable statement(s) below, the applicant assures that the:<br><br>X___ State comment period was met. The LEA provided its State at least 10 business days to comment on the LEA's application and has submitted as part of its application package--<br>• The State's comments *OR* evidence that the State declined to comment<br>• The LEA's response (optional) to the State's comments<br><br>(The submitted comments, evidence, and responses are located in Part_____, from pages_____to_____of the proposal.)<br><br>X___ Mayor (or city or town administrator) comment period was met. The LEA provided its mayor or other comparable official at least 10 business days to comment on the LEA's application and has submitted as part of its application package—<br>• The mayor or city or town administrator's comments *OR*, if that individual declines to comment, evidence that the LEA offered such official 10 business days to comment<br>• The LEA's response (optional) to the mayor or city or town administrator comments<br><br>(The submitted comments, evidence, and responses are located in Part_____, from pages_____ to_____ of the proposal.) |

**SIGNATURE BLOCK FOR CERTIFYING OFFICIAL FOR ALL RESPONSES TO SECTION V**

| Superintendent or CEO of the LEA (Printed Name):<br>Karen Schauer Ed.D. | |
|---|---|
| Signature of Superintendent or CEO of the LEA: | Date: |

## III. OTHER ASSURANCES AND CERTIFICATIONS

**Accountability, Transparency and Reporting Assurances**

The Superintendent or CEO of the individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity, assures that:

- The LEA or consortium will comply with all of the accountability, transparency, and reporting requirements that apply to the Race to the Top – District program, including:
    - For each year of the program, the LEA or consortium will submit a report to the Secretary, at such time and in such manner and containing such information as the Secretary may require.

**Other Assurances and Certifications**

The Superintendent or CEO of the individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity, assures or certifies the following:

- The LEA or consortium will comply with all applicable assurances in OMB Standard Forms 424B (Assurances for Non-Construction Programs) and to the extent consistent with the application, OMB Standard Form 424D (Assurances for Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the applicant, and for consortia each LEA, will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 CFR Part 82, Appendix B); and the applicant will require the full certification, as set forth in 34 CFR Part 82, Appendix A, in the award documents for all subawards at all tiers.
- Any LEA receiving funding under this program will have on file with the State a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
- Any LEA receiving funding under this program will have on file with the State (through either its Stabilization Fiscal Stabilization Fund application or another U.S. Department of Education Federal grant) a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.
- All entities receiving funds under this grant will comply with the Education Department

General Administrative Regulations (EDGAR), including the following provisions as applicable: 34 CFR Part 74–Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 75–Direct Grant Programs; 34 CFR Part 77– Definitions that Apply to Department Regulations; 34 CFR Part 80– Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81– General Education Provisions Act–Enforcement; 34 CFR Part 82– New Restrictions on Lobbying; 34 CFR Part 84–Governmentwide Requirements for Drug-Free Workplace (Financial Assistance); 34 CFR Part 85–Governmentwide Debarment and Suspension (Nonprocurement).

**SIGNATURE BLOCK FOR CERTIFYING OFFICIAL FOR ALL ASSURANCES AND CERTIFICATIONS IN SECTION VII**

| Superintendent or CEO of individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity (Printed Name):<br>Karen Schauer Ed.D. | |
|---|---|
| Signature of Superintendent or CEO of individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity: | Date: |

## A. Vision

### (A)(1) Articulating a comprehensive and coherent reform vision

The **Bright Future for Galt Students** LEA proposal applies an articulated, multi-faceted and community-based approach to personalized learning environments for students, families, employees and community volunteers. The proposal increases student learning through dynamic personalized learning environments that provide a path to college and careers. Our pre-kindergarten through grade eight vision is built on three local initiatives: 1) the Galt Joint Union Elementary School District (GJUESD) Student Learning Plan to optimize student learning; 2) the Galt Joint Union High School District (GJUHSD) strategic plan to prepare every student for college and career; and 3) the Galt Youth Master Plan to advance individual success from cradle to college and career. Please see Appendix A-1.

This innovative personalized learning model for students living in the **G**reat **A**merican **L**ittle **T**own - Galt, California, demonstrates how a caring and diverse community of 25,000 citizens can work together to provide individual and collective learning for 4,000 diverse students and families in varied learning environments that include classroom, virtual and outdoor settings. Galt is a city with a rich rural history that is adapting to a recently-arrived suburban population. The **Bright Future** proposal builds upon the strengths of the community to ensure that its students are prepared and ready for college and career success. In collaboration with the City of Galt and local agencies that work with youth, school districts work together to seamlessly integrate partnerships and resources for personalized learning based upon student strengths, interests and support needs. **Just imagine…**

**Table 1: Just Imagine… A District Vision for a Bright Future for Galt Students**

*Imagine every student learning, sharing, and growing in small town America: Galt, California. The* ***Bright Future for Galt Students*** *District includes teachers, classified employees, principals and superintendent who demonstrate a steadfast belief that every student can learn and achieve. From home visits with pre-kindergarten parents and students to middle school project-based college and career learning environments, these educators personalize learning and accelerate growth for over 3,800 students. Honoring the diversity in our schools is essential, and the student and family relationships built in pre-kindergarten are sustained throughout the student's educational path in Galt. On-going school-based blended student and family learning and enrichment opportunities are cornerstones of community involvement at every school location.*

*Through personalized learning plans, every elementary student has a learner-centered schedule of classroom, virtual, or outdoor learning experiences. At the middle school level (grades 7 and 8), students work in project-based teams using their assessed strengths to develop talent and apply content through purposeful service learning and leadership efforts. They are prepared for a successful high school district transition with an on-going focus upon college and career learning pathways through community, regional and virtual business mentors from Finance and Business to Health Science and Medical Technology.*

*Within a united community model, our students, parents, employees, business leaders and community volunteers seamlessly navigate and enrich an array of district and community resources to support individual student strengths, emphasizing the California Common Core State Standards for college and career readiness. Every student learns through varied classroom instruction, blended learning at the* ***Bright Future Center*** *or in community-based learning environments. Each student's learning grows along with the student, enhancing college and career ready abilities in literacy, mathematical reasoning, and personal strengths. Students and families engage and connect through project-based service learning opportunities. These could include the following examples:*

● *Collaborating with scientists at nature events with other families from around the world*

● *Helping students with special needs at the middle school therapeutic horseback riding arena*

● *Marketing and harvesting produce for the Organic Garden Co-op with neighboring farmers at McFarland Living History Ranch*

*Throughout the community, school media centers are transformed into* ***Bright Future Centers*** *for individualized student learning, coaching and college to career development. As a community outreach, these centers also provide support for year-round and evening student and family growth opportunities. Multi-media learning resources are available for student and family learning. Professional development for teachers is individualized, so teachers can learn through a continuum of professional growth and leadership opportunities. When a student struggles to accomplish a personalized learning goal, the LEA members have the resources to reflect deeply on different opportunities to teach, new research to help the student learn, connections with other teachers, community members and family members. We will create learning that supports individual student strengths, talents and interests beyond the classroom and into students' personal environments.*

The **Bright Future for Galt Students** approach is described through four implementation areas:

1. **Personalized learning and strengths-based growth plans** for all students that articulate and transition to high school learning pathways experiences for college and career preparation

2. **College and career standards implementation and accountability** (based on the Common Core State Standards) through personalized employee training, blended learning with virtual learning tools, and project-based service learning in school, community, outdoor or virtual settings

3. **Personalized evaluation practices for teachers, school leaders, and LEA leaders** supporting a collaborative culture for capacity building, continuous learning and leadership growth opportunities

4. **Transformed school libraries, blended personalized learning, and Bright Future enrichment centers** for all members of the City of Galt school community, including students, families, employees and community volunteers, throughout the school year with expanded hours

**(A)(2) Applicant's approach to implementation**

The central approach is a systems-wide and community-based implementation of pre-kindergarten through grade eight personalized learning that will create a pathway so every student can graduate from high school ready for college and career. The **Bright Future for Galt Students** proposal includes every school based upon the high student need at each GJUESD school and a united desire for district-wide effort to prepare all students for the 21st Century. The pressing need to transform the school system for all students is paramount given Common Core State Standards (CCCS) implementation for all students and technology resources available to address access, equity and accelerated performance growth. The community of Galt is situated in the Central Valley, rich in agriculture and diversity.

The community lacks resources more readily available in major urban cities. The urban cities of Sacramento and Stockton are thirty miles north and south of the small community of Galt, California with 22,000 citizens. The school LEA is the community's largest employer. With an unemployment rate of 17% and a school LEA poverty rate of 65%, the school system prioritizes partnerships and resources acquisition to support the significant percentages of high needs students that also include English Learners, Migrant students and students with disabilities.

The Galt Joint Union Elementary School District (GJUESD) serves 3,800 students and is composed of five elementary schools, one middle school and one school readiness center for pre-kindergarten students. The Galt Joint Union High School District, mentioned throughout this proposal is a separate Local Education Agency (LEA) governed by its own local Board of Trustees. The GJUESD is the largest of three elementary districts transitioning grade eight students to the high school district. Table (A)(2) details participating schools and demographics information.

**(A)(2) Applicant's Approach to Implementation**

| | | | School Demographics | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Raw Data<br>Actual numbers or estimates<br>(Please note where estimates are used) | | | | | | Percentages | | |
| | | | A | B | C | D | E | F | G | H | I |
| **LEA** | **Participating School** | **Grades/Subjects included in Race to the Top - District Plan** | # of Participating Educators | # of Participating Students | # of Participating high-need students | # of Participating low-income students | Total # of low-income students in LEA | Total # of Students in the School | % of Participating Students in the School (B/F)*100 | % of Participating students from low-income families (D/B)*100 | % of Total LEA low-income population (D/E)*100 |
| Galt Joint Union Elementary School District | Vernon E. Greer Elementary | K-6<br>All Subjects | 22 | 501 | 377 | 346 | 346 | 501 | 100% | 69% | 69% |
| Galt Joint Union Elementary School District | Lake Canyon Elementary | K-6<br>All Subjects | 24 | 551 | 369 | 315 | 315 | 551 | 100% | 57% | 57% |
| Galt Joint Union Elementary School District | Marengo Ranch Elementary | K-6<br>All Subjects | 27 | 600 | 371 | 305 | 305 | 600 | 100% | 51% | 51% |
| Galt Joint Union Elementary School District | Robert L. McCaffrey Middle | 7-8<br>All Subjects | 42 | 902 | 646 | 577 | 577 | 902 | 100% | 64% | 64% |
| Galt Joint Union Elementary School District | River Oaks Elementary | K-6<br>All Subjects | 30 | 608 | 425 | 367 | 367 | 608 | 100% | 60% | 60% |
| Galt Joint Union Elementary School District | Valley Oaks Elementary | K-6<br>All Subjects | 27 | 638 | 568 | 550 | 550 | 638 | 100% | 86% | 86% |
| **TOTAL** | | | 172 | 3800 | 2756 | 2460 | 2460 | 3800 | 100% | 65% | 65% |

**(A)(3) LEA-wide reform & change**

The **Bright Future for Galt Students** LEA is committed to sharing our discovery, development and implementation practices within the national K-12 community. Optimizing student learning through personalized instruction, learning opportunities and learning pathways will extend beyond Galt schools through:

- Continuous communication with neighboring rural LEAs that send students to the high school LEA when they have completed grade eight
- Virtual or on-site visits organized through California County Superintendents and Educational Services Association
- National Outreach to public schools and charter school organizations through state education agency meetings or publications, including the Association of California School Administrators, California School Boards Association and the Association for Supervision and Curriculum Development
- Webinars and webcasts to share ideas through video conference calling, with on-line chats, questions and answers
- Sharing of project approaches through the City of Galt as a member of the League of California Cities, among other member cities
- Partnering with other districts seeking to personalize learning in innovative and blended learning pathway environments

The **Bright Future for Galt Students** model for change to improve student is dynamic and transformational. Figure 1 on the following page summarizes the key model components that enhance learning opportunities for all learners with on-going attention to rigor, access and growth.

Figure 1

# Bright Futures for Galt Students

## Enhancing Learning Opportunities for All Learners

**Race To The Top - District**

College and Career Ready Standards
- Common Core State Standards
- High Quality Resources
- Relevant Projects
- Meaningful Assessments

Rigor

Bright Futures Blended Learning Centers
- Technology
- Flexible Hours
- Community/Parent Education

Access

Personalized Evaluation Systems
- Meaningful data
- Professional Learning Communities
- Collaborative Observations
- Targeted Professional Development

Growth

Personalized Learning
- Student Performance Data
- Strengths-Based Assessments
- Personalized Learning Plans

**(A)(4) LEA-wide goals for improved student outcomes**

The **Bright Future for Galt Students** LEA accomplishes outcome goals through a model of change that improves student learning by building upon the established school LEA culture of continuous improvement. The Student Personalized Learning Plans must reflect documented evidence when growth goals are reached. The careful, on-going monitoring of standards mastery is a highly valued and common best practice for all educators in the Galt Joint Union Elementary School District. Formative and summative assessment data is disaggregated by significant subgroups and used to monitor individual and subgroup growth as well as the quality of program and professional development implementation. Please see Appendix A-2 for spring 2012 District Assessment results.

The assessment names, content tested, grade level represented, administration method and the evidence provided is included in the following tables. The GJUESD Common Assessments are administered to all preschool through grade eight students at the end of each trimester. The assessments used in the plan were administered in May 2012. Please see Appendix A-3 for a detailed description of the performance assessments.

**(A)(4)(a) Performance on summative assessments (proficiency status and growth)**

Summative assessments being used (e.g., name of ESEA assessment or end-of-course test):

**Reading/ELA**

- Preschool: Reading and Math Benchmark Assessment
- K-1: District Reading Assessment
- 2-8: District Common ELA Cumulative Assessments

**Math**

- Preschool: Reading and Math Benchmark Assessment
- K-8 District Common Math Cumulative Assessments

Methodology for determining status (e.g., percent proficient and above):

**Reading/ELA**

- Preschool: # and % Meeting all Benchmarks
- K-1: # and % Meeting all Benchmarks
- 2-8: # and % Scoring Proficient and Advanced

**Math**

- Preschool: # and % meeting all Benchmarks
- K-8: # and % Scoring Proficient and Advanced

Methodology for determining growth (e.g., value-added, mean growth percentile, change in achievement levels):

**Reading/ELA**

- Preschool: Increase in # and % Meeting all Benchmarks
- K-1: Increase in # and % Meeting all Benchmarks
- 2-8: Increase in # and % Scoring Proficient and Advanced

**Math**

- Preschool: Increase in # and % Meeting all Benchmarks
- K-8: Increase in # and Percent Scoring Proficient and Advanced

**** Please see next page for performance information.***

| Goal area | Subgroup | Baseline(s) | | Goals | | | | |
|---|---|---|---|---|---|---|---|---|
| | | SY 2010-11 (optional) | SY 2011-12 May 2012 | SY 2012-13 | SY 2013-14 | SY 2014-15 | SY 2015-16 | SY 2016-17 (Post-Grant) |
| Reading/ELA<br><br>PreK – Grade Eight<br><br>Goal = 10% increase each year until the district goal of 90% is reached. | OVERALL | | 2483/3683 = 67.41% | 74.15% + | 81.57% + | 89.72% + | 98.69% | 98.69% |
| | *Latino* | | 1274/2075 = 61.39% | 67.53% + | 74.28% + | 81.71% + | 89.88% + | 98.88% |
| | *White* | | 1041/1384 = 75.21% | 82.73% + | 91.00% | 91.00% | 91.00% | 91.00% |
| | *Low Socioeconomic* | | 1387/2255 = 61.50% | 67.65% + | 74.42% + | 81.86% + | 90.04% | 99.04% |
| | *English Learner* | | 782/1402 = 55.77% | 61.35% + | 67.48% + | 74.23% + | 81.65% + | 89.82% + |
| | *Disability* | | 222/454 = 48.89% | 53.78% + | 59.16% + | 65.07% + | 71.58% + | 78.74% + |
| **Goal area** | **Subgroup** | **Baseline(s)** | | **Goals** | | | | |
| | | **SY 2010-11 (optional)** | **SY 2011-12 May 2012** | **SY 2012-13** | **SY 2013-14** | **SY 2014-15** | **SY 2015-16** | **SY 2016-17 (Post-Grant)** |
| Math<br><br>PreK – Grade Eight<br><br>Goal = 10% increase each year until the district goal of 90% is reached. | OVERALL | | 2320/3683 = 63.02% | 69.32% + | 76.25% + | 83.88% + | 92.27% | 92.27% |
| | *Latino* | | 1231/2075 = 59.32% | 65.25% + | 71.78% + | 78.95% + | 86.85% + | 95.54% |
| | *White* | | 954/1384 = 68.93% | 75.82% + | 83.41% + | 91.75% | 91.75% | 91.75% |
| | *Low Socioeconomic* | | 1110/2255 = 49.22% | 54.14% + | 59.56% + | 65.51% + | 72.06% + | 79.27% + |
| | *English Learner* | | 785/1402 = 55.99% | 61.59% + | 67.75% + | 74.52% + | 81.97% + | 90.17% |
| | *Disability* | | 237/454 = 52.20% | 57.42% + | 63.16% + | 69.48% + | 76.43% + | 84.07% + |

**(A)(4)(b) Decreasing achievement gaps**

Goal = 15% decrease in the achievement gaps each year:

| Goal area | Identify subgroup and comparison group | Baseline(s) | | Goals | | | | |
|---|---|---|---|---|---|---|---|---|
| | | SY 2010-11 (optional) | SY 2011-12 | SY 2012-13 | SY 2013-14 | SY 2014-15 | SY 2015-16 | SY 2016-17 (Post-Grant) |
| English Language Arts California Standardized Test (CST) Standardized Testing and Reporting (STAR) percent Proficient and Advanced Grades 2-8 | White/Latino | 18.4% gap | 17.5% | 14.875% | 12.644% | 10.747% | 9.135% | 7.765% |
| | White/ Socioeconomic Disadvantaged | 20.0% gap | 17.6% | 14.960% | 12.716% | 10.809% | 9.187% | 7.809% |
| | White/English Learner | 25.0% gap | 23.4% | 19.890% | 16.907% | 14.371% | 12.215% | 10.383% |
| | White/Student with Disabilities | 33.3% gap | 31.4% | 26.690% | 22.687% | 19.283% | 16.391% | 13.932% |
| Math California Standardized Test (CST) Standardized Testing and Reporting (STAR) percent Proficient and Advanced Grades 2-8 | White/Latino | 16.0% gap | 12.5% | 10.625% | 9.031% | 7.677% | 6.525% | 5.546% |
| | White/ Socioeconomic Disadvantaged | 15.6% gap | 12.6% | 10.710% | 9.104% | 7.738% | 6.577% | 5.591% |
| | White/English Learner | 17.5% gap | 15.3% | 13.005% | 11.054% | 9.396% | 7.987% | 6.789% |
| | White/Student with Disabilities | 26.9% gap | 21.7% | 18.445% | 15.678% | 13.327% | 11.328% | 9.628% |

**Section A: VISION Action Plan**

| Goals | Activities | Timelines | Deliverables | Responsible Parties |
|---|---|---|---|---|
| **1.)** Systemically support LEA and community partners for **Bright Future for Galt Students** initiative. | Convene Cities and Schools Together (CAST) with school district/city leaders and community agency representatives to revisit proposal implementation. | December 2012 - with successful grant announcement. | Written Next Steps for Priority Implementation through Summer 2013. | Galt City Manager<br><br>Superintendent |
| | Convene school district advisory committee for LEA to finalize stakeholder roll-out for implementation. | January 2013 | School and district leadership teams are clear on implementation steps, roles and responsibilities. | Superintendent |
| | Select staff or finalize expert contracts for personalized learning plans, blended learning and pathways and continuous improvement efforts. | January-March 2013 | Certificated, classified and management positions filled for grant implementation. | Superintendent<br><br>Human Resources Department<br><br>Principals |
| | Communicate to media and post information on school district and city web site. | December 2012 | Media stories, web site information postings. | Superintendent<br><br>Principals |

| | | | | |
|---|---|---|---|---|
| **2.)** Implement Personalized Learning Pathways plans for every student. | Administer Strengths Finder Assessment to LEA employees, board members and students. | By March 2013 | Strengths identified and shared with employees, student and parents. Information added to student and employee information database for future individual and collective use. | Director of Curriculum<br><br>Youth Development Contractors |
| | Further develop and automate current individualized student plan tools for student, parent and educator use. | By June 2013 | Personalized Plans accessible for student, parent and educator use. | Director of Curriculum<br><br>Personalized and Blended Learning District and Site Coordinators |
| | Articulate and link the Personalized Learning Pathways Plan to college and career pathways. | By June 2014 | Expanded college and career pathways identified in partnership with the high school district. | Superintendent<br><br>Personalized Blended Learning<br><br>School Principals |
| **3.)** Common Core State Standards implementation in varied personalized learning and college/career pathways environments. | Secure personalized learning student resources for college and career instruction and assessment for deep and accelerated learning. | By July 2013 | Virtual instruction tools and non-cognitive assessments at every school site. | Director of Curriculum<br><br>Personalized and Blended Learning Coordinators<br><br>Contracted Assessment and Evaluation Expert |
| | Finalize professional development schedule, | By May 2013 and each trimester following | Published and communicated | Director of Curriculum |

| | | | | |
|---|---|---|---|---|
| | resources list and Professional Learning Community collaboration and action plan meeting dates. | based upon student, family and educator needs. | schedules to stakeholders. | Principals<br><br>Personalized and Blended Learning Coordinators |
| | Coordinate resources and equipment for use by student needs (on-track, moderate, high needs) in varied settings: classroom, transformed libraries, outdoor settings. | By July 2013 and revisited mid-year | Published resources aligned by degree of student needs and learning environment use. | Personalized and Blended Learning Coordinators<br><br>Social Worker<br><br>Counselors<br><br>School Psychologists<br><br>After School Coordinators |
| **4.)** Year-round personalized Blended Learning Centers for student, family, and community volunteer access. | Each school prepares library physical set-up for repurposed year-round use. | By June 2013 | Libraries support digital materials check-out and on-line course opportunities. | District and School level Bright Future Administrators<br><br>School Principals<br><br>Library Technicians |
| | Families surveyed for student and family learning needs. | By May 2013 | Family surveys analyzed for personalized services. | District and School Bright Future Administrators |

| | | | | | |
|---|---|---|---|---|---|
| | High needs student families contacted for personalized needs development. | By July 2013 | High needs student families indicate services participation. | District and School Bright Future Administrators<br><br>Social Worker<br><br>Counselor | |

## (B) Prior Record of Success and Conditions for Reform

### (B)(1) Demonstrating a clear track record of success

The **Bright Future for Galt Students** LEA consists of every school in the Galt Joint Union Elementary School District (GJUESD). The LEA serves pre-kindergarten through grade eight students and transitions students to the high school district for grade nine through grade twelve. Despite economic challenges, GJUESD has advanced impressive education reforms and served as the lead agency to work with youth and the wider community of Galt to implement the Galt Youth Master Plan for systemic cradle to college and career success. The GJUESD track record of success for all students is not incidental. **It is intentional**!

The GJUESD has multiple indicators of success in advancing student learning and increasing equity in learning and teaching. Multiple data sets demonstrate the LEA's track record of **continuous improvement while closing the achievement gaps for all significant subgroups**. Every school demonstrates sustained student performance improvement based upon four year analysis of state standardized tests. Detailed performance data sheets for participating schools are included in Appendix B-1. The **Bright Future for Galt Students** LEA moves beyond the State testing and develops and continuously improves on-going assessments for formative information and continuous improvement efforts. This effort includes designing performance-based tasks aligned with the Common Core State Standards. The systems-wide focus upon student learning involves sustained attention to high quality instruction in every classroom, capacity building, and systems accountability as a Professional Learning Community (PLC).

- The LEA recognizes the power of high-quality pre-kindergarten and building family relationships early on. **Youth Development** is not supplemental. It **is core** to addressing college and career success for every student and especially high needs students. **Leadership growth and accomplishments flourish** throughout the LEA and includes highly collaborative and innovative work with the teachers' union, Galt Elementary Faculty Association. Exemplary teachers are released from

classroom responsibilities to coach teachers, assist principals with instructional needs and position the LEA to prepare every student to be college and career-ready. Please see the Appendix B-2 for GJUESD portfolio of success including: 1.) GJUESD Organizational Consistencies, 2.) Professional Learning Community Rubric, 3.) Common Core Assessment Development, and 4.) Strengths-Based Youth Development Grant. The success track record portfolio is summarized in the table below.

**Table 1: Track Record of Success Portfolio**

| Track Record of Success Product | Description |
|---|---|
| **GJUESD Organizational Consistencies** | Consistent quality practices for Professional Learning Community Expectations organized by: 1.) Continuous Improvement Process, 2.) Addressing English Learner needs, 3.) providing effective reading and mathematics instruction, 4.) Catch-up plans, and 5.) Implementing Youth Development practices to engage, motivate and inspire learning. |
| **Professional Learning Community (PLC) Rubric for Continuous Improvement and Reflection** | A Rubric is used for individual and collective PLC continuous improvement. Rubric elements include: trust, conflict, commitment, accountability, and results. |
| **Common Core State Standards Assessment Development** | Examples for the GJUESD Curriculum Corner web site that includes grades K-6 assessments with on-going revisions, assessment guides and professional development support. |
| **Strengths-Based Youth Development Grant** | Employee and student capacity building effort to identify strengths and develop them into talents. |

**(a) Improve student learning outcomes and close achievement gaps.**

In California, schools administer the California Standards Test (CST) to students annually as part of the Standardized Testing and Reporting (STAR) program. The results of those assessments over four years, shown in the following matrix, show how GJUESD students, including subgroups, have improved over this period.

**Table 1: Language Arts STAR State Assessment**

| Student Population | 2008-2009 % Proficient or Above | 2009-2010 % Proficient or Above | 2010-2011 % Proficient or Above | 2011-12 % Proficient or Above | Four Year Improvement |
|---|---|---|---|---|---|
| **All** | 54 | 58.5 | 60 | 64 | +10 |
| **Latino** | 43.4 | 50 | 51.7 | 56.1 | +12.7 |
| **White** | 66 | 70.3 | 70.1 | 73.6 | +7.6 |
| **Socio-Economic** | 42.3 | 47.5 | 50.1 | 56 | +13.7 |
| **English Learner** | 37 | 41.8 | 45.1 | 50.2 | +13.2 |
| **Disabilities** | 30.3 | 37.6 | 36.8 | 42.3 | +12 |

**Table 2: Mathematics STAR State Assessment**

| Student Population | 2008-2009 % Proficient or Above | 2009-2010 % Proficient or Above | 2010-2011 % Proficient or Above | 2011-12 % Proficient or Above | Four Year Improvement |
|---|---|---|---|---|---|
| All | 56.2 | 62.6 | 63 | 64.3 | +8.1 |
| Latino | 48 | 56.5 | 55.8 | 58.7 | +10.7 |
| White | 65.6 | 71.6 | 71.8 | 71.2 | +5.6 |
| Socio-Economic | 47.1 | 54.5 | 56.2 | 58.6 | +11.5 |
| English Learner | 44.3 | 52.2 | 54.3 | 55.9 | +11.6 |
| Disability | 31.8 | 41.6 | 44.9 | 49.5 | + 17.7 |

The State of California uses these assessment results to assign every school and every subgroup within that school an Academic Performance Index (API) score between 200 and 1000. The state target is 800 points. For 2012, every GJUESD school exceeded the State target, with API scores ranging from 802 to 860. In addition, the total LEA and 5 of 6 schools increased their API scores over the previous year's.

**Table 3: 2012 State and Local Education Agency Academic Performance Index (API) Comparison Scores**

| State All | State K-6 | State 7-8 | GJUESD K-8 | McCaffrey 7-8 | Greer K-6 | Lake Canyon K-6 | Marengo Ranch K-6 | River Oaks K-6 | Valley Oaks K-6 |
|---|---|---|---|---|---|---|---|---|---|
| 788 | 815 | 792 | 831 **Exceeds** State Target and Average | 821 **Exceeds** State Target and Average | 823 **Exceeds** State Target and Average | 845 **Exceeds** State Target and Average | 849 **Exceeds** State Target and Average | 860 **Exceeds** State Target and Average | 802 **Exceeds** State Target |

In addition to a trend of increased student achievement over the past four years, GJUESD has been successful in narrowing the gaps between its highest scoring subgroup, white students, and other student subgroups. The following chart shows how the gaps between the percentage of white students who are proficient on sections of the CST and the percentage of other subgroup students who are proficient on those sections has been narrowing for the past two years.

Table 4 Demonstrates the achievement gaps.

**Table 4: Achievement Gaps Closure 2010-11 compared to 2011-12**

| Content Area and Test | Subgroup | Achievement Gaps 2010-11 | Achievement Gaps 2011-12 | Gaps Reduction |
|---|---|---|---|---|
| **English Language Arts** California Standardized Test (CST) | White/Latino | 18.4 | 17.5 | - .9 |
| | White/Socioeconomic Disadvantaged | 20.0 | 17.6 | -2.4 |
| | White/English Learner | 25.0 | 23.4 | -1.6 |
| | White/ Student with Disabilities | 33.3 | 31.4 | -1.9 |
| **Mathematics** California Standardized Test (CST) | White/Latino | 16.0 | 12.5 | -3.5 |
| | White/Socioeconomic Disadvantaged | 15.6 | 12.6 | -3.0 |
| | White/English Learner | 17.5 | 15.3 | -2.2 |
| | White/ Student with Disabilities | 26.9 | 21.7 | -5.2 |

**(b) Achieve ambitious and significant reforms in its lowest-achieving schools**

The GJUESD has achieved ambitious and significant reforms in its lowest achieving schools and every school throughout the school LEA through the gradual transformation from the initial reform Great First Teaching in 2008 to Optimizing Student Learning in 2011. Please see Appendix B-3 to review the plan models continuously improved from one year to the next. The 2012 GJUESD Student Learning Framework reflects a focus upon optimizing student learning through:

- systems advancement as professional learning communities;
- developing healthy, caring and engaged youth; and
- securing and expanding partnerships and resources.

This sustained reform effort naturally leads toward increased personalization through attention to student-centered instructional quality with learning support, sustained focus upon making youth development the core to student success and collaborative union, stakeholder and partnership efforts.

In 2008, with one middle school and elementary school in advanced stages of Program Improvement, the LEA worked with the teachers' union to develop agreements to close one school and transform it over time to school readiness center, merge two middle schools into one, and permit the superintendent to strategically transfer a limited number of teachers to different school locations and grade level placements. In 2011, the teachers' union and LEA management collaborated again to develop a new teacher evaluation system to be piloted during the 2012-13 school year. This evaluation system personalizes support depending on a teacher's level of experience and performance. Please see Appendix B-4 for certificated union evaluation agreements and Peer Assistance and Review (PAR) support plans.

In 2010, the merged middle school achieved significant performance gains and achievement gaps narrowing, and was honored as a California Distinguished School, the first time in the history of GJUESD a middle school has received this recognition. In the past two years, Valley Oaks Elementary School and Vernon E. Greer Elementary School have been identified as low-performing schools. As of October 2012, both schools have demonstrated achievement gains and gaps narrowing, with both schools exceeding the State of California's performance growth target of 800. In 2012, Vernon E. Greer Elementary School met federal Academic Yearly Progress targets for language arts and mathematics for all subgroups.

Steadily along the way, the school LEA reform has intensified and expanded pre-kindergarten efforts since 2009 from 48 to 131 students while serving 3,517 parents and children. School readiness services have expanded to include parent and toddler playgroups (293 families), parenting education and family literacy (584 parents), jumpstart kindergarten summer transition program (135 children) and health screenings (624 children).

**(c) Student performance data available to students, educators, and parents in ways that inform and improve participation, instruction, and services.**

Teachers, parents and students currently share student performance information through standards-based report cards. At some schools, students and teachers work together to set personalized performance goals. The on-line Parent Portal (part of the student information system) supports family access to student attendance, behavior, weekly assignments and homework completion. (Appendix B-5) Grade level elementary school teams and middle school content area departments meet weekly to review individual and subgroup student performance on classroom or LEA assessments and make collaborative adjustments to instructional strategies and curriculum pacing. The LEA, in partnership with an innovative data systems organization, has developed customized reports for parent, teacher and student use. Please see Appendix B-6. The performance data available to educators or families include:

1. Role-based dashboard for customized data analysis by various stakeholders
2. Class level diagnostic reports organized by standards, skills or other analysis categories
3. Customizable reports for various users for disaggregated data by ethnicity, gender or special program
4. Assessment comparison by school, grade level, teacher, class and student
5. Item analysis to identify answer choice selection
6. Predictive validity reports to anticipate student performance based upon multiple assessments taken by the same cohort of students
7. Reliability and item validity tools to evaluate local assessments
8. Student Learning Plan generator in English and Spanish

**(B)(2) Increasing transparency in LEA processes, practices and investments**

**Galt Joint Union Elementary School District**

The LEA posts the prior year expenditure data for four categories of expenditures, by site, on our website under school finance at http://www.galt.k12.ca.us/StuParent/. The LEA also reports total expenditures and average teacher salaries by site, in comparison to the state averages, on each individual School Accountability Report Card (SARC) annually. Each school's SARC is also posted on our website at http://www.galt.k12.ca.us/StuParent/. Please see Appendix B-7 for web page evidence.

| **(B)(3) State context for implementation** |
| --- |
| California's accountability system monitors the academic achievement of all the state's public schools, including charter schools, and LEAs that serve students in kindergarten through grade twelve. This accountability system is based on state requirements, established by the Public Schools Accountability Act (PSAA) of 1999, and on federal requirements, established by the Elementary and Secondary Education Act (ESEA). California has integrated reporting of both the state's accountability system, the Academic Performance Index (API) and the federal reporting requirement of schools and LEAs Adequate Yearly Progress (AYP).<br><br>The API is currently calculated from the results of student performance on the California Standards Test (CST), and in a few cases, the California Modified Assessment (CMA) or the California Alternative Performance Assessment (CAPA). The latter two exams may only be administered to special education students through the Individual Education Plan (IEP) process. At the high school level, API calculations include performance of high school students on the California High School Exit Exam (CAHSEE). The calculated indices for schools and LEAs range from 200 to 1,000. The yearly growth target is 5% of the difference between the school/LEA API and the statewide performance target of 800 with a 5 point minimum expected gain. Once the performance target of 800 is met LEAs are expected to maintain that level and also to continue working to improve the academic performance of all students.<br><br>The CMA may not account for more than 2% of the proficient scores for an LEA when calculating AYP. The CAPA may not account for more than 1% of the LEA proficient scores toward AYP. The capped percentages on proficiency for both alternative exams meet federal reporting requirements.<br><br>The **Bright Future For Galt Students** LEA demonstrated growth under California's API system. The Galt Joint Union Elementary School District has exceeded California and Sacramento County growth targets and under these measures is second only to one of 13 |

other LEAs in the county of Sacramento at the end of the 2011-2012 academic year while being among the highest enrollment of educationally disadvantaged students in the county. Over the last five years, the Galt Joint Union Elementary School District API has grown from 761 to 831.

On October 1, 2012, the superintendent contacted the State Single Point of Contact (SPOC) to fulfill Executive Order 12372 (Intergovernmental Review of Federal Programs). The State Clearinghouse response communicated that the Application, CFDA#84416 was not selected by the state for review. The response is included in Appendix B-8.

On October 9, 2012 the superintendent e-mailed and attached the Race to the Top District proposal for review and comment to the California Department of Education. The State department of Education responded by e-mail and attachment October 10, 2012. The communications are located in Appendix B-9. The State Board of Education and the California Department of Education elected to not provide comment on any RTT-District applications.

Table I – Galt Joint Union Elementary School District

| Groups | Number of Students Included in 2012 API | Numerically Significant in Both Years | 2012 Growth | 2011 Base | 2011 - 12 Growth |
|---|---|---|---|---|---|
| LEA-wide | 2,932 | | 821 | 824 | 7 |
| Black or African American | 55 | No | 824 | 800 | |
| American Indian or Alaska Native | 13 | No | 828 | 827 | |
| Asian | 47 | No | 901 | 908 | |
| Filipino | 33 | No | 913 | 894 | |
| Hispanic or Latino | 1,801 | Yes | 798 | 787 | 9 |
| Native Hawaiian or Pacific Islander | 22 | No | 825 | 828 | |
| White | 1,134 | Yes | 872 | 868 | 4 |
| Two or More Races | 7 | No | | | |
| Socioeconomically Disadvantaged | 1,878 | Yes | 797 | 784 | 13 |
| English Learners | 1,023 | Yes | 772 | 760 | 12 |
| Students with Disabilities | 504 | Yes | 888 | 888 | -2 |

The **Bright Future For Galt Students** LEA recognizes that efforts to close the achievement gaps for students in all significant subgroups will require closer monitoring of individual student achievement. Table I illustrates that the Galt Joint Union Elementary School District Professional Learning Communities (PLCs) must begin by focusing on individual students in Hispanic, English Learner, Socioeconomically Disadvantaged, and Students with Disabilities subgroups. The PLCs do recognize that these subgroups represent duplicated counts of some students and will use its robust student performance data system to target appropriate and individualized interventions with more efficiency and further close the achievement gaps.

Under Federal requirements established by ESEA (NCLB) the Galt Joint Union Elementary District has advanced to Year 3 of Program Improvement. The LEA has leveraged Federal requirements under Years 1 & 2 to focus LEA planning efforts to transform family/school compacts as described in LEA Plan revision at the elementary school level to Personalized Learning Plans (PLPs). It is under this regulatory provision that the **Bright Future For Galt Students** will implement the learning plans and establish the differentiated learning environments that will lead to success for all our students.

California Education Code 52050.5 states that the goal of the California Public School system is to prepare each student to become a lifelong learner equipped to succeed in the 21st century. As family/school compacts grow to Personalized Learning Plans, Professional Learning Communities (PLCs) now expanded to include students and parents will engage all stakeholders in the learning process. Principals and teachers will be able to identify not only targeted interventions, but also staff development needs and programmatic changes that may need adjustment. The **Bright Future For Galt Students** LEA has committed to implement evaluations systems based on multiple measures including student performance as described elsewhere in this notice, and the focus will be on developing and retaining effective principals and teachers. Students and parents of the Galt Joint Union Elementary School District will be provided with individualized/personalized learning that will provide direction toward choosing the appropriate pathway in the Galt Joint Union High School District. This will assure that the **Bright Future For Galt Students** will be

on the pathway to college and career readiness for all our students.

**(B)(4) Stakeholder engagement and support**

Meaningful stakeholder engagement in the development of the proposal and meaningful stakeholder support for the proposal, included LEA specific stakeholder engagement and feedback sessions. The **Bright Future for Galt Students** conducted LEA-specific level engagement opportunities.

Students, families, teachers and principals in participating schools were engaged in the development of the proposal with revisions based on their engagement and feedback, including:

- On-going public Board of Trustees discussion and study sessions on school LEA direction regarding LEA considerations in proceeding with a Race to the Top Proposal to advance student learning efforts: July, August and September.
- District Advisory Committee meeting held on Tuesday, October 2nd with a focus upon proposal development and feedback. Membership consists of school site parents, teachers and administrators.
- In August, the GJUESD Curriculum Coaches participated in a grant feedback session that was later reviewed for additional feedback by GJUESD school administrative team. High school district level leadership worked with site leadership for grant development.
- Race To The Top Focus group convened on September 27th consisting of youth leader, union leadership, teacher leaders, parent/community business leader, prevention and intervention LEA coordinator and superintendent.

- City and Schools Together (CAST) convened on September 17th to discuss LEA's and city 2011-12 accomplishments with the Galt Youth Master Plan and the upcoming Race to the Top grant opportunity. CAST leadership included: Mayor and City Council Member, City Manager, High School Superintendent, two High School Board Members, Elementary District Superintendent and two Board Members, GJUESD Youth Development Coordinator, and Galt Parks and Recreation Advisory Committee Member.

**For LEAs with collective bargaining representation, evidence of direct engagement and support for the proposals from teachers in participating schools (as defined in this notice);**

In addition to union representation within the proposal focus group and District Advisory Committee, elementary district certificated union leaders were informed during summer update conversations and fall discussion at bargaining sessions. State and regional California Teachers Association (CTA) leaders attended a September elementary district union meeting to discuss union participation with union leadership.

On October 9, 2012, the Mayor of Galt met with the Superintendent to receive the proposal and with a ten business day period to comment. The Mayor's comments are followed by Superintendent's comments. Please see Appendix B-10.

**Letters of support from such key stakeholders**

Letters are included in the Appendix B-11 and represent parents and parent organizations, early learning programs, business community, youth-serving and community-based organizations, college and regional, state or national personalized learning experts, evaluation experts and local regional and state elected officials.

**(B)(5) Analysis of needs and gaps**

The **Bright Future for Galt Students** high-quality plan for implementing personalized learning environments results in needs and gaps addressed in this proposal through action plans developed for LEA vision, student learning and teaching and leading. The needs and gaps were determined by needs assessments resulting from committee meetings involving varied stakeholders .

Needs and gaps were determined through student performance, data analysis, and stakeholder feedback including: District Advisory Committee, School Board Study Sessions, Academic Coach Meetings, Bargaining team sessions, and through Cities and Schools Together (CAST) Committee meeting.

Planned improvements based upon needs and gaps include:

1. Articulated and meaningful learner-centered achievement and development efforts supporting: 1.) pre-kindergarten transition 2.) kindergarten to grade 3 literacy and numeracy progress 3.) grade 6 transition to middle school and 4.) middle school to high school transition.
2. Further develop personalized learning and growth plans to include student interests, strengths, and consider social-emotional needs.
3. Varied learning supports, resources and environments needed for successful Common Core State Standards implementation for every student including high needs students and their families.
4. Aligned array of assessments to measure personalized progression of student success with college and career standards.
5. Personalized and responsive evaluation that better supports the diverse needs of students and educators.
6. Articulated, seamless and accessible data management and use for student information and progress.

Action plans with goals, activities, timelines, deliverables and responsible parties are detailed at the conclusion of each section below:

1. Vision (Section A): pg. 21-24
2. Learning (Section C1): pg. 49-52
3. Teaching and Leading (Section C2): pg. 61-62
4. LEA Policy and Infrastructure (Section D): pg. 71-72
5. Continuous Improvement (Section E): 89-91
6. Competitive Preference (Section X): 108-109

## C. Preparing Students for College and Careers

### (C)(1) Learning

The **Bright Future for Galt Students** implementation effort personalizes learning approaches to engage and empower each student. Every student in the system is prepared for college and career readiness through multi-faceted opportunities and supports in varied year-round classroom, virtual, and outdoor settings that reflect a student's needs, strengths and interests. The current status demonstrates the foundational capacity and commitment to implement personalized learning environments that prepare students for college and career. By engaging students, families and the community as we implement essential standards, we are changing and improving our teaching, learning and administrative approaches to deepen and enrich student success. The LEA builds upon its current experience and proven track record for deepened learning experiences, using:

- The California Common Core State Standards
- An increased variety of instructional approaches and environments
- Coordinated efforts to incorporate and use balanced student data for on-going individualized goal setting and adjustments

**Learning Approach**

1. **With the support of parents and educators, all students experience an approach for personalized learning** including:
    - Personalized learning, growth and career pathways plans for student, parent and educator use and adjustment of learning activities based upon student individualized goal progress, strengths, interests and need.
    - College and career standards implemented in varied student learning environments through blended classroom, virtual, and outdoor instruction and applied through individualized learning pathways through high school.
    - Accommodations and high-quality strategies for high-needs students through differentiated and individualized learning activities and opportunities.

Students understand that what they are learning is critical to their success in accomplishing their goals beginning at the pre-kindergarten level through home visitations for high needs students. Even before the school year starts, the **Bright Future Centers** will provide summer sessions to prepare students and families for a successful kindergarten transition. Along each student's personalized learning path from elementary to middle school, The **Bright Future Center** staff will provide face-to-face coaching for student goal growth in addition to a parent or classroom teacher. All staff will have training in youth development practices to build upon student strengths and needs and serve as Student Learning Coaches. The individualized goal setting will continue for high needs students in after school and evening family learning and enrichment sessions.

Beginning in pre-kindergarten through student and parent learning sessions, families and staff will work together with the student to pursue learning and development goals linked to college- and career-ready standards or graduation requirements. Along each student's individualized learning path, on-going modifications, references and revisions to Personalized Learning Plans occur through the use of on-going assessments that include project-based service learning products in addition to content specific assessment results.

On-going **Bright Future Center** family learning events are coordinated with learning goals needs, college and career readiness and graduation requirements. Students experience deep learning and apply the Common Core State Standards through varied environments related to student academic interests through face-to-face or virtual access and exposure to diverse cultures, context and perspectives. At the Cosumnes River Preserve (a globally significant wildlife refuge) in Galt, California, middle school students with disabilities from Galt team with grade seven students from China visiting California as part of an international student exchange program. Together, students work in partners to canoe to destinations to accomplish wetlands observations through sketches, written accounts and calculations. The students continue to exchange information and classroom projects for growth in learning and cultural awareness with digital communication tools. The virtual resources at the **Bright Future Centers** with flexible hours and resources access, provides high needs students with the tools to continue on-line individual or collective efforts with the Chinese students as they return to China and their school system. The students virtually encourage each other using the same phrase they shared as they nervously began the canoe investigation. Nē Shing du – You can do it!!

Student strengths, academic progress and social-emotional needs are assessed and continuously addressed along each student's elementary and middle school learning path. The learning environment is adaptable for each student through a variety of learning structures or supports including high quality classroom instruction, blended learning and family outdoor service learning opportunities. The personalized array of individual and collective experiences include the development and mastery of critical content along with skills and traits such as goal-setting, teamwork, perseverance, critical thinking and problem solving. A **Bright Future for Galt Students** example of a varied service learning structure includes grade one, grade two and grade five students with the goal of planning and executing oak tree restoration at the neighboring Cosumnes River Preserve. After collecting 10,000 valley oak acorns student teams are assembled to identify the seeds that could be used or discarded for an oak tree restoration project. Grade five students assist grade one students with acorn floating and sinking tests to determine insect larvae infestation (sinking acorns are usable). Grade one students count acorns in sets of ten and bag them while grade five students organize seeds into sets of

200. Parents and teachers work together to support the student efforts. While students learn about restoration and stewardship they also experience teamwork, perseverance and problem solving through this intergenerational service learning project. This service learning program further articulates to middle school students who will plan and implement the acorn seed plantings at a later date as part of their science course. The planting project will be coordinated in collaboration with Bureau of Land Management (BLM) and Nature Conservancy staff at the Cosumnes River Preserve.

2. **With the support of parents and educators, strategies ensure that each student has access to a personalized sequence of instructional content and skill development.**

The Bright Future Personalized Learning Plans build from the current Student Learning Plans and LEA standards-based report card system. Please see Appendix C-1. Through students' Personalized Learning Plans, a personalized sequence of instructional content and skill development is designed for individual learning goals accomplishment, and is a "map" that each student uses throughout his or her academic career to graduate college and career-ready. The plans include identified strengths from every grade three through grade eight student using the Strengths Explorer to identify student talents. These talents are a critical starting point for meaningful goal setting, effective student learning and successful student collaborative projects. The on-going plan use is used and reflected upon by students, parents and educators. The automated plans will include the grade level Common Core State Standards that have been mastered, demonstrate growth and standards that have not yet been met.

Learning plans will include Anchor Standards along with the essential skills, concepts, vocabulary and mathematical practices. Academic, social, emotional and strengths-based assessment profiles can be stored in digital portfolios that include reference to anecdotal notes, performance task rubrics and assessment scores. Personalized and automated growth plans are created, monitored, adjusted and celebrated by learning teams that may are composed of the student, parent, educators (classroom and virtual) ,

administrator and additional Bright Future support staff including social worker, counselor or service learning coordinator.

High-quality instructional approaches and environments are structured from elementary to middle school and transitioned to high school learning environments, using an approach that adds new content and skills to those the student has already mastered. On-going and varied assessments provide the student and Learning Coach with information to appropriately add new content and not spend additional time on areas already mastered. Learning environments and activities vary depending on student goals, strengths, interests and needs. Environments include blended learning with digital learning content, collective classroom and small-group project-based settings, and age-appropriate college and career pathways experiences. Virtual, classroom (brick and mortar), and blended environments are selected to compliment the student's interests and strengths. The elementary district personalized learning pathways experience transitions middle school students to a multiyear, comprehensive high school program of integrated academic and technical study.

Ongoing and regular feedback includes frequently updated individual student data that can be used to determine progress toward college-and career-ready standards using the student performance management system along with new resources acquired through the **Bright Future for Galt Students** LEA proposal. The increased automation of students' Personalized Learning Plans includes updates that can be accessed and used by the student, family and educators anytime and anyplace. Accommodations and high-quality strategies for high-needs students are further supported through the Personalized Learning Success Team for pre-kindergarten through grade eight students. This expert team consists of certificated educators, school psychologists, social worker and counselors. The team support for each student uses indicators of learning pathways progress that include performance and social-emotional measures. The level and type of personalized support aligns with student progress and evidence of academic or development progress: on-track, moderate needs or high needs. The articulated pre-kindergarten through grade eight learner-centered student success path deeply integrates the application of college and career pathways as they transition to high school. High

school students receive on-going and differentiated support through a variety of different school-and community-sponsored programs. Counseling, career guidance and work-based learning staff support student goals and progression throughout each student's learning pathways experience for college and career preparation. High needs students receive increased monitoring and learning support throughout their learning pathways experience.

On-going mechanisms are in place to provide training and support to advance student understanding on how to use personalized learning resources during classroom, blended learning sessions, and service learning settings. The student learning support includes face-to-face sessions with staff members in the **Bright Future Centers** during school, after school and evening sessions. Virtual support with blended learning staff provides "anytime" student support with personalized learning tools. With **Bright Future Centers** staffed with trained educators with flexible hours, students and parents have on-going access learning support. Students and families will be able to participate from home as well as at the school location with the check-out of Bright Future digital resources with Internet accessibility. Table 1 details our current status for personalized learning and planned improvements.

**Table 1: Personalized Learning Status and Planned Improvements**

| **LEARNING APPROACH**<br>**Personalized learning, growth and career pathway plans for student, parent and educator use and adjustment.** | |
|---|---|
| CURRENT STATUS | PLANNED IMPROVEMENTS |
| K-8 Checking For Understanding (CFU) profiles individually group students by name for significant subgroups. An automated profile is being piloted.<br><br>A social-emotional assessment with Kindergarten students is being piloted: Desired Results Developmental Profile. | Personalized Learning, Strengths and Growth plans further individualized and digitally enhanced for college and career readiness and student, parent and support staff access and use.<br><br>Expanded high school career pathways identified for personalized career planning based on business industry sectors from Arts, Media and Entertainment to Health Science and Medical Technology. |

| | | |
|---|---|---|
| The Healthy Kids survey is administered to grade 5 and grade 1 students for social-emotional program monitoring.<br><br>The Youth Strengths Explorer is being piloted with middle school students and parents to identify youth talents for personal growth inside and outside of school.<br><br>Individualized Learning Plans are developed for grades K-6 students significantly below grade level. | Manageable social-emotional assessment for individualized student use for all participating students.<br><br>Youth Strengths Explorer administered for strengths-based talent identification and on-going use for all Galt students.<br><br>Expanded online and personal access to career and college exploratory opportunities for middle school students. | |
| **College and career standards implemented in varied student learning environments through classroom, virtual, and outdoor instruction.** | | |
| CURRENT STATUS | PLANNED IMPROVEMENTS | |
| Grades K-12 students are beginning the transition to college and career ready standards: Common Core State Standards predominantly in classroom "brick and mortar" settings.<br><br>Digital instruction includes student use of individually paced literacy and mathematics programs.<br><br>Free after school learning opportunities are offered after school at 4 of 7 school locations.<br><br>No summer school programming for grades K-8 elementary district students beyond extended year special education services. Pre-kindergarten students and families attend jumpstart sessions to prepare for the first day of kindergarten.<br><br>Students have opportunities to experience outdoor learning at McFarland Living History Ranch, Cosumnes | Customized blended learning opportunities face-to-face and virtual learning support at every LEA school location during the school day, after school and throughout the year.<br><br>Project-based service learning articulated Pre-k through grade 12 with students, families and community volunteers.<br><br>Students have increased access at school and home to virtual education devices personalized learning and acceleration. | |

| | |
|---|---|
| River Nature preserve, therapeutic horseback riding and gardening programs.<br><br>Closed school libraries will re-open for limited student use during the school day for nine weeks based upon fund raising, rummage sales and spaghetti dinners.<br><br>High needs students and families lack internet access tools by computer or phone for remote learning opportunities. | |
| **Accommodations and high-quality strategies for high needs students through differentiated learning supports and opportunities.** | |
| CURRENT STATUS | PLANNED IMPROVEMENTS |
| Grades K-3 elementary students significantly below grade level have increased learning support through additional practice with instructional assistants.<br><br>Students significantly below grade level at three schools can attend grant funded after school programs.<br><br>Students in after school programs have personalized therapeutic riding opportunities.<br><br>Significantly below grade level students or students at-risk of retention have accommodations to modify or accelerate student learning. | All high need pre-kindergarten through grade 8 students have customized accommodations in varied learning settings.<br><br>Greater access to varied levels of leaning opportunities through the implementation of the Common Core State Standards and alternative pathways of learning. |

**Section C(1): Student Learning Action Plan**

| Goals | Activities | Timelines | Deliverables | Responsible Party |
|---|---|---|---|---|
| **1.)** Personalized learning, growth and career pathways plans for student, parent, educator and Student Success Team use. | Work with internal LEA staff and contracted experts to further adapt current Individualized Learning Plans given Common Core State Standards and High School District learning pathways | Phase 1: March- July 2013<br>Phase 2: March-July 2014<br>Phase 3: March – July 2015 | Personalized Learning Implementation Plan continuously improved each year of grant implementation.<br><br>Current student tools adapted or transformed for goal setting and multiple stakeholder use. | Director of Curriculum<br><br>District and Site Bright Future Coordinators |
| | Conduct focus group of plan users to finalize year one plan use at every school. | By March 2013 | Focus group feedback incorporated into Phase 1 Implementation Plan and Student Individualized Plan. | Bright Future Coordinator<br><br>Academic Coaches |
| | Examine, select or develop social-emotional assessment tools to finalize social-emotional and engagement indicators for personalized plans. | By May 2013 | Year 1 social emotional tools selected for grade levels or grade span use. | Superintendent<br><br>Director of Curriculum<br><br>Bright Future<br><br>Coordinator<br><br>West Ed Expert |
| | Administer Youth Strengths finder for student strengths identification. | By April 2013 | Strengths identified for every student beginning at grade 3 and incorporated into student Personalized Learning Plans for | Bright Future Coordinators<br><br>Youth Development Network Leadership |

| | | | | |
|---|---|---|---|---|
| | | | individual and collective experiences. | Principals |
| | Parent and/or student conferences scheduled for Student Learning Plan progress and goal setting. | By November 2013 and repeating each proposal year. | Parent/Teacher/Student conferences. | Director of Curriculum<br><br>Principals<br><br>Bright Future Coordinators |
| | | | | |
| **2.)** College and career standards implemented in varied student learning environments through classroom, virtual and outdoor instruction and applied through individualized learning pathways. | Determine student participation in virtual course offerings at Bright Future Blended Learning Centers. | By May 2013 and repeating each proposal year. | Student registration list at every Bright Future Center. | Principals<br><br>Bright Future Coordinators |
| | Recruit middle and high school students for Summer Learning Pathways Academy. | April 2013<br>April 2014<br>April 2015<br>April 2016 | Student attendance at Summer Academy. | Bright Future Administrator<br><br>Principals: Middle School |
| | Identify and communicate pre-kindergarten through grade 12 Year 1 Personalized Learning Path supports and opportunities for deep and accelerated learning. | Phase 1: August 2013 With refinement or expansion each proposal year. | Grade level list of resources and strategies for personalized supports and opportunities communicated to staff, students and parents. | Curriculum Director<br><br>Social Worker<br><br>Bright Future Administrator<br><br>Academic Coaches |
| | Project-based service learning opportunities are developed, articulated and scheduled for student | August 2013 with refinement or expansion each proposal year. | Grade span opportunities are published and shared. | |

| | | | | |
|---|---|---|---|---|
| | and family participation. | | | |
| | | | | |
| **3.)** Accommodations and high-quality strategies for high needs students through differentiated learning supports and opportunities. | School Student Success Teams develop Personalized Learning Path Model for flexibly supporting high needs students. | By May 2013 | Flow chart developed with strategies for :<br>• On Track<br>• Moderate<br>• High Needs Students | Director of Curriculum<br><br>Bright Future Coordinator<br><br>Academic Coaches<br><br>Social Worker<br><br>Psychologists |

**(C)(2) Teaching and Leading**

The personalization of instruction and learning environments for every student is an essential tool for helping educators improve instruction and increase their capacity to support student progress toward meeting college-and career-ready standards. The **Bright Future for Galt Students** LEA builds upon current practices including:

- Professional Learning Community (PLC) efforts at all levels of the organization
- The use of teacher leaders as Curriculum Coaches for Common Core State Standards implementation
- A differentiated to personalized evaluation system that fosters individual and collective reflection for teachers, principals and superintendent.

Examples of current practices reflective of advancement toward personalized instruction and learning environments for

certificated staff and principals are included in Appendix C-2.

The digital resources that support increased student personalization are also being used to strengthen professional development and educator growth, expand PLC network beyond the Galt LEA, and support valid multiple sources of data through electronic portfolios.

The current status and planned improvements for education professional development, data and resources use and structuring learning environments are described in the three following charts:

A.) Table 1: Educator Engagement and Capacity to Personalize the Learning Environment

B.) Table 2: Educator Access, Knowledge and Use of Tools, Data and Resources to Accelerate Student Progress

C.) Table 3: School Leaders and School Leadership Training, Policies, Data and Resources for Individual Student Needs

**a) Educators engage in training, and in professional teams or communities, that support their individual and collective capacity to personalize learning environments.**

As indicated by Table 1 Professional Learning Communities (PLCs) led by teacher leaders and principals will increase their capacity to further support personalized learning for each student in making progress towards the Common Core State Standards (CCSS) by utilizing resources such as web-based professional development videos, online courses and professional networking online. Principals, teacher leaders, and classroom teachers will do so by engaging in personalized learning through an educator effectiveness system as lead learners of the LEA through an observation and evaluation system that strategically links adult learners to the professional growth activities they need.

The computer adaptive assessments to be administered to all students throughout the grant period will provide meaningful data for PLCs to adapt content and instruction in response to academic needs of each individual student in order for the PLCs to implement personalized learning plans. As PLCs are trained to administer strengths-based assessments, career and assessment surveys both formal and informal, the Personalized Learning Plans will provide opportunities for students to engage in meaningful tasks and projects driven by their interests and strengths. As more teachers are trained to teach online courses, further blended learning opportunities will ensure that students who have interests and needs are provided even more flexibility in learning and demonstrating mastery of the CCSS beyond normal school hours.

Also as indicated by table immediately following this section, PLCs routinely measure student progress towards meeting standards. Funds provided by this grant would provide additional resources to subscribe to benchmark assessments that would be available through the contractor of the CCSS national assessment. This would ensure that PLCs routinely engage in professional discussions of student progress towards meeting these college and career ready standards, but also serve to inform PLCs of professional needs to improve the practice of individual teachers, the PLC's school and the LEA as a whole.

The LEA planned practice of personalized learning for adult learners through the educator effectiveness system moves beyond simple recommendations for improvement of the teaching practice. It informs educators what they need to do in order for students to make progress towards mastery of the CCSS to ensure college and career readiness. The LEA has worked with its teachers union to ensure that proper and appropriate interventions with supports are in place for teachers that cannot meet these conditions through a Memorandum of Understanding as we work together to finalize our Collective Bargaining Agreement. Please see Appendix B-4.

**Table 1**

| Educators engage in training and in professional teams or communities | |
|---|---|
| CURRENT STATUS | PLANNED IMPROVEMENTS |
| Weekly embedded professional development through grade level or departments team meetings to share best practices, set student learning goals, and develop common assessments. Teachers reference Checking For Understanding (CFU) student profiles and Individualized Learning Plans.<br><br>Trimester Academic Conferences include attention to individual student needs, grade level and individual goal setting. Trimester data and student work is examined to adapt student instruction. Student academic need is the predominant data point discussion focus.<br><br>A teacher evaluation pilot, collaboratively developed by the elementary district teacher's union and management promotes frequent feedback through on-going mini-observations and personalized written and face-to-face feedback. Mini-observations are the predominant data source for evaluations organized by the California Standards of the Teaching Profession (CSTP). Collective effectiveness includes individual measurement on a 3 point scale. The superintendent piloted principal self-evaluation rubric with goal setting portfolio. | Expand resources for individual and collective teacher and principal needs through differentiated resources including web-based video instruction footage, online courses, and on-line learning community network participation, and greater access to national and international education experts.<br><br>Expanded student progress evidence beyond academic data points including classroom video, and digital personalized learning and growth plans. Increased individual and collective educator access to digital sources of instructional best practices resources beyond Galt boundaries to personalize effective instruction.<br><br>Evaluation with multiple valid measures for determining performance levels including student growth data for all students and professional practice evidence sources. Immediate support and growth resources based upon on-going observations and collegial meeting needs. |

**b) All participating educators have access to, and know how to use tools, data, and resources to accelerate student progress toward meeting college- and career-ready graduation requirements.**

As indicated by Table 2 we are planning to expand our resources to ensure teachers and principals have access to the tools need to meet academic requirements. RTT-D funding would provide for the LEA to subscribe to the educator effectiveness system that provides the training, tools, data, and resources to engage in a continual improvement process.

Working with a vendor, the LEA will work with an assigned personalized learning coach who will support the LEA through the process of implementing the system. The coach will help organize the LEA PLCs to help define personalized learning plans for teachers and principals to support transitioning to the educator effectiveness system. The differentiated training will include: onsite train-the-trainer, web-based videos hosted on the educator effectiveness platform, custom online courses, phone raining and support.

The beauty of the educator effectiveness system is that it replicates the autonomy and choice that students are provided as they pursue personalized learning goals. Just as teachers facilitate learning for students, coaches and administrators facilitate learning for teachers. Furthermore the superintendent and directors will facilitate learning for principals. This promotes and improves efficacy of educators interact. It also puts educators in the driver's seat of their own learning to increase ownership and professional responsibility. This high quality system provides thousands of resources including almost 2,000 professional development video learning segments that feature over 120 experts across a range of topics including extensive learning resources for the Common Core. These experts include Heidi Hayes Jacobs, Rick DuFour, Douglas Reeves, Rick Stiggins, Glenn Singleton, and many, many more.

**Table 2**

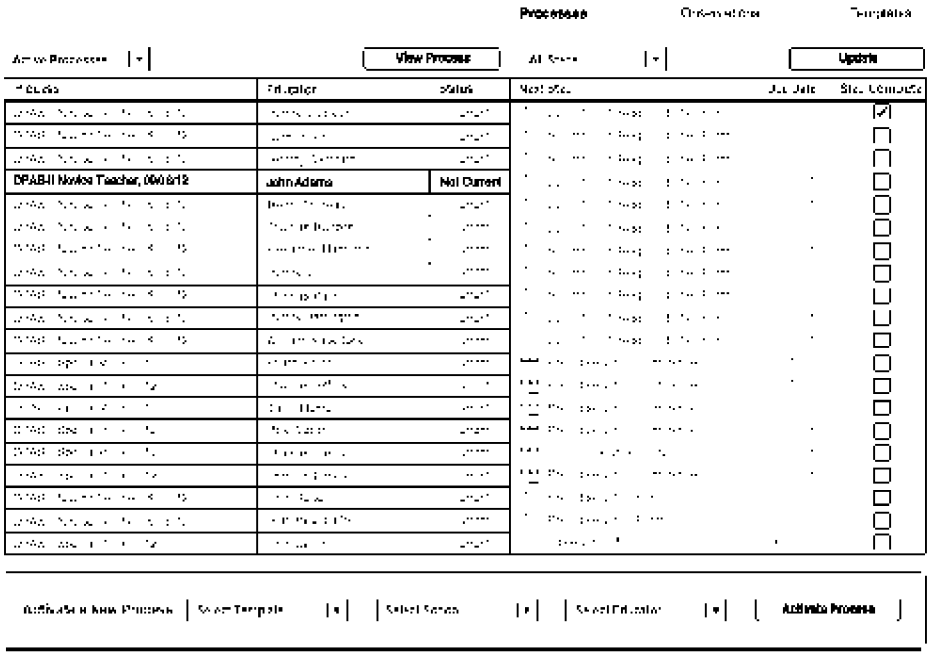
| **Access, knowledge and use of tools data and resources to accelerate student progress for college and careers.** | |
|---|---|
| CURRENT STATUS | PLANNED IMPROVEMENTS |
| Teachers review and adapt curriculum materials to align to the Common Core State Standards for college and career readiness.<br><br>The performance management system houses trimester assessment data for individual and subgroup data analysis and use.<br><br>The teacher evaluation system is not technology enhanced and administrators use internal resources to develop recommendations, supports and interventions for improvement. Principal follow-up with support uses internal resources and in most cases is not immediate. | Expanded resource base, knowledge and training of Common Core State Standards materials to accelerate student progress. Blended learning professional development for personalized digital and face-to-face instruction for college and career standards.<br><br>Individualized student growth information.<br><br>More responsive and personalized resources prescription to support educator needs through digital resources.<br><br>Establishment of a longitudinal database of post graduate statistics including indicators for college and career, with a personalized data loop to deepen the elementary district's understanding of student future pathways. |

c) **All participating school leaders and school leadership teams have training, policies, tools, data, and resources that enable them to structure an effective learning environment that meets individual student academic needs and accelerates student progress through common and individual tasks toward meeting college- and career-ready standards or college- and career-ready graduation requirements.**

The educator effectiveness system is designed so that students, teachers and administrators all pursue mastery of their own learning goals by (1) understanding personal strengths and areas for growth, (2) reviewing recommended resources and activities, and (3) developing a personalized learning path and (4) working collaboratively. Administrators have access to comprehensive reporting to support their roles as instructional leaders. Information includes a real-time dashboard with over 15 unique reports to guide principal emphasis and focus on instruction in each individual building. Administrative access is limited to the school network or offices the administrator oversees, and permissions are customizable by individual. Through a variety of management tools, administrators are able to track the login and usage, videos watched, reflection questions answered, group participation, community interactions, course progress, facilitation, and activity completion status by individual teachers.

In addition, through workflow management interfaces, school leaders and leadership teams can view a Completion and Status Dashboard that lists each process in the LEA evaluation system as well as completion information for individual educators. As an example, in the screenshot below, each educator in a school is listed. Green shading indicates that the educator is current with his/her evaluation process. The dashboard shows the next step (whether it be a form due or a post-observation conference, or any other specified step of the evaluation cycle), as well as the due date. This ensures fidelity of implementation for the LEA evaluation.

Figure C2.1 Completion and Status Dashboard (example only)




The Results Dashboard allows further at-a-glance insight into teacher professional development as well as quick links to individual educator scores, resulting ratings, and recommendations made. Data can be viewed across the entire workflow or on specific steps of the workflow. Each dashboard view can be printed and/or exported in report form.

In the screenshot below, the Results Dashboard indicates, by observer and teacher, how many observation cycles have been started, how many final observation reports have been submitted, and how many prescribed professional development activities have been completed by the educator as follow up to the observation.

Figure C2.2 Results Dashboard (example)

| | | SUBMITTED | |
|---|---|---|---|
| Steve Carney | 12 | 11 | 2 |
| Mary Connery | 15 | 10 | 5 |
| Dan Yanata | 16 | 12 | 4 |
| Nick Hargreaves | 1 | [illegible] | 1 |
| Mindy Horzog | 3 | 2 | 2 |
| Dianne Hyatt | 2 | 2 | 1 |
| Trevor Kerr | 0 | 0 | 0 |
| Lisa Romero | 1 | 4 | 1 |
| Spencer Steed | 4 | 1 | 0 |

Administrators and school leadership teams can also use reporting functions to drill into specific observation and survey data to determine patterns across grade levels, content areas or the entire school. Additional reporting capabilities are being developed to include inter- and intra- rater reliability reports to track the consistency of evaluators (i.e., time in the classroom, scoring compared to other evaluators, scoring compared with subject, grade, and or teacher type, uncompleted observations).

To study and track school culture and climate, students, their families and teachers can use scoring rubrics to provide feedback on teaching practice, school climate, or any features of interest to the school leadership team. Reporting functions

may be used to diagnose patterns in the information collected and determine steps for continuous improvement.

Specific professional development related to data analysis and use for school improvement as well as effective leadership and team collaboration is all available through the personalized learning system. In this way, so administrators and leadership teams can develop their own personalized learning plans and group focus areas to develop skills necessary for continuous improvement and instructional leadership.

Through the Focus Objective Folder on the educator effectiveness system, administrators and school leadership teams can create customized professional development experiences around a specific area of focus for the entire school or for particular teams of teachers. Reports allow school leadership to view completion of required or recommended focus objective activities by individual within the school building. This functionality allows the educator effectiveness system to support targeted areas of continuous improvement in a flexible, customizable way.

**Table 3**

| **Training, policies, tools, data & resources for effective learning environments to meet student needs & accelerate progress** | |
|---|---|
| CURRENT STATUS | PLANNED IMPROVEMENTS |
| Comprehensive Common Core State Standards implementation opportunities are locally scheduled and provided by LEA Curriculum Coaches. School-based leadership teams further support the training.<br><br>Hard copy records for on-going observations, feedback and support. | Personalized professional development needs for Common Core State Standards needs are expanded through virtual courses, resources and networks.<br><br>Web-based access to on-going evaluation process tools, records, professional development activities and responses to reflective questions. |

**d) The applicant has a high-quality plan for increasing the number of students who receive instruction from effective and highly effective teachers and principals, including in hard-to-staff schools, subjects, and specialty areas.**

With more personalized, responsive and expansive evaluation tools and professional development opportunities for all educators, more students will receive instruction from effective and highly effective teachers and principals. The educator effectiveness system will enable all teachers and leaders to engage in personalized professional development more directly related to individual needs determined through observation and student achievement data. Through engagement with video, virtual and physical peer networks, and direct coaching, effectiveness will be increased. The digital educator effectiveness resources will help administrators to monitor instructional practices. In addition, the LEA's expanded use of virtual courses supports increased opportunity for students to take courses not offered at their school from highly effective teachers such as foreign language at the middle school level.

**Section C2: Teaching and Leading Action Plan**

| Goals | Activities | Timelines | Deliverables | Responsible Parties |
|---|---|---|---|---|
| **1.)** Personalized evaluation system for highly effective teachers, principals and superintendents | Training in educator effectiveness tools including evaluation | May 2013: Certificated Staff<br>June 2013 Administrators and Supts.<br>Winter Session 2014 | Phase 1 training with evaluation enhancement tool for personalized professional development and customized evaluation | Director of Educational Services |

| | | | | |
|---|---|---|---|---|
| | | Spring Session 2014 | support. | |
| | LEA governing board and superintendent adapt Superintendent's evaluation. | July-August 2013 with revisions each year. | Revised evaluation tool. | Superintendent<br><br>Board President<br><br>West Ed. Leadership |
| | LEA Board of Trustees develops self-evaluation tool for individual and collective board member use. | By October 2013 with revisions each year. | Phase 1 board self-evaluation tool. | Superintendent<br><br>Board President<br><br>West Ed. Leadership<br><br>CSBA |
| | Calibration meetings for principals, superintendent or board members. | August 2013: Certificated and Administration<br>Sept.: Superintendent<br>Oct.: Board of Trustees | Stakeholders prepared for consistent and reliable evaluation practices. | Superintendent<br><br>Board President |
| **2.)** Expanded professional development through virtual resources and on-line coursework | Training for educator use of expanded professional development tools | By August 2013 support sessions scheduled each trimester. | Educator use of expanded on-line professional development to improve teaching and leadership practices. | Superintendent<br><br>Director of Curriculum |
| **3.)** Determination of multiple data sources for student growth for teachers, principals and superintendents | LEA specific research and selection of multiple data sources for educator effectiveness. | By May 2014 | Multiple data sources determined for student growth for teachers, principals and superintendents. | Superintendent<br><br>Certificated Union President<br><br>Board President |

## D. LEA Policy and Infrastructure

| (D)(1) LEA practices, policies, rules |
| --- |
| **(a) Organizing the LEA central office to provide support and services to all participating schools**<br>LEA (Board Policy) 4301 of the Galt Joint Union Elementary School District (GJUESD) authorizes the superintendent to organize the administrative and supervisory staff in a manner that best supports student achievement, the educational program, and efficient operations. The superintendent has organized the central office into three service departments under the leadership a director for each of the departments. The role(s) of each department in supporting personalized learning as well as other relevant functions to support all participating schools is described under each department heading that follows.<br>**Department of Curriculum and Instruction (CI)** supports all LEA personnel in improving instruction that leads to high academic achievement in every school and every classroom across the LEA. CI also provides support and oversight of policies and practices that include:<br>• Standards-Based Report Cards – student achievement reporting system for parents and students<br>• Beginning Teacher Support and Assessment (BTSA) – teacher induction program ensuring recruitment and development of highly qualified and effective teachers as established by California Education Code (EC) 44257.3<br>• Peer Assistance and Review program – assists teachers whose bi-annual personnel reviews were not satisfactory. Assistance and support are provided by exemplary teachers and includes subject matter knowledge, teaching strategies, or both as per EC 44505<br>• Instructional Materials adoptions – multi-step procurement of instructional materials meeting state eligibility requirements for use by LEAs<br>• Equal Opportunity Programs such as programs for students with disabilities as governed by the Special Education Local Plan Area (SELPA) under the IDEA and Section 504 of IDEA as well as programs for English Language Learners |

The Department of CI will advance and facilitate personalized learning by ensuring that the Common Core State Standards are delivered through a 21st century learning environment that includes blended learning based on student strengths and needs. High quality assessments, formal and informal will inform not only students and parents of progress towards college and career readiness, but will also serve to inform PLCs to make instructional modifications and adjust personalized learning plans for each student. The interoperability of our Student Information System (SIS), performance management data system, and further refinement of the California Longitudinal Achievement Data System (CALPADS) will ensure that meaningful data is available to transform LEA practices to 21st century personalized learning.

**The Department of Educational Services** supports all schools by managing and monitoring state and federal regulations in order to ensure compliance with ESEA, California Education Code and local board policy. The Department provides oversight of policies and practices that include:

- Title I - improving Schoolwide Programs (SWP) operated by all LEA schools by consulting with the schools, teachers, principals, pupil services personnel, administrators, other staff, and parents; and coordinating with other programs
- Child Welfare & Attendance (CWA) - combines the practices and skill of counseling with knowledge of education and the law to resolve complicated situations involving school choice, student discipline, campus safety, and programs for high-risk youth
- Uniform Complaint Procedures (UCP) – any allegations of discrimination, harassment, or a violation of a federal or state law or regulation at schools or the LEA are filed by way of the Uniform Complaint Procedures as written in the *California Code of Regulations,* Title 5, sections 4600-4687. Not all complaints fall under the scope of UCP and may be filed under local policy.
- Human Resources (HR) - responsible for all functions related to recruiting, hiring and supporting highly qualified staff to work with our students at each LEA school. These processes and practice must be consistent with federal and state labor

law, California Education Code, and local board policy.

- Educational Technology – maintains technology infrastructure following guidelines specified in the state approved LEA Technology Plan. The plan meets federal guidelines for E-rate discounts. E-rate is a federal program of the Federal Communications Commission administered by the Universal Service Administrative Company (USAC) that provides eligible kindergarten through grade twelve public schools and libraries 20 percent to 90 percent discounts on approved telecommunications, Internet access, and internal connections costs. E-rate and California Teleconnect Funds (CTF) will be used to enhance the technology infrastructure to build and transform our libraries into Bright Future Learning Centers.

Under Title I SWP, the Department of Educational Services will provide consultation and guidance to each LEA School Site Council in conjunction with the Department of Curriculum to develop Single Plans for Student Achievement that integrate this grant proposal over the next four years while building the capacity of each school to sustain progress beyond the life of the grant. All LEA school schedules including hours of operation of the Bright Future Learning Centers will be based on student need according to personalized learning plans.

**The Department of Business Services** provides fiscal services to the LEA and supports both schools and the LEA by ensuring that business and other noninstructional operations of the LEA support the educational program by maximizing and prioritizing resources and providing a safe and healthy environment for students and staff under LEA Board Policy 3000. Business Services ensures that the LEA's business and noninstructional operations are efficient and responsive to the needs of students, parents/guardians, staff, and the community. Other noninstructional operations the Department of Business supports at each school includes:

- Facilities and Planning – will work in conjunction with the CI and the Department of Educational Services to plan the transformation of our school libraries to Bright Future Learning Centers at each school. Planning will be within guidelines

for facilities use.

- Maintenance and Operations – will assist in maintaining structural components for increased use and safety and will assist in the management of equipment procured for the implementation of this grant
- Food Services – will support each LEA school in developing staff and student wellness policies and plans to support improved attendance with fewer absences due to illness for students and staff.

**(b) Providing school leadership teams in LEA schools with sufficient flexibility and autonomy**

As indicated in D(1)(a) School Site Councils from each school composed of the principal, educators and parents develop Single Plan for Student Achievement plans that will integrate this grant proposal with sufficient flexibility and autonomy to meet the needs of each student in order to build and sustain personalized learning practices. The school plans will serve as the platform to implement proposal elements at each LEA school, including personalized learning plan implementation, college and career standards implementation, and blended learning centers. The school plans reflect site-based budget expenditures and personnel decisions as well as centralized LEA goals. School sites are provided the flexibility and autonomy to consolidate and coordinate these grant funds and other federal, state and local budgets within these plans as specified by California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA).

**(c) Giving students the opportunity to progress and earn credit based on demonstrated mastery, not the amount of time spent on topic.**

LEA Policy 5123 of the Galt Joint Union Elementary School District provides the flexibility for the superintendent or designee to accelerate students to a higher grade level when high academic achievement is evident. This Policy will allow the LEA to personalize the learning program and transition students based on demonstrated mastery in the blended learning environment.

**(d) Giving students the opportunity to demonstrate mastery of standards at multiple times and in multiple comparable ways;**

To achieve an educational system that is based upon demonstration of mastery, and time on task requires a paradigm shift from the current structure under NCLB. Personalized Learning Plans with blended learning that includes virtual learning courses that allow students to demonstrate learning until standards mastery at multiple times throughout the course will ensure that students can learn at their own pace. Further, the computer adaptive assessments that students will take to demonstrate mastery of the Common Core State Standards under federal accountability guidelines will provide the student, parent, and PLC the data needed to maintain personalized learning for the students. California Education Code 60604.5 provides California and LEAs within the state authority to generate multiple measures of pupil achievement, which, when combined with other measures (comparable), can be used to determine the effectiveness of instruction and the extent of the learning. This Education Code section further provides for these opportunities for students and the authority for the LEA Board of Trustees to further refine policies regarding student achievement.

**(e) Providing learning resources and instructional practices that are adaptable and fully accessible to all students, including students with disabilities and English learners;**

The LEA fully understands and espouses the Civil Rights Act and Section 504 of the Rehabilitation Act of 1973 in all aspects of the instructional program. This is absolutely essential to implementing personalized learning. Adopted curriculum materials include universal access resources for accessibility to all students, including students with disabilities and English learners. The UCP process ensures that the LEA fully complies with all anti-discrimination rules and statutes regarding instruction, materials, facilities, and related resources for all learners. Individualized Education Plans (IEPs) for students with disabilities provide for access to the Common Core and serve as a model for personalized learning plans for all. LEA Board Policy 6174 provides all stakeholders guidance regarding accessibility for English Language Learners. The growth in achievement levels for all students including students with disabilities and English Learners is evidence that narrowing the achievement gaps even further is an important goal for

implementing this grant. The **Bright Future for Galt Students** personalized resources including virtual learning through blended learning opportunities, learning pathways instruction, individualized plan components and community-based learning environments will be designed for all students.

**(D)(2) LEA and school infrastructure**

**(a) Ensuring that all participating students (as defined in this notice), parents, educators (as defined in this notice), and other stakeholders (as appropriate and relevant to student learning), regardless of income, have access to necessary content, tools, and other learning resources both in and out of school to support the implementation of the applicant's proposal;**

Educational technology tools for student and family use will be available through extended school hours and school year schedules. Family check-out of educational resources will be available through the GJUESD **Bright Future Learning Centers** locations. The centers will be open during the school day from 8:00 to 2:30 and coordinate with after school programs from 3:00-6:00. Continued student, family and community access includes evening family literacy activities through 9:00. The **Bright Future Blended Learning Centers** will be located across the community of Galt at every neighborhood school and GJUESD school location.

**(b) Ensuring that students, parents, educators, and other stakeholders (as appropriate and relevant to student learning) have appropriate levels of technical support, which may be provided through a range of strategies (e.g., peer support, online support, or local support);**

The **Bright Future Learning Centers** will be staffed to meet personalized needs of students, parents, educators and community during all hours of operation. Blended Learning administrators will support all stakeholders by planning, directing, implementing, monitoring, and evaluating centers and classrooms in order to ensure effective and efficient delivery of personalized learning for students, professional development for teachers, and adult education for the community. The Service Learning Coordinator will coordinate youth development and project-based learning related to college and

career pathways at the K-8 level for transitioning to a career pathways curriculum in the high school LEA. The Coordinator of Extended Learning will play a key role in transforming the school libraries into 21st century **Bright Future Learning Centers** that will provide educational resources for the community beyond normal school day hours. Library technicians for Extended Learning will provide operational support by providing community access and support school library services. Library technicians will check materials out, provide technical support and/or determine need for technology support staff for device or equipment issues. Highly qualified teachers will provide instruction online and in classrooms. Personalized need will determine the appropriate level of blending for instruction. Instructional assistants will serve in the role as learning coaches for students in the blended environment and facilitate the completion of assignments for students taking online courses.

**(c) Using information technology systems that allow parents and students to export their information in an open data format (as defined in this notice) and to use the data in other electronic learning systems (e.g., electronic tutors, tools that make recommendations for additional learning supports, or software that securely stores personal records);**

The LEA utilizes a Student Information System (SIS) server application that has "parent and student portal" features which allow parents and students to view and print student information reports from web browsers and mobile applications. This includes academic records (assignments, exams and other assessments) as well as other student information such as behavior and attendance. The network technician regularly uploads student and teacher information from the SIS to a performance management information system that Professional Learning Communities will use for making key instructional decisions to monitor, adjust and evaluate Personalized Learning Plans for students and Professional Learning Plans for teachers and principals.

**(d) Ensuring that LEAs and schools use interoperable data systems (as defined in this notice) (e.g., systems that include human resources data, student information data, budget data, and instructional improvement system data).**

As indicated in (c) of this section, the network technicians can upload data from the SIS to a performance management information system (for instructional improvement) while providing student and parent access to the data via secure, password protected portals. LEA data including human resources, student information data, and statewide assessment data will be uploaded to the California Longitudinal Achievement Data System (CALPADS) five times yearly. CALPADS provides for public reporting of student performance, highly qualified staff, and school/LEA performance. The student performance and achievement data reporting feature of CALPADS is scheduled to become operable in California in November of 2012. Additional human resources data and budget information is uploaded to county and state education agencies through Quintessential School Systems (QSS). QSS meets state and federal requirements for security and reporting.

**Section D: Action Plan for Enhancing Policy and Infrastructure:**

| Goals | Activities | Timelines | Deliverables | Responsible Parties |
|---|---|---|---|---|
| **1.)** School leadership teams provided sufficient flexibility and autonomy. | School Plans incorporate grant implementation and are approved by board. | By October 2013 with revisions each school year. | School Plans reflect personalized learning environment, supports, and opportunities. | Superintendent<br><br>Principals<br><br>Director of Educational Services<br><br>Director of Curriculum |
| **2.)** LEAs examine assessment assumptions for | Continue to examine the implementation of the Common Core State | 2013-2014 per implementation plan | Activities and curriculum that supports performance | Site program administrators |

| | | | | |
|---|---|---|---|---|
| student demonstration of mastery. | Standards, and the use of higher order thinking techniques to show student mastery. | | based assessment and time on task. | |
| **3.)** Stakeholders have equitable access to necessary tools to support proposal implementation. | Bright Future Centers and City Library support year round student and family access and support for learning and support resources. | By Summer 2013 | Schedule developed and disseminated to stakeholders for year-round and evening tool and resources access. | Bright Future Administrators<br><br>City Librarian |
| **4.)** Information technology systems allow parent and student exporting capabilities. | Current LEAs data systems are reviewed to support parent and student exporting capabilities. | By Summer 2013 | Report and action plan detailing current capabilities, improvement requirements and timelines. | Director of Educational Services<br><br>Technology Coordinator<br><br>External Data Management Expert |
| **5.)** LEAs and schools use interoperable data systems. | Current LEAs student information and performance management systems are reviewed for feasible open data flow between systems including CALPADS. | By Fall 2013 | Report and action plan detailing current capabilities, improvement requirements and timelines. | Director of Educational Services<br><br>Technology Coordinator<br><br>External Data Management Expert |

| E. Continuous Improvement |
| --- |
| **(E)(1) Continuous improvement process**<br>The GJUESD continuously improves the **Bright Future for Galt Students** LEA plan by building upon current improvement practices involving varied stakeholders to monitor, measure and publicly share information on the quality of Race to the Top district investments. All meetings are open to the public. Meeting agendas for the board meetings and District Advisory Committee meetings are posted on our school LEA web site.<br><br>The on-going public sessions include:<br>1. Monthly District Advisory Committee (DAC) meetings. Committee members include employees, union representatives, parents and students.<br>2. Monthly School Site Council meetings. Members include a committee of teachers, parents and school principal.<br>3. Trimester City and Schools Together (CAST Meetings). Membership includes school board members, city council members, City Manager and Superintendents.<br><br>The **Bright Future for Galt Students** grant progress and improvement steps will be incorporated into the LEA's successful cycle of continuous improvement that involves:<br>1. Weekly teacher collaboration meetings that includes attention to individual student needs and team successes<br>2. Trimester Academic Conferences <u>following</u> LEA Assessment administration with teacher and support staff meetings to monitor individual student progress and set new goals<br>3. Trimester report and discussion between the Board of Trustees, Superintendent, LEA Administrators and School Principals concerning student learning progress and next steps<br>4. Trimester Data-driven adjustments in the Single School Plan for Student Success (SPSA) |

| **(E)(2) Ongoing communication and engagement** |
|---|
| In addition to engagement and communication with internal and external stakeholders through LEA committees, board, leadership, and community-based committees, on-going communication will include:<br>• School LEA's Web Site Publication of Grant Progress and Digital Feedback Opportunities<br>• Online surveys and other targeted information<br>• Local News Media<br>• Community-based leaders including faith-based organizations, youth organizations and businesses<br>• Trimester District English Learner Advisory Committee (DELAC) meetings. |

Table 1 below outlines communication and engagement efforts using varied mediums including; web sites, established LEA and community committees, local and regional news media and Board of Trustees meetings.

**Table 1: Communication and Engagement Opportunities**

| Medium | Communication or Feedback | Timeline |
|---|---|---|
| LEA and City of Galt Websites | Grant Progress and On-line Surveys | On-going |
| District Advisory Committee | Updates with Individual or Collective Progress Feedback | Monthly |
| School Site Council | Updates with Individual or Collective Progress Feedback | Monthly |

| | | |
|---|---|---|
| School, LEA, Community Newsletters | Progress Updates and Surveys | On-going |
| Board of Trustees Meeting | Staff Reports and Public Comment | Monthly |
| Cities and Schools Together (CAST) | LEA Reports and City Leader or Organization Feedback | Once per Trimester |
| Chamber of Commerce | LEA Presentations and Surveys | Once Per Year |
| Service Group Organizations | Presentations, Feedback and Support Surveys | On-going |
| Local and Regional News Media | Grant Progress | On-going |
| School/Community Family Events | Staff and Student Presentations | On-going through Bright Future Evening Family Literacy Sessions, Back-to-School Nights, Community Holiday Performances |

## (E)(3) Performance measures

Ambitious yet achievable performance measures, overall and by subgroup, are listed in the table below for academic and social-emotional development by grade span population in the chart below for 1.) All, 2.) Pre-kindergarten through grade three, 3.) grades four through eight. The proposed assessments are currently being used in the GJUESD and provide baseline data from May 2012. Please see Appendix E-1 for a detailed performance measure matrix describing the 1.) rationale for each assessment, 2.) description of rigor and relationship to plan success and 3.) continuous improvement considerations.

## (E)(3) Performance Measures – Required for all applicants

| **Performance Measure (All Applicants – a)**<br>a) The number and percentage of participating students, by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are a highly effective teacher (as defined in this notice) and a highly effective principal (as defined in this notice). | | | | | | | | | | | | | | | | | | | | **Applicable Population**: All participating students<br><br>K-3 District Reading Assessments<br>4-8 ELA CST (STAR) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | **Baseline** *[May 2012]* | | | **Target** | | | | | | | | | | | | | | | |
| | | | | | **SY 2012-13** | | | **SY 2013-14** | | | **SY 2014-15** | | | **SY 2015-16** | | | **SY 2016-17 (Post-Grant)** | | |
| | | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R |
| **Subgroup** | **Highly Effective Teacher or Principal** | **# Participating Students with Highly Effective Teacher/Principal** | **Total # of Participating Students** | **% with Highly Effective Teachers/Principal (A/B)*100** | **# Participating Students with Highly Effective Teacher/Principal** | **Total # of Participating Students** | **% with Highly Effective Teachers/Principal (D/E)*100** | **# Participating Students with Highly Effective Teacher/Principal** | **Total # of Participating Students** | **% with Highly Effective Teachers/Principal (G/H)*100** | **# Participating Students with Highly Effective Teacher/Principal** | **Total # of Participating Students** | **% with Highly Effective Teachers/Principal (J/K)*100** | **# Participating Students with Highly Effective Teacher/Principal** | **Total # of Participating Students** | **% with Highly Effective Teachers/Principal (M/N)*100** | **# Participating Students with Highly Effective Teacher/Principal** | **Total # of Participating Students** | **% with Highly Effective Teachers/Principal (P/Q)*100** |
| All K-8 participating students | Teacher | 864 | 3802 | 22.7 | 950 | 3802 | 24.9 | 1045 | 3802 | 27.4 | 1202 | 3802 | 31.6 | 1382 | 3802 | 36.3 | 1590 | 3802 | 41.8 |
| | Principal | 864 | 3802 | 22.7 | 950 | 3802 | 24.9 | 1045 | 3802 | 27.4 | 1202 | 3802 | 31.6 | 1382 | 3802 | 36.3 | 1590 | 3802 | 41.8 |
| *Latino K-8* | Teacher | 460 | 1622 | 28.3 | 506 | 1622 | 31.1 | 557 | 1622 | 34.3 | 640 | 1622 | 39.4 | 736 | 1622 | 45.3 | 847 | 1622 | 52.2 |

| **Performance Measure (All Applicants – a)**<br>a) The number and percentage of participating students, by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are a highly effective teacher (as defined in this notice) and a highly effective principal (as defined in this notice). | **Applicable Population**: All participating students<br><br>K-3 District Reading Assessments<br>4-8 ELA CST (STAR) |
|---|---|

| | | **Baseline** *[May 2012]* | | | **Target** | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | **SY 2012-13** | | | **SY 2013-14** | | | **SY 2014-15** | | | **SY 2015-16** | | | **SY 2016-17 (Post-Grant)** | | |
| | | **A** | **B** | **C** | **D** | **E** | **F** | **G** | **H** | **I** | **J** | **K** | **L** | **M** | **N** | **O** | **P** | **Q** | **R** |
| **Subgroup** | **Highly Effective Teacher or Principal** | **# Participating Students with Highly Effective Teacher/Principal** | **Total # of Participating Students** | **% with Highly Effective Teachers/Principal (A/B)*100** | **# Participating Students with Highly Effective Teacher/Principal** | **Total # of Participating Students** | **% with Highly Effective Teachers/Principal (D/E)*100** | **# Participating Students with Highly Effective Teacher/Principal** | **Total # of Participating Students** | **% with Highly Effective Teachers/Principal (G/H)*100** | **# Participating Students with Highly Effective Teacher/Principal** | **Total # of Participating Students** | **% with Highly Effective Teachers/Principal (J/K)*100** | **# Participating Students with Highly Effective Teacher/Principal** | **Total # of Participating Students** | **% with Highly Effective Teachers/Principal (M/N)*100** | **# Participating Students with Highly Effective Teacher/Principal** | **Total # of Participating Students** | **% with Highly Effective Teachers/Principal (P/Q)*100** |
| | Principal | 460 | 1622 | 28.3 | 506 | 1622 | 31.1 | 557 | 1622 | 34.3 | 640 | 1622 | 39.4 | 736 | 1622 | 45.3 | 847 | 1622 | 52.2 |
| *White K-8* | Teacher | 258 | 1177 | 21.9 | 284 | 1177 | 24.1 | 312 | 1177 | 26.5 | 359 | 1177 | 30.5 | 413 | 1177 | 35.0 | 475 | 1177 | 40.3 |
| | Principal | 258 | 1177 | 21.9 | 284 | 1177 | 24.1 | 312 | 1177 | 26.5 | 359 | 1177 | 30.5 | 413 | 1177 | 35.0 | 475 | 1177 | 40.3 |
| *Low Socio-economic K-8* | Teacher | 504 | 2302 | 21.8 | 554 | 2302 | 24.0 | 610 | 2302 | 26.4 | 701 | 2302 | 30.4 | 807 | 2302 | 35.0 | 927 | 2302 | 40.2 |
| | Principal | 504 | 2302 | 21.8 | 554 | 2302 | 24.0 | 610 | 2302 | 26.4 | 701 | 2302 | 30.4 | 807 | 2302 | 35.0 | 927 | 2302 | 40.2 |
| *English Learner K-8* | Teacher | 333 | 1046 | 31.8 | 366 | 1046 | 35.0 | 403 | 1046 | 38.5 | 463 | 1046 | 44.3 | 533 | 1046 | 50.9 | 613 | 1046 | 58.6 |
| | Principal | 333 | 1046 | 31.8 | 366 | 1046 | 35.0 | 403 | 1046 | 38.5 | 463 | 1046 | 44.3 | 533 | 1046 | 50.9 | 612 | 1046 | 58.6 |
| *Disability K-8* | Teacher | 129 | 780 | 16.5 | 142 | 780 | 18.2 | 156 | 780 | 20.0 | 180 | 780 | 23.0 | 206 | 780 | 26.4 | 237 | 780 | 30.4 |
| | Principal | 129 | 780 | 16.5 | 142 | 780 | 18.2 | 156 | 780 | 20.0 | 180 | 780 | 23.0 | 206 | 780 | 26.4 | 237 | 780 | 30.4 |

| **Performance Measure (All Applicants – b)**<br>b) The number and percentage of participating students, by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are an effective teacher (as defined in this notice) and an effective principal (as defined in this notice). | **Applicable Population**: All participating students<br><br>K-3 District Reading Assessments<br>4-8 ELA CST (STAR) |
|---|---|

| | | **Baseline** *[May 2012]* | | | **Target** | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | **SY 2012-13** | | | **SY 2013-14** | | | **SY 2014-15** | | | **SY 2015-16** | | | **SY 2016-17 (Post-Grant)** | | |
| | | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R |
| **Subgroup** | **Effective Teacher or Principal** | **# of Participating Students with Effective Teacher/Principal** | **Total # of Participating Students** | **% with Effective Teachers/Principal (A/B)*100** | **# of Participating Students with Effective Teacher/Principal** | **Total # of Participating Students** | **% with Effective Teachers/Principal (D/E)*100** | **# of Participating Students with Effective Teacher/Principal** | **Total # of Participating Students** | **% with Effective Teachers/Principal (G/H)*100** | **# of Participating Students with Effective Teacher/Principal** | **Total # of Participating Students** | **% with Effective Teachers/Principal (J/K)*100** | **# of Participating Students with Effective Teacher/Principal** | **Total # of Participating Students** | **% with Effective Teachers/Principal (M/N)*100** | **# of Participating Students with Effective Teacher/Principal** | **Total # of Participating Students** | **% with Effective Teachers/Principal (P/Q)*100** |
| All K-8 participating students | Teacher | 1897 | 3802 | 49.8 | 2086 | 3802 | 54.8 | 2295 | 3802 | 60.3 | 2639 | 3802 | 69.4 | 3036 | 3802 | 79.8 | 3491 | 3802 | 91.8 |
| | Principal | 1897 | 3802 | 49.8 | 2086 | 3802 | 54.8 | 2295 | 3802 | 60.3 | 2639 | 3802 | 69.4 | 3036 | 3802 | 79.8 | 3491 | 3802 | 91.8 |
| *Latino K-8* | Teacher | 957 | 1622 | 59.0 | 1053 | 1622 | 64.9 | 1158 | 1622 | 71.3 | 1332 | 1622 | 82.1 | 1531 | 1622 | 94.3 | 1761 | 1622 | 94.3 |
| | Principal | 957 | 1622 | 59.0 | 1053 | 1622 | 64.9 | 1158 | 1622 | 71.3 | 1332 | 1622 | 82.1 | 1531 | 1622 | 94.3 | 1761 | 1622 | 94.3 |
| *White K-8* | Teacher | 769 | 1177 | 65.3 | 846 | 1177 | 71.8 | 930 | 1177 | 79.0 | 1070 | 1177 | 90.9 | 1230 | 1177 | 90.9 | 1415 | 1177 | 90.9 |
| | Principal | 769 | 1177 | 65.3 | 846 | 1177 | 71.8 | 930 | 1177 | 79.0 | 1070 | 1177 | 90.9 | 1230 | 1177 | 90.9 | 1415 | 1177 | 90.9 |
| *Low Socio-economic K-8* | Teacher | 1170 | 2302 | 50.8 | 1297 | 2302 | 56.3 | 1426 | 2302 | 61.9 | 1640 | 2302 | 71.2 | 1886 | 2302 | 81.9 | 2169 | 2302 | 94.2 |
| | Principal | 1170 | 2302 | 50.8 | 1297 | 2302 | 56.3 | 1426 | 2302 | 61.9 | 1640 | 2302 | 71.2 | 1886 | 2302 | 81.9 | 2169 | 2302 | 94.2 |
| *English Learner K-8* | Teacher | 608 | 1046 | 58.1 | 669 | 1046 | 63.9 | 786 | 1046 | 75.1 | 846 | 1046 | 80.8 | 973 | 1046 | 93.0 | 1119 | 1046 | 93.0 |
| | Principal | 608 | 1046 | 58.1 | 669 | 1046 | 63.9 | 786 | 1046 | 75.1 | 846 | 1046 | 80.8 | 973 | 1046 | 93.0 | 1119 | 1046 | 93.0 |
| *Disability K-8* | Teacher | 342 | 780 | 43.8 | 376 | 780 | 48.2 | 414 | 780 | 53.0 | 476 | 780 | 61.0 | 547 | 780 | 70.1 | 629 | 780 | 80.6 |

| **Performance Measure (All Applicants – b)**<br>b) The number and percentage of participating students, by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are an effective teacher (as defined in this notice) and an effective principal (as defined in this notice). | **Applicable Population**: All participating students<br><br>K-3 District Reading Assessments<br>4-8 ELA CST (STAR) |
|---|---|

| | | **Baseline** *[May 2012]* | | | **Target** | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | **SY 2012-13** | | | **SY 2013-14** | | | **SY 2014-15** | | | **SY 2015-16** | | | **SY 2016-17 (Post-Grant)** | | |
| | | **A** | **B** | **C** | **D** | **E** | **F** | **G** | **H** | **I** | **J** | **K** | **L** | **M** | **N** | **O** | **P** | **Q** | **R** |
| **Subgroup** | **Effective Teacher or Principal** | **# of Participating Students with Effective Teacher/Principal** | **Total # of Participating Students** | **% with Effective Teachers/Principal (A/B)*100** | **# of Participating Students with Effective Teacher/Principal** | **Total # of Participating Students** | **% with Effective Teachers/Principal (D/E)*100** | **# of Participating Students with Effective Teacher/Principal** | **Total # of Participating Students** | **% with Effective Teachers/Principal (G/H)*100** | **# of Participating Students with Effective Teacher/Principal** | **Total # of Participating Students** | **% with Effective Teachers/Principal (J/K)*100** | **# of Participating Students with Effective Teacher/Principal** | **Total # of Participating Students** | **% with Effective Teachers/Principal (M/N)*100** | **# of Participating Students with Effective Teacher/Principal** | **Total # of Participating Students** | **% with Effective Teachers/Principal (P/Q)*100** |
| | Principal | 342 | 780 | 43.8 | 376 | 780 | 48.2 | 414 | 780 | 53.0 | 476 | 780 | 61.0 | 547 | 780 | 70.1 | 629 | 780 | 80.6 |

| **Performance Measure (All Applicants – c)** [Please describe the Performance Measure in the cells below, as well as the methodology for calculating the measure.] | **Applicable Population** | **Subgroup** | **Baseline** *[May 2012]* | **Target** | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | **SY 2012-13** | **SY 2013-14** | **SY 2014-15** | **SY 2015-16** | **SY 2016-17 (Post-Grant)** |
| c) LEA Cumulative ELA Common Assessment<br><br># and % scoring Proficient and Advanced. Proficiency is set at 70% accuracy.<br><br>Goal = 10% increase each year until the LEA goal of 90% is reached. | All Students 2-8 | All participating students | 1841/2844 = 64.73% | 71.20% + | 78.32% + | 86.16% + | 94.77% | 94.77% |
| | | *Latino* | 887/1537 = 57.70% | 63.47% + | 69.82% + | 76.80% + | 84.48% + | 92.93% |
| | | *White* | 795/1090 = 72.93% | 80.22% + | 88.25% + | 97.07% | 97.07% | 97.07% |
| | | *Low Socioeconomic* | 976/1688 = 57.81% | 63.59% + | 69.95% + | 76.95% + | 84.64% + | 93.10% |
| | | *English Learners* | 538/1017 = 52.9% | 58.19% + | 64.01% + | 70.41% + | 77.45% + | 85.20% + |
| | | *Disability* | 165/337 = 48.96% | 53.86% + | 59.24% + | 65.17% + | 71.68% + | 78.85% + |
| LEA Cumulative Math Common Assessment<br><br># and % scoring Proficient and Advanced. Proficiency is set at 70% accuracy.<br><br>Goal = 10% increase each year until the LEA goal of 90% is reached. | All Students 2-8 | All participating students | 1634/2844 = 57.45% | 63.20% + | 69.51% + | 76.47% + | 84.11% + | 92.52% |
| | | *Latino* | 813/1535 = 52.96% | 58.26% + | 64.08% + | 70.49% + | 77.54% + | 85.29% + |
| | | *White* | 695/1070 = 64.95% | 71.45% + | 78.59% + | 86.45% + | 95.09% | 95.09% |
| | | *Low Socioeconomic* | 886/1678 = 52.80% | 58.08% + | 63.89% + | 70.28% + | 77.30% + | 85.03% + |
| | | *English Learners* | 527/988 = 53.34% | 58.67% + | 64.54% + | 71.00% + | 78.10% + | 85.90% + |
| | | *Disability* | 174/341 = 51.02% | 56.12% + | 61.73% + | 67.91% + | 74.70% + | 82.17% + |

## (E)(3) Performance Measures – Required for applicants with participating students in grades PreK-3

| **Performance Measure (Grades PreK-3 – a, b)** [Please describe the Performance Measure in the cells below, as well as the methodology for calculating the measure.] | **Applicable Population** | **Subgroup** | **Baseline** *May 2012* | **Target** | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | **SY 2012-13** | **SY 2013-14** | **SY 2014-15** | **SY 2015-16** | **SY 2016-17 (Post-Grant)** |
| a) Preschool Reading and Math Benchmark Assessment<br><br># and % meeting all benchmarks<br><br>Goal = 10% increase for all subgroups except Disability.<br><br>Disability Goal = 20% increase each year. | Preschool Reading and Math | All participating students | 79/114 = 69.29% | 76.22% + | 83.84% + | 92.22% | 92.22% | 92.22% |
| | | *Latino* | 39/66 = 59.09% | 65.00% + | 71.50% + | 78.65% + | 86.51% + | 95.17% |
| | | *White* | 31/41 = 75.60% | 83.16% + | 91.48% | 91.48% | 91.48% | 91.48% |
| | | *Low Socioeconomic* | 53/79 = 67.08% | 73.79% + | 81.17% + | 89.28% + | 98.21% | 98.21% |
| | | *English Learner* | 22/43 = 51.16% | 56.28% + | 61.90% + | 68.09% + | 74.90% + | 82.39% + |
| | | *Disability* | 0/10 = 0% | 12% + | 14.4% + | 17.28% + | 20.73% + | 24.88% + |
| b) Desired Results Developmental Profile (DRDP)<br><br>Self and Social Development<br><br>Goal = 10% increase for all subgroups except Disability.<br><br>Disability Goal = 20% increase each year. | Preschool | All participating students | 125/137 = 91.24% | 100% | 100% | 100% | 100% | 100% |
| | | *Latino* | 89/97 = 91.75% | 100% | 100% | 100% | 100% | 100% |
| | | *White* | 34/36 = 94.44% | 100% | 100% | 100% | 100% | 100% |
| | | *Low Socioeconomic* | 125/137 = 80.48% | 88.53% + | 97.38% | 100% | 100% | 100% |
| | | *English Learner* | 33/41 = 80.48% | 88.53% + | 97.38% | 100% | 100% | 100% |
| | | *Disability* | 0/10 = 0% | 12% + | 14.4% + | 17.28% + | 20.73% + | 24.88% + |

| **Performance Measure (Grades PreK-3 – a, b)** [Please describe the Performance Measure in the cells below, as well as the methodology for calculating the measure.] | **Applicable Population** | **Subgroup** | **Baseline** *May 2012* | **Target** | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | **SY 2012-13** | **SY 2013-14** | **SY 2014-15** | **SY 2015-16** | **SY 2016-17 (Post-Grant)** |
| a) LEA Reading Assessment<br>Meeting/Exceeding all benchmarks<br><br>LEA Goal is 90% for each subgroup. | K-1 Reading | All participating students | 601/787 = 76.30% | 83.93% + | 92.32% | 92.32% | 92.32% | 92.32% |
| | | *Latino* | 348/472 = 73.72% | 81.09% + | 89.20% + | 98.12% | 98.12% | 98.12% |
| | | *White* | 215/253 = 84.98% | 93.48% | 93.48% | 93.48% | 93.48% | 93.48% |
| | | *Low Socioeconomic* | 358/488 = 73.36% | 80.70% + | 88.77% + | 97.64% | 97.64% | 97.64% |
| | | *English Learner* | 217/299 = 72.57% | 79.83% + | 87.81% + | 96.59% | 96.59% | 96.59% |
| | | *Disability* | 27/97 = 27.84% | 30.62% + | 33.69% + | 37.06% + | 40.76% + | 44.84% + |
| b) End of the Year Effort Grade on the Report Card for Reading/ELA.<br><br># and % scoring Satisfactory and above in Effort for ELA on the Report Card.<br><br>Goal = 100% of each subgroup scoring Satisfactory and above in Effort for ELA on the Report Card. | K-1 | All participating students | 753/822 = 91.6% | 100% | 100% | 100% | 100% | 100% |
| | | *Latino* | 388/432 = 89.81% | 98.79% | 100% | 100% | 100% | 100% |
| | | *White* | 225/294 = 76.53% | 84.18% + | 92.60% | 100% | 100% | 100% |
| | | *Low Socioeconomic* | 504/553 = 91.14% | 100% | 100% | 100% | 100% | 100% |
| | | *English Learner* | 280/310 = 90.32% | 99.35% | 100% | 100% | 100% | 100% |
| | | *Disability* | 109/130 = 83.85% | 92.24% | 100% | 100% | 100% | 100% |

| **Performance Measure (Grades PreK-3 – a, b)** [Please describe the Performance Measure in the cells below, as well as the methodology for calculating the measure.] | **Applicable Population** | **Subgroup** | **Baseline** *May 2012* | **Target** | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | **SY 2012-13** | **SY 2013-14** | **SY 2014-15** | **SY 2015-16** | **SY 2016-17 (Post-Grant)** |
| LEA Math Cumulative Assessment.<br><br># and % Scoring Proficient and Advanced.<br><br>LEA Goal is 90% proficient/advanced. Proficiency is set at 70% accuracy. | K-1 Math | All participating students | 657/787 = 83.40% | 91.74% | 91.74% | 91.74% | 91.74% | 91.74% |
| | | *Latino* | 379/470 = 80.64% | 88.70% + | 97.57% | 97.57% | 97.57% | 97.57% |
| | | *White* | 228/253 = 90.11% | 99.12% | 99.12% | 99.12% | 99.12% | 99.12% |
| | | *Low Socioeconomic* | 389/487 = 79.88% | 87.87% + | 96.65% | 96.65% | 96.65% | 96.65% |
| | | *English Learner* | 117/299 = 39.13% | 43.04% + | 47.35% + | 52.08% + | 57.29% + | 63.02% + |
| | | *Disability* | 63/97 = 64.95% | 71.45% + | 78.59% + | 86.45% + | 95.09% | 95.09% |

| **Performance Measure (Grades PreK-3 – a, b)** [Please describe the Performance Measure in the cells below, as well as the methodology for calculating the measure.] | **Applicable Population** | **Subgroup** | **Baseline** *May 2012* | **Target** | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | **SY 2012-13** | **SY 2013-14** | **SY 2014-15** | **SY 2015-16** | **SY 2016-17 (Post-Grant)** |
| c) LEA ELA Cumulative Assessment<br><br># and % scoring Proficient and Advanced. Proficiency is set at 70% accuracy.<br><br>LEA Goal is 90% for each subgroup. | 2-3 ELA | All participating students | 540/822 = 65.69% | 72.26% + | 79.48% + | 87.43% + | 96.18% | 96.18% |
| | | *Latino* | 289/442 = 65.38% | 71.92% + | 79.11% + | 87.02% + | 95.72% | 95.72% |
| | | *White* | 231/307 = 75.24% | 82.76% + | 91.04% | 91.04% | 91.04% | 91.04% |
| | | *Low Socioeconomic* | 327/522 = 62.64% | 68.90% + | 75.79% + | 83.37% + | 91.71% | 91.71% |
| | | *English Learner* | 161/298 = 54.03% | 59.43% + | 65.38% + | 71.91% + | 79.11% + | 87.02% + |
| | | *Disability* | 73/124 = 58.87% | 64.76% + | 71.23% + | 78.36% + | 86.19% + | 94.81% |
| d) End of the Year Effort Grade on the Report Card for Reading/ELA.<br><br># and % scoring Satisfactory and above in Effort for ELA on the Report Card.<br><br>Goal = 100% of each subgroup scoring Satisfactory and above in Effort for ELA on the report card. | 2-3 | All participating students | 747/827 = 90.32% | 99.35% | 100% | 100% | 100% | 100% |
| | | *Latino* | 409/456 = 89.69% | 98.66% | 100% | 100% | 100% | 100% |
| | | *White* | 358/387 = 92.51% | 100% | 100% | 100% | 100% | 100% |
| | | *Low Socioeconomic* | 376/449 = 83.74% | 92.11% | 100% | 100% | 100% | 100% |
| | | *English Learner* | 233/276 = 84.42% | 92.86% | 100% | 100% | 100% | 100% |
| | | *Disability* | 110/128 = 85.94% | 94.53% | 100% | 100% | 100% | 100% |

| **Performance Measure (Grades PreK-3 – a, b)** [Please describe the Performance Measure in the cells below, as well as the methodology for calculating the measure.] | **Applicable Population** | **Subgroup** | **Baseline** *May 2012* | **Target** | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | **SY 2012-13** | **SY 2013-14** | **SY 2014-15** | **SY 2015-16** | **SY 2016-17 (Post-Grant)** |
| LEA Math Cumulative Assessment.<br><br># and % scoring Proficient and Advanced. Proficiency is set at 70% accuracy.<br><br>LEA Goal is 90% for each subgroup. | 2-3 Math | All participating students | 576/827 = 69.65% | 76.62% + | 79.48% + | 87.43% + | 96.18% | 96.18% |
| | | *Latino* | 319/442 = 72.17% | 79.39% + | 87.33% + | 96.06% | 96.06% | 96.06% |
| | | *White* | 247/304 = 81.25% | 89.38% + | 98.31% | 98.31% | 98.31% | 98.31% |
| | | *Low Socioeconomic* | 381/522 = 72.99% | 80.29% + | 98.32% + | 97.15% | 97.15% | 97.15% |
| | | *English Learner* | 168/248 = 67.74% | 74.51% + | 81.97% + | 90.16% | 99.18% | 99.18% |
| | | *Disability* | 86/124 = 69.35% | 76.29% + | 83.91% + | 92.30% | 92.30% | 92.30% |

## (E)(3) Performance Measures – Required for applicants with participating students in grades 4-8

| **Performance Measure (Grades 4-8 – a)**<br>a) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice). | **Applicable Population**:<br>[STAR Math 4-8]<br>California Standards Test |
|---|---|

| | **Baseline** *[May 2012]* | | | **Target** | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | **SY 2012-13** | | | **SY 2013-14** | | | **SY 2014-15** | | | **SY 2015-16** | | | **SY 2016-17 (Post-Grant)** | | |
| | **A** | **B** | **C** | **D** | **E** | **F** | **G** | **H** | **I** | **J** | **K** | **L** | **M** | **N** | **O** | **P** | **Q** | **R** |
| **Subgroup** | **# Participating Students who are on track to college- & career-readiness** | **Total # of Participating Students** | **% who are on track to college- & career-readiness (A/B)*100** | **# Participating Students who are on track to college- & career-readiness** | **Total # of Participating Students** | **% who are on track to college- & career-readiness (D/E)*100** | **# Participating Students who are on track to college- & career-readiness** | **Total # of Participating Students** | **% who are on track to college- & career-readiness (G/H)*100** | **# Participating Students who are on track to college- & career-readiness** | **Total # of Participating Students** | **% who are on track to college- & career-readiness (J/K)*100** | **# Participating Students who are on track to college- & career-readiness** | **Total # of Participating Students** | **% who are on track to college- & career-readiness (M/N)*100** | **# Participating Students who are on track to college- & career-readiness** | **Total # of Participating Students** | **% who are on track to college- & career-readiness (P/Q)*100** |
| All participating students | 1285 | 2109 | 60.9 | 1414 | 2109 | 67.0 | 1555 | 2109 | 73.7 | 1711 | 2109 | 81.1 | 1882 | 2109 | 89.2 | 2070 | 2109 | 98.1 |
| *Latino* | 720 | 1133 | 63.5 | 792 | 1133 | 69.9 | 871 | 1133 | 76.9 | 959 | 1133 | 84.6 | 1054 | 1133 | 93.0 | - | 1133 | - |
| *White* | 546 | 827 | 66.0 | 600 | 827 | 72.6 | 660 | 827 | 79.8 | 726 | 827 | 87.8 | 799 | 827 | 96.6 | - | 827 | - |
| *Low Socioeconomic* | 727 | 1330 | 54.6 | 800 | 1330 | 60.1 | 880 | 1330 | 66.1 | 968 | 1330 | 72.7 | 1064 | 1330 | 80.0 | 1171 | 1330 | 88.0 |
| *English Learner* | 405 | 746 | 54.3 | 500 | 746 | 67.0 | 550 | 746 | 73.7 | 604 | 746 | 81.0 | 662 | 746 | 86.7 | 731 | 746 | 98.0 |
| Disability | 64 | 205 | 31.2 | 70 | 205 | 34.3 | 77 | 205 | 37.7 | 85 | 205 | 41.4 | 94 | 205 | 45.8 | 103 | 205 | 50.2 |

| **Performance Measure (Grades 4-8 –b, c)** [Please describe the Performance Measure in the cells below, as well as the methodology for calculating the measure.] | **Applicable Population** | **Subgroup** | **Baseline** *[May 2012]* | **Target** | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | **SY 2012-13** | **SY 2013-14** | **SY 2014-15** | **SY 2015-16** | **SY 2016-17 (Post-Grant)** |
| b) District ELA Cumulative Assessment<br><br># and % scoring Proficient and Advanced. Proficiency is set at 70% accuracy.<br><br>District Goal is 90% for each subgroup with an expectation of 10%+ growth yearly. | *4-8 ELA* | All participating students | 1292/2046 = 63.10% | 69.41% + | 76.35% + | 83.98% + | 92.38% | 92.38% |
| | | *Latino* | 985/1633 = 60.32% | 66.35% + | 72.99% + | 80.29% + | 88.31% + | 97.14% |
| | | *White* | 810/1077 = 75.21% | 82.73% + | 91.00% | 91.00% | 91.00% | 91.00% |
| | | *Low Socioeconomic* | 1060/1733 = 61.17% | 67.29% + | 74.02% + | 81.42% + | 89.56% + | 98.52% |
| | | *English Learner* | 621/1104 = 56.25% | 61.88% + | 68.06% + | 74.87% + | 82.36% + | 90.59% |
| | | *Disability* | 149/330 = 45.15% | 49.67% + | 54.63% + | 60.09% + | 66.10% + | 72.71% + |
| c) End of Year Effort Grade on the Report Card for ELA<br><br># and % scoring Satisfactory and above in Effort for ELA on the report card.<br><br>Goal = 100% scoring Satisfactory and above in Effort for ELA on the report card. | *4-8* | All participating students | 1452/2153 = 67.44% | 74.18% + | 81.60% + | 89.76% + | 98.74% | 100% |
| | | *Latino* | 806/1202 = 67.05% | 73.76% + | 81.13% + | 89.24% + | 98.17% | 100% |
| | | *White* | 626/864 = 72.45% | 79.70% + | 87.66% + | 96.43% | 100% | 100% |
| | | *Low Socioeconomic* | 860/1345 = 63.94% | 70.33% + | 77.73% + | 85.10% + | 93.61% + | 100% |
| | | *English Learner* | 507/753 = 67.33% | 74.06% + | 81.47% + | 89.62% + | 98.58% | 100% |
| | | *Disability* | 191/309 = 61.81% | 67.99% + | 74.79% + | 82.27% + | 90.50% | 99.55% |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| LEA Math Cumulative Assessment<br><br># and % scoring Proficient and Advanced. Proficiency is set at 70% accuracy.<br><br>LEA Goal is 90% for each subgroup with an expectation of 10%+ growth yearly. | *4-8 Math* | All participating students | 1024/2046 = 50.00% | 55.00% + | 60.50% + | 55.55% + | 73.20% + | 80.52% + |
| | | *Latino* | 494/1093 = 45.20% | 49.72% + | 54.69% + | 60.16% + | 66.18% + | 72.80% + |
| | | *White* | 347/456 = 76.10% | 83.71% + | 92.08% | 92.08% | 92.08% | 92.08% |
| | | *Low Socioeconomic* | 505/658 = 76.75% | 84.43% + | 92.87% | 92.87% | 92.87% | 92.87% |
| | | *English Learner* | 234/501 = 46.71% | 51.38% + | 56.52% + | 62.17% + | 68.39% + | 75.23% + |
| | | *Disability* | 88/217 = 40.55% | 44.61% + | 49.07% + | 53.97% + | 59.37% + | 65.31% + |

**(E)(4) Evaluating effectiveness of investments**

Internal evaluation experts will work with an expert external evaluator to evaluate Race to the Top-District funded activities, such as professional development and activities that employ technology, working with community partners, evaluation reform and modification of school schedules and structures. This partnership involves our work with a preeminent educational research, development and service organization. Please see Appendix E-2 for the evaluation technical assistance for feedback on program progress.

**Section E: Evaluation Action Plan**

| Goals | Activities | Timelines | Deliverables | Responsible Parties |
|---|---|---|---|---|
| 1. Implementing proposal for timely and regular improvement feedback with public sharing of progress for quality of investments. | Cities and Schools Together (CAST), Board Meetings, District Advisory Committee (DAC), School Site Council (SSC), and District English Learner Advisory Committee (DELAC) feedback and union communication meetings scheduled to include improvement feedback. | By August 2013 and reoccurring each grant implementation year. | Master Calendar of Feedback Sessions | Superintendent |
| 2. On-going communication and engagement with internal and external stakeholders. | On-line, conference call and face-to-face meetings scheduled with internal and external proposal stakeholders. | On-going each month. | Proposal adjustments based upon on-going communications. | Superintendent<br>Bright Future Administrator |

| | | | | |
|---|---|---|---|---|
| | Schools communicate proposal progress and seek input through written and electronic communications and surveys. | On-going Fall, Winter Spring: | Survey Results, Committee or Focus Group Input resulting in proposal improvements or adjustments. | Bright Future Administrator<br>School Bright Future Administrators |
| | News media and City of Galt communicates proposal activities and feedback opportunities. | Following trimester or quarterly consortium student performance data sharing. | Local and regional Media Coverage and City of Galt Quarterly Publications | Superintendents<br>City Manager<br>Bright Future Administrator |
| 3. Use, adaptation or selection of ambitious yet achievable performance measures. | Current, adapted or new performance measures are finalized with internal and external expert collaboration and research.<br>Examples include 1.) research for Smarter Balanced formative academic leading indicator options and 2.) Healthy Kids Adaption for additional grade levels for social-emotional growth. | Phase 1: By May 2013<br>Phase 2: By May 2014<br>Phase 3: By May 2015 | Performance measures adapted or selected for articulated measurement for academic and social-emotional growth. | Director of Curriculum<br>Bright Future Administrator<br>Academic and External Assessment Expert |
| 4. Evaluating effectiveness of investments. | Internal and external evaluation staff meetings scheduled. | By April 2013 | Schedule of Evaluation Meetings | Bright Future Administrator<br>External Evaluation Expert |

| | | | | |
|---|---|---|---|---|
| | Data collection and progress indicators for results improvement determined for professional development, educator evaluation, personalized learning, blended learning and pathways. | By May 2013 | Evaluation indicators matrix for data collection proposal areas. | Bright Future Administrator<br>School Bright Future Administrator<br>External Evaluation Expert |
| | Proposal leaders informed of evaluation process and checkpoints. | By June 2013 | Leaders representing key proposal organizations informed of evaluation process and checkpoints. | Superintendent<br>City Manager<br>Principals |

**F. Budget and Sustainability**

**(F)(2) Sustainability of project goals**

The **Bright Future for Galt** Students projects – Personalized Learning Plan to Learning Pathways, Blended to Extended Learning Pathways, and Continuous Improvement are built on capacity building plans that will enable the LEA to sustain Personalized Learning Environments beyond the end of the grant funding period. State "per student" revenue, and local tax revenues, as well as State categorical resources such as Economic Impact Aid (EIA) for state compensatory education and English Learner (EL) students, along with After School Education And Safety (ASES) will provide funding streams to sustain Personalized Learning Environments in the small community of Galt, California, USA. Federal revenues such as ESEA Title I and Title II will further support delivery of the Common Core State Standards (CCSS) through personalized instruction that leaves every student from Galt, California ready for college and career.

The initial project cost of sustaining the Personalized Plan to Learning pathways is approximately $178,507 annually. As we build the capacity of a high quality workforce support of administrators at the school site level will have decreased by Year 5. Professional Learning Communities (PLCs) will become the mechanism for developing Personalized Learning Plans (PLPs) for each student and will utilize a combination of student achievement data sources along with, observation feedback from the teacher observation/evaluation process in order to make instructional decisions and maintain high quality instruction. This will decrease the need of administrative support required in the first four years of the grant award period. In order to maintain the integrity of the project, the middle school counselor will continue to provide student direction via academic counseling. Strengths based training testing will continue for all new students. Staff development will continue for teachers new to the LEA to ensure their success in creating and monitoring strengths based personalized learning plans. Home visits to households of preschool-aged children will continue to be essential for the identification of students for early services and will be funded from State Preschool funding along with First Five Funding at the local level.

The cost of sustaining Blended to Extended Learning Pathways is approximately $1,137,418 annually. This project is essential to maintain Personalized Learning Environments and is ongoing. The Blended Learning portion of the project would be funded with State "per pupil" revenue annually as it would become an integral part of our "core" instruction program for students. The State ASES after school grant will help to fund the Extended Learning portions of the proposal after school. Additional support from County and City library systems is also expected for the Extended Learning portion.

The cost of sustaining the Continuous Improvement Student/Education project is approximately $58,071 annually. This is easily sustained using Federal Title I and Title II funding for ongoing staff development. The online evaluation tool will continue to be used each year as teachers monitor their own personalized professional growth in a Professional Learning Community that includes teachers, administrators, parents, students, classified staff, and community members in Galt, California, USA.

Plan details are provided below and a 3-year sustainability budget is provided in Appendix F-1.

| Goal | Description of Activities or Actions | Responsible Party | Timeline | Cost Items as Described in Part XI |
|---|---|---|---|---|
| **Implement Personalized Plan to Learning Pathways** | | | | |
| | Provide staffing for implementation | Superintendent and Advisory Board | 07/2013 – 06/2014<br>07/2014 – 06/2015<br>07/2015 – 12/2016<br>08/2013 – 06/2019 | 6 FTE Administrator<br>3 FTE Administrator<br>1.5 FTE Administrator<br>1 FTE Counselor |

| | | | | |
|---|---|---|---|---|
| | | | 08/2013 – 06/2015 | 1 FTE Social Worker |
| | | Personalized Learning Plan Administrators | 07/2013 – 06/2014<br>07/2014 – 06/2015<br>07/2015 – 12/2016 | 6 FTE Secretary<br>3 FTE Secretary<br>1.5 FTE Secretary |
| | Provide Strengths Based Training | Superintendent, Director of Business | 06/2013 – 08/2015 | Payroll costs, contractor provided training |
| | Technology Training Stipends | Director of Curriculum, Director of Ed. Services | 06/2013 – 08/2015 | Payroll costs |
| | Materials for Strengths Based Training Testing | Superintendent, Director of Curriculum | 02/2013 – 06/2019 | Student and teacher materials |
| | (b)(4) for students in classrooms | Director of Ed. Services, Technology Coordinator | 02/2013 – 06/2016 | 2,200 student technology devices |
| | Supplies for personalized plans | School Site Principals | 02/2013 – 06/2019 | Supplies and copy costs |
| | Computers for site administrators and clerical | Technology Coordinator | 02/2013 – 06/2013 | 12 Computers |
| | Staff Development | Director of Curriculum | 06/2013 – 06/2016 | Strengths Based training |
| | Staff Development | Director of Curriculum | 06/2013 – 06/2016 | ICP Technology training |
| | Early Assessment of | Prevention and Intervention Academic | 12/2012 – 06/2019 | Assessment of 65 Pre-K |

| | | | | |
|---|---|---|---|---|
| | Pre-Kindergarten | Coordinator for Lead LEA | | students annually |
| **Implement Blended to Extended Learning Pathways** | | | | |
| | Provide staffing for implementation | Superintendent, Advisory Board | 03/2013 – 06/2019 | .5 FTE Blended Learning Administrator K-8 |
| | | Superintendent | 06/2013 – 06/2014 | .60 Service Learning Coordinator |
| | | Superintendent, Director of Curriculum | 03/2013 – 06/2019 | 1 FTE Coordinator of Extended Learning |
| | | Director of Curriculum | 08/2013 – 06/2019 | 6 FTE Library Technicians |
| | | LEA Principals | 08/2013 – 06/2019 | 4.5 FTE Virtual Learning Instructional Assistants |
| | | Blended Learning Administrator | 03/2013 – 06/2019 | .5 FTE Secretary to Blended Learning |

| | | | | |
|---|---|---|---|---|
| | Enhance technology infrastructure for "repurposed" libraries | Director of Educational Services, Technology Coordinator | 02/2013 – 06/2013 | 6 computer servers, 1 at each LEA site |
| | Provide Technology for Blended Learning Administrator and clerical support staff | Coordinator of Technology | 02/2013 – 06/2013 | 3 computers and 3 printers |
| | Provide students and community with increased access to technology and broadband service | Coordinator of Technology | 02/2013 – 06/2016 | 1,440 (b)(4) total by the end of the grant period for extended learning and "repurposed" libraries |
| | Supplies for blended/extended learning | Blended Learning Administrator<br><br>Coordinator of Extended Learning | 03/2013 – 06/2019 | Student, clerical, library supplies and copies |
| | Provide more community access to library materials | Technology Coordinator | 02/2013 – 06/2019 | Annual licensing of library software for 6 school sites |
| | Provide high quality Common Core digital courses for blended/extended learning with supplies for blended learning | Director of Educational Services of, Director of Curriculum | 03/2013 – 06/2019 | Virtual Learning courses for LEA site's students |

| | | | | |
|---|---|---|---|---|
| | Provide staff development in Virtual Learning teaching techniques | Director of Curriculum | 06/2013 – 06/2019 | Virtual Learning courses for teacher staff development |
| | Provide wireless access for extended learning in repurposed libraries | Technology Coordinator | 01/2013 – 06/2013 | 1 Wireless access point per site |
| **Engage as Professional Learning Communities for Continuous Improvement** | | | | |
| | Provide for and build capacity for teacher leadership | Director of Curriculum | 08/2013 – 06/2016 | 3 FTE Academic Coach in each of the grant years 2-4 |
| | Provide High Quality Professional Development in order to maintain a highly qualified staff | Director of Curriculum | 06/2013 – 06/2019 | High Quality First Teaching training for 275 teachers by the end of the grant period. Ongoing for new teachers |
| | Provide updated and mobile technology for teacher access to the robust data system, online teacher evaluation linked to professional development | Coordinator of Technology | 04/30/2013 | 200 laptops for teachers at K-8 sites |

| | | | | |
|---|---|---|---|---|
| | Provide Online Evaluation tools linked with High Quality Professional Development of Common Core State Standards and California Standards for the Teaching Profession | Director of Educational Services | 04/2013 – 06/2019 | School Improvement Network contract that includes licensing at all school sites |
| | Provide proven, research-based calibration training for evaluators in order to enhance principal effectiveness in the teacher evaluation process | Director of Educational Services | 04/30/2013 | Contract with School Improvement Network for Inter-Rater Reliability Training |
| | Provide enhancements to the student performance data systems to include customization during the grant period to provide more robust features appropriate to the development and implementation of Common Core State Standards Assessments | Director of Curriculum Principals | 06/2013 – 04/2016 | Robust student performance data systems |

| | | | | |
|---|---|---|---|---|
| | Provide continuous improvement evaluation systems and support | Superintendent | 03/2013 – 06/2016 | Contracts with public and/or private educational reform/support agencies |

# X. COMPETITIVE PREFERENCE PRIORITY

| **Competitive Preference Priority** |
| --- |
| The **Bright Future for Galt Students** LEA recognizes the power of integrating partnership supports, opportunities and services for students and families in order to personalize college and career success for all students. Every school location is a *neighborhood treasure* for learning, support and enrichment. The proposal further extends the personalized learning approach for Galt's students to its families in alignment with the Galt Youth Master Plan where the **mission** reflects "a belief that *positive youth development hinges on the existence on the existence of supportive communities* and a **vision** that the *Galt community is a place where all our children and youth are ready for college, work and life. All our families and community members are supportive. All our leaders are effective*." Please see Appendix X-1 for Cities and Schools Together (CAST) membership and mission along with the Galt Youth Master Plan.<br><br>**(1)** **<u>Partnership Description:</u>** The approach of expanding student and family supports through partnerships builds upon our pre-kindergarten early learning efforts and is continued throughout each student's personalized learning path, using pre-kindergarten home visits, and year-round and evening family literacy and college and career awareness opportunities at every school LEA location and Galt's unique community settings. The partnerships emphasize support for high need students and their families, including students in poverty, homeless students, English Learners and students with disabilities.<br><br>Our **Bright Future for Galt Students** LEA partnerships include organizations representing school readiness, school systems, community college, city agencies, youth-serving agencies, community-based organizations, business and service groups, workforce development agencies, health, faith-based, federal programs and regional or state non-profits or foundations. The **Bright Future Centers** at school locations will serve as the partnership hubs for after school and year-round supports and opportunities during school, after school and evenings. Please see Appendix X-2. |

**Table 1: Strategic Partnerships: Roles and Commitment**

| STRATEGIC PARTNERSHIPS: ROLES AND COMMITMENT |
|---|
| **FIRST 5 SCHOOL READINESS**<br><br>**School Readiness Program**: Supports cradle to pre-kindergarten transition of children and families to GJUESD schools through health services, early care and education including children in special education, parent and education classes, and a preschool and kindergarten collaborative for effective transition.<br><br>**Child Signature Program**: supports Readiness Assessment- to determine strengths and challenges of preschool classrooms and Quality Improvement- designed to provide targeted training for preschool classrooms |
| **LEA PARTNERS**<br><br>**Galt Joint Union Elementary School District**: **Bright Future Centers** open year-round, after-school and in evenings for students and families. The After School Education Safety (ASES) programs will be coordinated for personalized student and family learning opportunities.<br><br>**Galt Joint Union High School District**: Coordinates and articulates Career Pathways activities including the High School 21st Century after school activities in coordination with GJUESD for homework tutoring and service learning at school and community locations in after school and summer opportunities. College and Career Academy expansion efforts will be articulated with GJUESD. |
| **MIGRANT EDUCATION**<br><br>**Region 2 Migrant Education Services:** Supports migrant families with children ages 0-22 in Galt with a variety personalized services that include health services, after-school ELA and Math intervention groups for students, regular parent meetings, 4-week summer ELA and Math Academy for grades Prek-8, and enrichment educational fieldtrips. |
| **COMMUNITY COLLEGE**<br><br>**San Joaquin Delta College** supports family field trips for college readiness and Early Childhood Education coursework in Galt leading to ECE work permits or degree. |
| **CITY AGENCIES** |

**City Manager's Office**: Host Cities and Schools Together (CAST) meetings for on-going Youth Master Plan implementation.

**Galt Parks and Recreation**: Provides staffing for after school programs and coordinates applicable workshops at schools.

**City and County Library**: Supports year round family literacy components and increased literacy and technology access at school locations.

**Galt Police Department**: Ensures location safety and participates in youth development efforts.

**LOCAL YOUTH-SERVING ORGANIZATIONS**

**Galt Boy and Girl Scouts** and **Galt 4-H**: Lead or support service learning events or enrichment activities with students and/or families.

**LOCAL COMMUNITY-BASED ORGANIZATIONS**

**Sunshine Food and Clothes Closet/ Galt Community Resources**: Provides food, clothing and referral services for families in need at School Readiness Center.

**Galt Neighbors Community Gardening**: Involves students and families in organic gardening opportunities at school or community locations.

**Galt Historical Society and McFarland Living History Ranch**:

Supports service learning field trips for hands-on history and environmental education opportunities.

**Galt horse Assisted Learning and Enrichment Program (GALEP):** Provides youth with leadership, emotional, cognitive and physical development through horsemanship and riding.

**Community of Character Coalition**: Supports youth in character education development and recognition.

**BUSINESS AND SERVICE GROUPS**

**Galt Herald Newspaper**: On-going local media coverage for outreach, celebration, volunteer recruitment, and communicating resources needs.

**Galt Chamber of Commerce, Galt Rotary, Galt Kiwanis** and **Lions Club**: Donations and volunteers.

**REI:** Provides technical assistance and field trip donations for youth and family outdoor service learning and youth/family camps.

**(2)** The **desired results** apply to all high-needs populations served in the LEA to include: low-socioeconomic, English Learners, migrant, disabilities, and foster. Student and family supports include the following educational and family and community outcomes:

1. Students enter kindergarten prepared to succeed in school
2. Students exit third grade reading at grade level
3. Students who graduate from high school college and career ready
4. Family literacy for student learning and family capacity building
5. Community stability through adult education and employment opportunities
6. Family neighborhood access to a range of social services

**(3)** The **Bright Future for Galt Students** partnership will use and apply data to effectively serve high needs students and families through the following approaches:

(a) The partnership will **track indicators** and apply results through the use of the performance management systems and student information systems used by the LEA as done for all students participating in the broader LEA proposal. The Bright Future administrators at each school location will manage this effort in coordination with the LEA level administrator.

(b) The **use of data to target resources** to improve results for high needs students includes students in poverty, English Learners,

students with disabilities, homeless students and students in special education. Individual student's participation with partnership services will be monitored to gauge on-going improvement data. Data includes academic results, social-emotional information and family interviews or surveys.

(c) The development strategy to **scale the model beyond the participating students** includes sharing partnership models with one school "feeder districts" in outlying rural areas in Sacramento County and San Joaquin County. These districts participated with the LEA in the REACH initiative to build capacity for youth development. In addition, the City of Galt will disseminate community partnerships efforts through the California League of Cities conference.

(d) The Bright Future partnerships will **improve results over time** by regularly reviewing and adjusting partnership efforts with students and families through year-round continuous improvement efforts including Cities And Schools Together (CAST) meetings, District Advisory Committee meetings, Board Study Sessions and School Site Council meetings.

**(4)** The **integration of services** results in a continuum of opportunities for students and families through: 1.) **Agency Referral** to address family resources needs and access. 2.) **Parent Classes** to address learning and job skills needs and support student school success 3.) **Family Learning Events and field trips** for learning, enrichment and school relationship building 4.) **Year Round Family Access to libraries and technology tools** at **Galt Bright Future Centers** at school locations. These services are described in Table 2.

**Table 2: Partnership Services Integration**

| PARTNERSHIP SERVICES INTEGRATION |
| --- |
| **AGENCY REFERRALS FOR PARENT, FAMILY OR YOUTH SERVICES: GJUESD Social Worker**: Supporting families with appropriate referrals. **First 5 School Readiness Center**: Cradle to pre-kindergarten transition through health services, early care and education. **South County Services and Sacramento Works**: Parent and student career development support. Referrals for basic needs, Spanish translation, and emergency housing vouchers. **Sunshine Food and Clothes Closet**: Supports food and clothing for families in need. |
| **PARENT CLASSES FOR STUDENT SUCCESS AND LEARNING NEEDS: FIRST 5**: Pre-kindergarten family jumpstarting events for kindergarten preparation and workshops. **BRIGHT FUTURE Centers**: PreK-8 Parenting workshops: homework, youth development, assets development, character education. **Special Education**: Parenting classes on autism and behavior support. |
| **FAMILY EVENTS, FIELD TRIPS AND SUMMER CAMPS: Family Reading and Math** Hands-on events at school locations. **Family organic gardening** through Galt Neighbors Community Garden program. **Service Learning Field Trips** and **Camps** to Cosumnes River Preserve and McFarland Living History Ranch. **GALEP Horsemanship** and riding at McCaffrey Middle School Arena. **Student Band Concerts and San Joaquin Delta College** field trips. **Galt Parks and Recreation Department** program opportunities at school or community locations. |
| **ACCESS TO LITERACY, ARTS AND CAREER RESOURCES: Marion O. Lawrence Library** family literacy events coordination, family book club, technology sharing, and job database resources. **Bright Future Centers: Library and digital media access** school year and summer for resources access and check-out. **Technology and Learning check-out and use-at - home** opportunities for family use of technology tools for standards-based learning using digital devices, tablets and other emerging resources. |

**(5)** **Capacity of staff** is built through on-going training and leadership opportunities. The **Bright Future Center** administrators will support capacity building by regularly scheduled school-based partnership meetings to share ideas, provide training and support staff leadership advancement. Key capacity building efforts for **Bright Future** partnership efforts include: continued youth development training for after school and summer support staff, digital resources and tools use, applying strengths-based learning and leadership strategies with students and families, and using data management tools for attendance and student progress:

(a) **Assessing the needs and assets of participating students** aligned with the partnership goals will involve staff capacity to know, use and apply personalized student goals and family needs related to individual student strengths and talents.

(b) **Identifying and inventorying the needs and assets of the school and community** that are aligned with goals for improving the education and family and community supports include strategic coordination with the LEA social worker and additional support staff including psychologists and counselors. These experts will conduct trainings for Bright Future staff to help them provide needed support for high needs students and families.

(c) **Creating a decision-making process and infrastructure** to select, implement and evaluate supports. This will include coordination with the School Principal, Bright Future Coordinator, School Psychologist and School Program Coach. Personalized learning plan goals and needs coupled with Single Plans for Student Achievement will support strategic decisions and infrastructure for student and family supports.

(d) **Engaging parents and families of participating students in both decision making and resolving challenge and problems**, including a combination of individual family meetings such as on-going pre-kindergarten home visits or through on-going Bright Future family events that include reflection, support debriefing and improvement ideas. Bright Future staff will participate with families in these engagement sessions.

(e) **Routinely assessing the applicant's progress in implementing its plan,** including staff participation in on-going program reflection and feedback sessions embedded into monthly program implementation meetings.

**(6) Ambitious yet achievable performance measures for students** in poverty, English Learners, students from migrant families,

homeless students and students with disabilities are detailed with on-going improvement goals in the performance table ___. The assessments include:

- Pre-kindergarten: Desired Results Developmental Profile that includes academic, social development, health and safety
- K-3: Reading and Math LEA Academic Tests and Social Emotional Assessment
- 4-8: English/Language Arts and Mathematics Cumulative Tests and Social Emotional/Engagement Assessment

**Our current status** for providing additional student and family supports is described in the following table organized by 1.) addressing social, emotional and behavioral student needs, 2.) student and family access to learning and developmental supports beyond the school day, and 3.) family preparation for student college and career needs.

| 1. ADDRESSING SOCIAL, EMOTIONAL AND BEHAVIORAL NEEDS OF STUDENTS |
|---|
| • First Five School Readiness family and student support programs.<br>• Youth Development training for after school program staff.<br>• Youth Development training for all elementary LEA administrators, two board members, Superintendent and Galt Mayor.<br>• Social work interns assigned to every elementary LEA school and supervised by School LEA Social Worker.<br>• Migrant Education Outreach Intern at middle school for student and family support and transition to high school.<br>• School psychologists trained to support personalized mental health needs.<br>• Strengths-based assessment pilot with middle school students.<br>• Elementary LEA strengths-based assessment for all school administrators, superintendent, directors, teacher union leadership and classified employees. |

| 2. STUDENT AND FAMILY ACCESS TO LEARNING AND DEVELOPMENT SUPPORTS BEYOND SCHOOL DAY |
|---|
| • Free State grant funded ASES after school programs at three of six elementary school locations.<br>• Migrant Ed. Funded afterschool Language Arts and Math tutorial services at four of six schools.<br>• Fee-based after school program for three after school locations supported by Galt Parks and Recreation program.<br>• Elementary school LEA libraries funding was cut. Libraries are re-opening through December due to fundraising.<br>• Yearly family literacy event includes Saturday library event sponsored by First 5 School Readiness and Marion O. Lawrence City Library.<br>• Yearly School Readiness and Health Fair sponsored by GJUESD and First 5.<br>• 2011 West Ed research survey on technology access demonstrates that Latino families have much less access to wireless internet, laptop computers, and phones with internet access.<br>• Approximately 200 families in need per month use the Galt Sunshine Food and Clothes Closet. |
| **3. FAMILY PREPARATION FOR STUDENT COLLEGE AND CAREER NEEDS** |
| • San Joaquin Delta College free college tuition/family capacity building program beginning in 5th grade for all students guaranteed to have tuition covered through the Passport to College Program.<br>• San Joaquin Delta College offering Early Childhood Education college coursework to parents, employees and community at the School Readiness Center.<br>• Unemployment rate in Galt is 17% with the average Galt parent not exceeding the high school level. |

The **Bright Future for Galt Students** efforts for family literacy and educational services embraces a remedy that provides families access to a variety of school or community services from college visits and applications and workforce development to exposure to music, camping and book clubs. We concur with the Freedom Schools family involvement strategy from Harvard's Year Round Learning Study: "We don't just enroll a student, we enroll a family."

**Section X: Action Plan for Partnerships Integration for Personalized Learning and High Needs Students**

| Goals | Activities | Timelines | Deliverables | Responsible Parties |
|---|---|---|---|---|
| **1.)** Personalize family capacity building for high need pre-kindergarten students through home visits. | Home visit program implemented for high need pre-kindergarten families. | By June 2013 | High needs families identified and registered for home visit program. | LEA<br><br>Prevention and Intervention Coordinator |
| **2.)** Align and extend school readiness efforts with families beyond pre-kindergarten. | Family literacy and support opportunities scheduled throughout the school year. | By June 2013 | Bright Future Centers open for students and families year-round with evening scheduling. | LEA<br><br>Prevention and Intervention Coordinator<br><br>School Bright Future Administrators<br><br>City of Galt Librarian |
| **3.)** Incorporate year-round family literacy events with community partners in varied learning environments. | Family literacy, enrichment and service learning scheduled at McFarland Living History Ranch, Cosumnes River Preserve, School and | By August 2013 | Coordinated schedule of family literacy events in varied learning and enrichment environments. | Prevention and Intervention Coordinator<br><br>Service Learning Coordinator |

| | | | | |
|---|---|---|---|---|
| | Community Gardens and GALEP therapeutic riding arena. | | | After School LEA City Program Coordinators |
| **4.)** Implement on-going college and career preparation for pre-kindergarten through grade eight students and parents. | College requirements, visitations, opportunities, costs, scholarships are communicated to students and families. | By October 2013 and on-going each year. | College presentations at schools and family literacy sessions.<br><br>College Visitations for students and families. | School Bright Future Administrators<br><br>Community College and University Support Staff |
| **5.)** Expand family learning and development access to resources and services. | Bright Future Centers are open daily and throughout the school year with evening family access. | By July 2013 | Year-round student and family access to Bright Future Centers at school locations. | School Bright Future Administrators<br><br>Principals |
| | Resources are organized and acquired for family check-out including books and technology tools. | By July 2013 | Check-out procedures published and disseminated to stakeholders. | School Bright Future Administrators<br><br>Principals |

**Competitive Preference Priority: Population-Level Desired Results**

| Population Group | Type of Result | Desired Results |
|---|---|---|
| Socioeconomically Disadvantaged | Educational, Family, Community | -Kindergarten students prepared to succeed in school.<br>-Students read, write, and solve math problems at grade level.<br>-Students graduate from high school college and career ready.<br>-Family literacy for student learning and family capacity building<br>-Community stability through adult education and employment opportunities |
| Homeless | Educational, Family, Community | -Kindergarten students prepared to succeed in school.<br>-Students read, write, and solve math problems at grade level.<br>-Students graduate from high school college and career ready.<br>-Family literacy for student learning and family capacity building<br>-Community stability through adult education and employment opportunities |
| English Learners | Educational, Family, community | -Kindergarten students prepared to succeed in school.<br>-Students read, write, and solve math problems at grade level.<br>-Students graduate from high school college and career ready.<br>-Family literacy for student learning and family capacity building<br>-Community stability through adult education and employment opportunities |
| Migrant | Educational, Family, Community | -Kindergarten students prepared to succeed in school.<br>-Students read, write, and solve math problems at grade level.<br>-Students graduate from high school college and career ready.<br>-Family literacy for student learning and family capacity building<br>-Community stability through adult education and employment opportunities |
| Disabilities | Educational, Family, Community | -Kindergarten students prepared to succeed in school.<br>-Students read, write, and solve math problems at grade level.<br>-Students graduate from high school college and career ready.<br>-Family literacy for student learning and family capacity building<br>-Community stability through adult education and employment opportunities |

| Population Group | Type of Result | Desired Results |
|---|---|---|
| Foster Care | Educational, Family, Community | Kindergarten students prepared to succeed in school.<br>-Students read, write, and solve math problems at grade level.<br>-Students graduate from high school college and career ready.<br>-Family literacy for student learning and family capacity building<br>-Community stability through adult education and employment opportunities |

## Competitive Preference Priority: Performance Measures

| Performance Measure | Applicable Population | Baseline(s) | | Target | | | | |
|---|---|---|---|---|---|---|---|---|
| | | SY 2010-11 (optional) | SY 2011-12 | SY 2012-13 | SY 2013-14 | SY 2014-15 | SY 2015-16 | SY 2016-17 (Post-Grant) |
| *ELA California Standardized Test (CST) percent Proficient and Advanced Grades 2-8*<br><br>10% increase each year in # and % Proficient and Advanced | Socioeconomically Disadvantaged | | 1050/1874 = 56.00% | 61.60% + | 67.76% + | 74.53% + | 81.98% + | 90.18% |
| | Homeless | | 164/287 = 57.10% | 62.81% + | 69.09% + | 76.00% + | 83.60% + | 91.96% + |
| | English Learners | | 513/1022 = 50.20% | 55.22% + | 60.74% + | 66.82% + | 73.50% + | 80.85%+ |
| | Migrant | | 60/127 = 47.20% | 51.92% + | 57.11% + | 62.82% + | 69.10% + | 76.01% + |
| | Disabilities | | 140/408 = 34.30% | 37.73% + | 41.50% + | 45.65% + | 50.22% + | 55.24% + |
| | Foster Care | | 10/24 = 41.60% | 45.76% + | 50.37% + | 55.37% + | 60.91% + | 67.00% + |
| *Math California Standardized Test (CST) percent Proficient and Advanced Grades 2-7*<br><br>10% increase each year in # and % Proficient and Advanced | Socioeconomically Disadvantaged | | 1097/1872 = 58.60% | 64.46% + | 70.91% + | 77.97% + | 85.79% + | 93.74% |
| | Homeless | | 146/256 = 57.00% | 62.70% + | 68.97% + | 75.87% + | 83.45% + | 91.78% |
| | English Learners | | 571/1021 = 55.90% | 61.49% + | 67.64% + | 77.40% + | 81.84% + | 90.03% + |
| | Migrant | | 68/119 = 57.10% | 62.81% + | 69.10% + | 76.00% + | 83.60% + | 91.96% + |
| | Disabilities | | 152/350 = 43.40% | 47.74% + | 52.51% + | 57.77% + | 63.54% + | 69.89% + |
| | Foster Care | | 6/22 = 27.20% | 29.92% + | 32.91% + | 36.20% + | 39.82% + | 43.80% + |

## XI. BUDGET
## BUDGET SUBPART 1: OVERALL BUDGET SUMMARY

*Note: See budget summary narrative and instructions above, in particular "Subpart 1: Overall Budget Summary Table."*

**Budget Table 1-1: Overall Budget Summary Table**
**Evidence for:** F1 **Bright Future for Galt Students**

| Budget Categories | Project Year 1 (a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Total (e) |
|---|---|---|---|---|---|
| 1. Personnel | $ 253,532.94 | $ 1,762,131.42 | $ 1,241,404.66 | $ 943,914.08 | $ 4,200,983.10 |
| 2. Fringe Benefits | $ 40,818.13 | $ 510,674.34 | $ 386,160.14 | $ 310,558.09 | $ 1,248,210.70 |
| 3. Travel | $ - | $ - | $ - | $ - | $ - |
| 4. Equipment | $ 54,000.00 | $ - | $ - | $ - | $ 54,000.00 |
| 5. Supplies | $ 679,500.00 | $ 381,000.00 | $ 381,000.00 | $ 381,000.00 | $ 1,822,500.00 |
| 6. Contractual | $ 585,175.00 | $ 557,400.00 | $ 557,400.00 | $ 557,400.00 | $ 2,257,375.00 |
| 7. Training Stipends | $ - | $ - | $ - | $ - | $ - |
| 8. Other | $ 47,400.00 | $ 27,000.00 | $ 27,000.00 | $ 27,000.00 | $ 128,400.00 |
| **9. Total Direct Costs (lines 1-8)** | **$ 1,660,426.07** | **$ 3,238,205.76** | **$ 2,592,964.80** | **$ 2,219,872.17** | **$ 9,711,468.80** |
| 10. Indirect Costs | $ 42,468.68 | $ 102,141.15 | $ 78,718.91 | $ 65,175.64 | $ 288,504.38 |
| **11. Total Grant Funds Requested (lines 9-10)** | **$ 1,702,894.75** | **$ 3,340,346.91** | **$ 2,671,683.71** | **$ 2,285,047.81** | **$ 9,999,973.18** |
| 12. Funds from other sources used to support the project | $ 836,537.32 | $ 787,857.32 | $ 787,857.32 | $ 767,177.32 | $ 3,179,429.28 |
| **13. Total Budget** | **$ 2,539,432.07** | **$ 4,128,204.23** | **$ 3,459,541.03** | **$ 3,052,225.13** | **$ 13,179,402.46** |

| | | | | | |
|---|---|---|---|---|---|
| **(lines 11-12)** | | | | | |
| | | | | | |

## BUDGET SUBPART 2: OVERALL BUDGET SUMMARY NARRATIVE

The **Bright Future for Galt Students** budget of $10 million is focused to address vision implementation elements: 1.) personalized learning and strengths-based growth plan use for every student that contributes to high school learning pathways experiences for college and career preparation 2.) college and career standards implementation and accountability for the Common Core State Standards through personalized employee training, blended learning with virtual learning tools, and project-based service learning in school, community, outdoor or virtual settings 3.) personalized evaluation practices for teachers, principals and superintendent congruent of a collaborative culture valuing capacity building, continuous learning and leadership growth opportunities and 4.) repurposed school libraries to personalized blended learning and enrichment centers (Bright Future Centers) for students, families, employees and community volunteers during school, after school and throughout the school year across the City of Galt.

Our **Bright Future for Galt Students** LEA accomplishes proposal implementation through three budget projects:
Project 1: Personalized Plan to Learning Pathways
Project 2: Blended to Extended Learning Pathways
Project 3: Continuous Improvement: Student-Educator

The four year budget embeds the funding of personalization and college and career standards learning pathways implementation throughout each project by allocating funds for strategic staffing, resources acquisition, and professional development. As educator capacity for program implementation increases, staffing needs significantly decrease in year three and four of the proposal, leading to the ability to sustain the three projects beyond the end of the grant period.

| Budget Table 2-1: Overall Budget Summary Project List<br>Evidence for: F1 Bright Future for Galt Students | | | | |
|---|---|---|---|---|
| **Project Name** | **Primary Associated Criterion and location in application** | **Additional Associated Criteria and location in application** | **Total Grant Funds Requested** | **Total Budget** |
| Personalized Plan to Learning Pathways | C1: Student Learning | C2: Teaching and Leading | $ 3,907,107.63 | $ 3,989,827.63 |
| Blended to Extended Learning Pathways | C1: Student Learning | X: Competitive Priority & A: Vision | $ 4,598,623.11 | $ 5,985,059.11 |
| Continuous Improvement: Student-Educator | C2: Teaching and Leading | C1: Student Learning & E: Continuous Improvement | $ 1,494,242.44 | $ 3,204,515.72 |
| | | | | |
| | | | **$ 9,999,973.18** | **$ 13,179,402.46** |

**Narrative Project 1: Personalized Plan to Learning Pathways**

Corresponds to primary criterion C1 with additional associated criteria C2.

The Personalized Plan to Learning Pathways Project funds the implementation of personalized plans beginning at pre-kindergarten with home visits for high needs students while leading toward learning pathways identification as students transition to high school.

Certificated and classified positions direct and support the implementation of personalized learning plans and Pathways identification and instruction for students. Positions include:

- Site Coordinators to plan, monitor, implement and evaluate student plans and progress throughout the year
- Middle School Academic Counselor to individually direct and support middle school students as they begin to direct their own personalized plan leading to high school pathways and college/career choices
- A district-wide Social Worker to support our high needs and homeless students
- Site Clerical staff to support Site Coordinators along with the input of student assessment data needed for evaluation of student plans.

Employee capacity building and professional development is funded for strengths-based learning and leadership along with technology based professional development for educators, assuring successful implementation of student individual plans.

In addition Strengths Based Testing materials along with classroom computers (b)(4) and supplies for student use will be needed for successful implementation of personalized plan use and college and career pathways goals setting.

## BUDGET SUBPART 3: PROJECT-LEVEL BUDGET SUMMARIES

*Note: See budget summary narrative and instructions above, in particular "Subpart 3: Project-Level Budget Summary Tables."*

| **Applicant Name** | **Bright Future For Galt Students** | | | | |
|---|---|---|---|---|---|
| **Project Name:** | Personalized Plan to Learning Pathways | | | | |
| **Primary Associated Criterion and Location in Application:** | C1: Student Learning | | | | |
| **Additional Associated Criteria (if any) and Location in Application:** | C2: Teaching and Leading | | | | |
| **Budget Categories** | **Project Year 1 (a)** | **Project Year 2 (b)** | **Project Year 3 (c)** | **Project Year 4 (d)** | **Total (e)** |
| 1. Personnel | $ 150,000.00 | $ 1,010,500.82 | $ 559,414.66 | $ 274,424.08 | $ 1,994,339.56 |
| 2. Fringe Benefits | $ 18,444.00 | $ 254,650.25 | $ 142,587.06 | $ 68,522.00 | $ 484,203.31 |
| 3. Travel | $ - | $ - | $ - | $ - | $ - |
| 4. Equipment | $ - | $ - | $ - | $ - | $ - |
| 5. Supplies | $ 238,500.00 | $ 189,000.00 | $ 189,000.00 | $ 189,000.00 | $ 805,500.00 |
| 6. Contractual | $ 117,490.00 | $ 105,400.00 | $ 105,400.00 | $ 105,400.00 | $ 433,690.00 |
| 7. Training Stipends | | | | $ - | $ - |
| 8. Other | $ 15,000.00 | $ 15,000.00 | $ 15,000.00 | $ 15,000.00 | $ 60,000.00 |
| **9. Total Direct Costs (lines 1-8)** | **$ 539,434.00** | **$ 1,574,551.07** | **$ 1,011,401.72** | **$ 652,346.08** | **$ 3,777,732.87** |
| 10. Indirect Costs | $ 17,313.07 | $ 55,326.68 | $ 34,884.37 | $ 21,850.64 | $ 129,374.76 |
| **11. Total Grant Funds Requested (lines 9-10)** | **$ 556,747.07** | **$ 1,629,877.75** | **$ 1,046,286.09** | **$ 674,196.72** | **$ 3,907,107.63** |

| | | | | | |
|---|---|---|---|---|---|
| | $ 41,360.00 | $ 20,680.00 | $ 20,680.00 | | $ 82,720.00 |
| **13. Total Budget (lines 11-12)** | **$ 598,107.07** | **$ 1,650,557.75** | **$ 1,066,966.09** | **$ 674,196.72** | **$ 3,989,827.63** |

| **Table 4-1: Personalized Plan to Learning Pathways** | | |
|---|---|---|
| **Cost Description** | **Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)** | **Total** |
| **1. Personnel:** | | |
| • **Personalized Learning Plan Site Administrator**<br>• Plan, direct, implement, monitor, and evaluate all student personalized plans for their site, including teacher training to implement the plans within each classroom or within virtual learning<br>• The Personalized Learning Plan Site Administrator is critical to the success of the individual plans during the initial years of the project to be able to create each student plan with staff, assist in the staff development to implement each plan and adjust each plan as necessary to fit the growing needs of each student. As the project progresses, teachers will be able to create and implement the plans so the need for a full time administrator at each site will decrease. | • $99,460 per FTE<br>• 1 FTE per elementary site = 6 FTE total<br>• Each position is 1 FTE for 210 days per year<br>• The project will need 6 FTE in year 2, Three FTE in year 3 and 1.5 FTE in year 4.<br>• This position will not be ongoing after the grant period | Year 1 = $0<br><br>Year 2 = $596,760<br><br>Year 3 = $298,380<br><br>Year 4 = $149,190<br><br>**Total = $1,044,330** |
| • **Academic Middle School Counselor**<br>• Support students at the middle school level with the more intricate parts of guiding their individual plans toward high school courses to be college and career ready<br>• The Academic Counselor is critical at the middle school | • $65,131 per FTE<br>• 1 FTE for the middle school site<br>• The position will be for 200 days per year<br>• The project will need 1 FTE counselor during years 2-4 of the project | 3 years = **$195,393.00** |

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| level as students become more involved in their own plans. The counselor will help guide them to their goal by assuring they are scheduled for classes and virtual learning in the correct sequence, etc. leading into high school course work. | • This position will be ongoing after the grant period | |
| • **Strengths Based Training Stipends**<br>• Per teacher stipends for additional time to be trained in the use of the Strengths Based testing procedures to best develop the personalized learning plans<br>• This training is critical to teachers to prepare them for the implementation of the personalized plans in the classroom | • $500 per teacher in year 1<br>• $250 per teacher in year 2 & 3<br>• 200 teachers in year one, 150 teachers in year two, 70 teachers in year three<br>• Stipends will not be needed after the end of the grant period | Year 1 = $100,000<br><br>Year 2 = $37,500<br><br>Year 3 = $17,500<br><br>**Total = $155,000 .00** |
| • **Individual Learning Plan Technology Training Stipends**<br>• Per teacher stipends for additional time to be trained in individualized learning plan technological uses and implementation, including the use of technology through (b)(4) (b)(6) s, etc.<br>• This training is critical to teachers to prepare them for the implementation of the personalized plans in the classroom using technology | • $250 per teacher in years 1, 2, & 3<br>• 200 teachers in year one, 100 teachers in year two, 50 teachers in year three<br>• Stipends will not be needed after the end of the grant period | Year 1 = $50,000<br><br>Year 2 = $25,000<br><br>Year 3 = $12,500<br><br>**Total =87,500.00** |
| • **Secretary to the Personalized Learning Plan Site Administrator**<br>• Assists the Personalized Learning Plan site Administrator with needed clerical skills to write each plan, input student assessment data, contact students/parents, schedule meetings, etc.<br>• The secretary will assure accurate input of assessment data that will be used to develop and monitor each plan and will also assure a seamless transition of each plan to teachers, parents and students<br>• This position will not be ongoing after the grant period | • $40,068.72 per FTE<br>• 1 FTE for each elementary site = 6 FTE<br>• The position will be a 12 month full time position<br>• The project will need 6 FTE in year 2, Three FTE in year 3 and 1.5 FTE in year 4. | Year 1 = $0<br><br>Year 2 = $240,412.32<br><br>Year 3 = $120,206.16<br><br>Year 4 = $60,103.08<br><br>**Total = $420,721.56** |

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| • **Social Worker**<br>• Works directly with high risk students and parents to assure participation in the personalized plans, along with assuring adequate access for homeless students<br>• This position is critical to reach our high population of high risk students, both in poverty and in homeless conditions | • $60,930 per FTE<br>• .75 FTE during years 2 and 3<br>• Title I funding will be used to support an additional .25 FTE in years 2 and 3<br>• This position will not be ongoing after the 3rd year | Year 1 = $0<br><br>Year 2 = $45,697.50<br><br>Year 3 = $45,697.50<br><br>**Total =$91,395.00** |
| **2. Fringe Benefits:** | | |
| • **Personalized Learning Plan Site Administrator** | • 12.296 % K-8 certificated statutory benefits<br>• $6,480 for annual health/welfare per FTE * 10.5 total FTE over the 4 years | • Statutory Benefits = $128410.82<br><br>• Health/Welfare = $68,040<br><br>**Total = $196,450.82** |
| • **Academic Middle School Counselor** | • 12.296 % K-8 certificated statutory benefits<br>• $6,480 for annual health/welfare per FTE | • Statutory Benefits = $24,025.52<br>• Health/Welfare = $19,440<br><br>**Total =$43,465.52** |
| • **Strengths Based Training Stipends** | • 12.296 % K-8 certificated statutory benefits | • Statutory Benefits = **$19,058.80** |
| • **Individual Learning Plan Technology Training Stipends** | • 12.296 % K-8 certificated statutory benefits | • Statutory Benefits = |

| | | |
|---|---|---|
| | | **$10,759.00** |
| • **Secretary to the Personalized Learning Plan Site Administrator** | • 24.34 % K-8 full time classified statutory benefits<br>• $7,560 for K-8 annual health/welfare per FTE* 10.5 FTE over 4 years | • Statutory Benefits = $102,403.63<br>• Health/Welfare = $79,380<br><br>**Total = $181,783.63** |
| • **Social Worker** | • 24.34 % K-8 full time classified statutory benefits<br>• $6,960 for K-8 annual health/welfare per FTE* 1.5 FTE over 4 years<br>• .75 FTE during years 2 and 3 | • Statutory Benefits = $22,245.54<br>• Health/Welfare = $10,440<br><br>**Total = 32,685.54** |
| **3. Travel:** | | |
| • No travel will be needed for this project | | |
| **4. Equipment** | | |
| • No Equipment will be needed for this project | | |
| **5. Supplies** | | |
| • Strengths Based Training test<br>• The strengths based training test will be given to every 3-8 student to determine the direction of each personalized plan that leads into the high school pathways. Pre-K-8th grade staff members will also be given the test to determine the strengths of each staff member. In understanding the strengths of oneself, each staff member will be better equipped to implement the goals of their student's | • 2,600 students in year 1, 500 employees in year 1, 600 additional new students in each of years 2, 3, & 4<br>• $15 per test * 4,900 tests<br>• The Strengths Based Training Test will be an ongoing expense for all new incoming students to the LEA | **$73,500** |

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| personalized plans that are based on their student's strengths. | | |
| • (b)(4) student computers)<br>• will be used by students in classrooms to more deeply focus on the individual subjects that strengthen the personalized student plans, especially those subjects that are not always part of a "core" instructional program for all students.<br>• Additional (b)(4) will not be purchased after the end of the grant period | • $300 per (b)(4)<br>• 5 (b)(4) per classroom in grade 3-8 each year to equal 20 (b)(4) per classroom by year 4<br>• 110 3rd -8th grade classrooms | Year 1 = $165,000<br><br>Year 2 = $165,000<br><br>Year 3 = $165,000<br><br>Year 4 = $165,000<br><br>**Total = $660,000** |
| • Clerical Supplies<br>• Supplies to be used by Secretaries to the Personalized Plan Administrators<br>• This will be an ongoing expense after the end of the grant period | • $2,500 per school site, per year<br>• 6 school sites | Year 1 = $15,000<br><br>Year 2 = $15,000<br><br>Year 3 = $15,000<br><br>Year 4 = $15,000<br><br>**Total = $60,000** |
| • Computers for Administrators & Clerical Staff<br>• Hardware needed for additional staff to monitor personalized student plans and assessment data<br>• Computers will be used by new administrators and clerical staff to create, monitor, and update personalized student plans and assessment data. | • $1,000 per computer<br>• 1 per administrator and 1 per secretary<br>• 6 sites = 12 computers<br>• This is a one-time investment | Year 1 = $12,000<br><br>**Total = $12,000** |
| **6. Contractual** | | |
| • Professional "Strengths Based" Staff Development by an independent "Strengths Based" contractor.<br>• Contractor will train staff annually in the use of the Strengths Based testing procedures to best develop the personalized learning plans | • $10,000 per year<br>• Once every 4 years to prepare staff for the use of strengths based testing in personalized plans<br>• Procurement will include quotes, as | **Total = $40,000** |

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| • Training will be ongoing after the end of the grant period for all new incoming teachers | appropriate within the requirements of the training, contracts will identify all technical, legal, administrative and cost/price conditions necessary to fulfill the service needed. The LEA will comply with Title 34 regulations<br>• Training will be held in the LEA to reduce procurement costs of a meeting room. | |
| • Professional Staff Development by an independent contractor in individualized learning plan technological uses and implementation, including the use of technology through (b)(4), etc.<br>• Contractor will train staff annually in the latest technology uses available to implement student plans<br>• Training will be ongoing after the end of the grant period for all new incoming teachers | • $20,000 per year<br>• Once every 4 years to train staff in the use of technology in the classroom to implement student plans.<br>• Procurement will include quotes, as appropriate within the requirements of the training, contracts will identify all technical, legal, administrative and cost/price conditions necessary to fulfill the service needed. The LEA will comply with Title 34 regulations<br>• Training will be held in the LEA to reduce procurement costs of a meeting room. | **Total = $80,000** |
| • Early Steps to School Success Pre-K Home Visitation<br>• Contractor will perform Pre-Kindergarten visitation to homes that will insure parents/students are identified early for individual needs, and personalized plans, as needed, can begin before entrance to Kindergarten<br>• This will be an ongoing annual expense after the end of the grant period | • $1,346/family<br>• Approximately 65 per-kindergarten families will be reached per year, Cost per family decreases to $1,160 in years 2-4<br>• Procurement will include quotes, as appropriate within the requirements of the training, contracts will identify all technical, legal, administrative and cost/price conditions necessary to fulfill the service needed. The LEA will comply with Title 34 regulations<br>• | Year 1 = $87,490<br><br>Year 2 = $75,400<br><br>Year 3 = $75,400<br><br>Year 4 = $75,400<br><br>**Total = $313,690** |

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| **7. Training Stipends** | | |
| • No training stipends are needed. | | |
| **8. Other** | | |
| • Copying Costs per site<br>• Copy cost for personalized plans, including copies to students/parents of plan and progress | • $2,500 per site annually<br>• 6 total sites for 4 years<br>• This will be an ongoing expense after the end of the grant period | **Total = $60,000** |
| **9. Total Direct Costs:** | | **$3,777,732.87** |
| • n/a | • n/a | |
| **10. Total Indirect Costs** | | |
| • Indirect Cost rate of 3.63% | • 3.63%<br>• This rate is not applied to equipment and is only applied to the first $25,000 of contractural services per vendor | **$129,374.76** |
| **11. Total Grant Funds Requested** | | **$3,907,107.63** |
| • n/a | • n/a | |
| **12. Funds from other sources used to support the project**<br>*Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)* | | |
| • **Social Worker** | • Title I Homeless Liaison Funding | Year 1 - $41,360<br>Year 2 = $20,680<br>Year 3 = $20,680<br>**Total = $82,720** |
| **13. Total Budget** | | **$3,989,827.63** |

**Narrative Project 2: Blended to Extended Learning Pathways**

Corresponds to primary criterion C1 with additional associated criteria X and A.

The Blended to Extended Learning Pathways Project reflects budget to support personalized learning environments through college and career pathways instruction, virtual coursework, supplies purchases and project-based service learning at school, outdoors and in varied community settings. School libraries at each site are repurposed to support blended learning opportunities for students and families during school, after school, and evenings throughout the year.

Repurposed school libraries and year-round blended learning **Bright Future Centers**, for students, families and community members will be staffed by the following:

- A district-wide Blended Learning administrator to coordinate all blended learning opportunities and Bright Future Center activities
- A Service Learning Coordinator to implement and direct all extended learning opportunities in outdoor settings such as the McFarland Living History Ranch, and the Cosumnes River Preserve along with additional youth development activities
- A Coordinator of Extended Learning to plan, direct, implement, monitor and evaluate the **Bright Future Centers** during the after school, evening and summer hours.
- Site Library Technicians to support the Bright Future Center extended learning access to library services after school, evenings and during the summer for students, parents and the community
- Instructional assistants to support student virtual learning at the **Bright Future Centers** during the school day
- Clerical support for the Blended Learning administrator

Equipment purchases include servers necessary to implement a virtual learning model in each Bright Future Center along with wireless access points in each center.

Computers for administrator, coordinator and clerical staff, along with computers (b)(4) for use by students, families and community members in the **Bright Future Centers** will be necessary.

Also included is the contract cost necessary to purchase virtual student curriculum and courses, including educator professional development courses. The budget also includes contracted support for teachers to become proficient as blended learning virtual instructors.

Other sources to support the project include extended day services through the After School Education and Safety (ASES) state grant. Project-based environmental science service learning is also supported through Bureau of Land Management, Pacific Gas and Electricity, and the Nature Conservancy.

| **Applicant Name** | **Bright Future for Galt Students** | | | | |
|---|---|---|---|---|---|
| **Project Name:** | Blended to Extended Learning Pathways | | | | |
| **Primary Associated Criterion and Location in Application:** | C1: Student Learning | | | | |
| **Additional Associated Criteria (if any) and Location in Application:** | X: Competitive Priority & A: Vision | | | | |
| **Budget Categories** | **Project Year 1 (a)** | **Project Year 2 (b)** | **Project Year 3 ©** | **Project Year 4 (d)** | **Total (e)** |
| 1. Personnel | $ 53,532.94 | $ 483,905.60 | $ 439,265.00 | $ 439,265.00 | $1,415,968.54 |
| 2. Fringe Benefits | $ 16,226.13 | $ 203,664.62 | $ 194,287.61 | $ 194,287.62 | $ 608,465.98 |
| 3. Travel | | | | | $ - |
| 4. Equipment | $ 54,000.00 | | | | $ 54,000.00 |

| | | | | | |
|---|---|---|---|---|---|
| 5. Supplies | $ 199,000.00 | $ 150,000.00 | $ 150,000.00 | $ 150,000.00 | $ 649,000.00 |
| 6. Contractual | $ 424,000.00 | $ 424,000.00 | $ 424,000.00 | $ 424,000.00 | $1,696,000.00 |
| 7. Training Stipends | | | | | $ - |
| 8. Other | $ 32,400.00 | $ 12,000.00 | $ 12,000.00 | $ 12,000.00 | $ 68,400.00 |
| **9. Total Direct Costs (lines 1-8)** | **$ 779,159.07** | **$ 1,273,570.22** | **$ 1,219,552.61** | **$ 1,219,552.62** | **$4,491,834.52** |
| 10. Indirect Costs | $ 12,747.07 | $ 32,654.40 | $ 30,693.56 | $ 30,693.56 | $ 106,788.59 |
| **11. Total Grant Funds Requested (lines 9-10)** | **$ 791,906.14** | **$ 1,306,224.62** | **$ 1,250,246.17** | **$ 1,250,246.18** | **$4,598,623.11** |
| 12. Funds from other sources used to support the project | $ 384,109.00 | $ 334,109.00 | $ 334,109.00 | $ 334,109.00 | $1,386,436.00 |
| **13. Total Budget (lines 11-12)** | **$ 1,176,015.14** | **$ 1,640,333.62** | **$ 1,584,355.17** | **$ 1,584,355.18** | **$5,985,059.11** |

| **Table 4-1: Blended to Extended Learning Pathways** | | |
|---|---|---|
| **Cost Description** | **Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)** | **Total** |
| **1. Personnel:** | | |
| • **Blended Learning Administrator**<br>• Plan, direct, implement, monitor and evaluate blended learning centers and classrooms across all sites at the K-8 level.<br>• The Blended Learning Administrator is critical to the development and implementation of the blended to | • $99,460 per FTE<br>• .50 FTE<br>• Position is for 210 days per year<br>• The project will need .20 FTE in year 1 and .50 FTE in years 2-4. | Year 1 = $19,892<br><br>Year 2 = $49,730<br><br>Year 3 = $49,730 |

| | | |
|---|---|---|
| extended learning model at each site. It is also critical to the annual growth that is expected for this model.<br>• This position will become an on-going operational position | | Year 4 = $49,730<br><br>**Total = $169,082.00** |
| • **Service Learning Coordinator**<br>• Coordinates youth development and project-based learning related to college and career learning pathways including environmental education and off campus learning through service at projects such as the Cosumnes River Nature Preserve, McFarland Living History Ranch, Organic Garden Co-op, etc.<br>• The Service Learning Coordinator position brings to the blended learning model the external pathways necessary for career development throughout the student's academic years.<br>• This position will not be ongoing after year 2 | • $75,001 per FTE<br>• .60 FTE<br>• The position will be for 181 days per year<br>• The project will need a .60 FTE coordinator during year 2 only | Year 1 = $0<br><br>Year 2 = $44,640.60<br><br>Year 3 = $0<br><br>Year 4 = $0<br><br>**Total = $44,640.60** |
| • **Coordinator of Extended Learning**<br>• Plan, direct, implement, monitor and evaluate the extended learning centers during the afternoon, evening and summer hours at the K-8 level.<br>• The Extended Learning Coordinator will be an integral part in the success and coordination of the afterschool/extended learning model. This model will transform current school site libraries into learning centers for students, families and community volunteers that will allow additional access to school resources at all times by the entire community of Galt.<br>• This position will become an on-going operational part of the extended learning model. | • $64,068 per FTE<br>• 1 FTE<br>• The position will be a 12 month full time position<br>• The project will need .40 FTE in year 1 and 1 FTE each year during years 2-4. | Year 1 = $25,627.20<br><br>Year 2 = $64,068<br><br>Year 3 = $64,068<br><br>Year 4 = $64,068<br><br>**Total =$217,831.20** |
| • **Library Technicians for Extended Learning**<br>• Support the library portion of the extended learning model all year during the afternoon, evening and summer hours at the K-8 level. | • $34,535.52 per FTE<br>• 1 FTE per K-8 site = 6 FTE each year<br>• This is a full time, 12 month per year | Year 1 = $0<br><br>Year 2 = $207,213.12 |

| | | |
|---|---|---|
| • This position is critical to the extended learning program, allowing students, parents, and community members access to the school library system at their neighborhood school, during non school hours.<br>• This position will become an on-going operational part of the extended learning model. | position<br>• The project will need 6 FTE each year during years 2-4. | Year 3 = $207,213.12<br><br>Year 4 = $207,213.12<br><br>**Total = $621,639.36** |
| • **Virtual Learning Instructional Assistant**<br>• Monitors and assists students during virtual learning courses.<br>• The Instructional Assistant position is an important element in the blended learning model to be certain students are supported during virtual learning at all times.<br>• This position will become an on-going operational part of the blended learning model. | • $21,826.56 per FTE<br>• .75 FTE per site, for 6 sites =21.826.56*.75*6<br>• This is a 10 month per year position during the school year and requires 6 positions each year during years 2-4. | Year 1 = $0<br><br>Year 2 = $98,219.52<br><br>Year 3 = $98,219.52<br><br>Year 4 = $98,219.52<br><br>**Total = $294,658.56** |
| • **Secretary to the Blended Learning Administrator**<br>• Assists the Administrator with needed clerical skills to communicate blended learning plans with students and parents.<br>• The secretary will assure seamless communication between classroom teachers and "virtual" teachers along with communication to parents.<br>• This position will become an on-going operational part of the blended learning model. | • $40,069.72 per FTE<br>• .5 FTE<br>• The position will be a 12 month half time position<br>• The project will need .20 FTE during year 1 and .5 FTE each year during years 2-4 of the project | Year 1 = $8,013.74<br><br>Year 2 = $20,034.36<br><br>Year 3 = $20,034.36<br><br>Year 4= $20,034.36<br><br>**Total = $68,116.82** |
| **2. Fringe Benefits:** | | |
| • **Blended Learning Administrator** | • 12.296 % K-8 certificated statutory benefits<br>• $6,480 for annual health/welfare * .20 FTE in year 1 and * .5 FTE each year during years 2-4 | • Statutory Benefits = $20,790.32<br><br>• Health/Welfare = $11,016.00<br><br>**Total = $31,806.32** |

| | | |
|---|---|---|
| • **Service Learning Coordinator** | • 12.296 % K-8 certificated statutory benefits<br>• $6,480 for annual health/welfare * .60 FTE in year 2 | • Statutory Benefits = $5,489.01<br>• Health/Welfare = $3,888.00<br><br>**Total = $9,377.01** |
| • **Coordinator of Extended Learning** | • 24.34 % K-8 full time classified statutory benefits<br>• $6,960 for K-8 annual health/welfare per FTE for .40 FTE in year 1 and 1 FTE in years 2-4. | • Statutory Benefits = $53,020.11<br>• Health/Welfare = $23,664.00<br><br>**Total = $76,684.11** |
| • **Library Technicians for Extended Learning** | • 24.34 % K-8 full time classified statutory benefits<br>• $7,560 for K-8 annual health/welfare per FTE * 6 FTE each year during years 2-4 of the project | • Statutory Benefits = $151,307.02<br>• Health/Welf.00are = $136,080.00<br><br>**Total = $287,387.02** |
| • **Virtual learning Instructional Assistant** | • 24.34 % K-8 full time classified statutory benefits<br>• $7,560 for K-8 annual health/welfare per FTE * 4.5 FTE each year during years 2-4 of the project | • Statutory Benefits = $71,719.89<br>• Health/Welfare = $102,060.00<br><br>**Total = $173,779.89** |
| • **Secretary to the Blended Learning Administrator** | • 24.34 % K-8 full time classified statutory benefits<br>• $7,560 for K-8 annual health/welfare per FTE * .5 FTE | • Statutory Benefits = $16,579.63<br>• Health/Welfare = $12,852.00<br><br>**Total = $29,431.63** |

| | | |
|---|---|---|
| **3. Travel:** | | |
| • No travel will be needed for this project | | |
| **4. Equipment** | | |
| • Computer Servers<br>• One server per K-8 library to handle additional afterschool/summer use from the community in the "repurposed" library model for extended learning.<br>• This is a one-time investment. | • $9,000 per server<br>• Six servers – one per site in year 1 | **Total = $54,000** |
| **5. Supplies** | | |
| • Computer and printers<br>• To be used by Blended Learning administrators, Coordinator of Extended Learning and Secretary to the Blended Learning administrators<br>• This will be a one-time investment. | • $1,800 per computer<br>• $200 per printer<br>• 3 computers and 3 printers in year 1 only | **Total = $6,000** |
| • (b)(4) (student computers)<br>• (b)(4) will be used by students, parents, and community members in the extended learning repurposed library environment afterschool and during the summer. (b)(4) will be available for check out.<br>• (b)(4) will be purchased at 60 per K-8 site in each of the 4 years totaling 1,440 available (b)(4) (240 per site) for extended learning use, at the end of the 4 years.<br>• This will not be an on-going operational expense. | • $300 per (b)(4)<br>• 60 (b)(4) per site * 6 sites<br>• 360 (b)(4) per year<br>• This expense will not be ongoing. All necessary (b)(4) will be purchased by the end of the grant period | Year 1 = $108,000<br><br>Year 2 = $108,000<br><br>Year 3 = $108,000<br><br>Year 4 = $108,000<br><br>**Total = $432,000** |
| • Library software<br>• Library software will be needed to implement the extended learning repurposed library model at the K-8 sites. The software will accommodate large quantities of | • $55,000 for 6 sites<br>• Annual licensing of $2,000 per site * 6 sites per year | Year 1 = $55,000<br><br>Year 2 = $12,000 |

| | | |
|---|---|---|
| "check-out" and tracking of student, parent, & community use.<br>• The annual licensing of the software will become an operational on-going expense of the project. | | Year 3 = $12,000<br><br>Year 4 = $12,000<br><br>**Total = $91,000** |
| • Student Curriculum based Supplies for virtual, blended/extended learning at the K-8 level<br>• Software, computer based supplies, handheld calculators, etc.<br>• This will be an on-going expense of the project. | • $3,000 per K-8 site, per year<br>• 6 K-8 sites<br>• Annual cost | Year 1 = $18,000<br><br>Year 2 = $18,000<br><br>Year 3 = $18,000<br><br>Year 4 = $18,000<br><br>**Total = $72,000** |
| • Clerical/library Supplies<br>• Supplies to be used by Secretary to the blended Learning Administrator and the extended learning library technicians.<br>• This will be an ongoing expense after the end of the grant period. | • $2,000 per school site, per year<br>• 6 school sites | Year 1 = $12,000<br><br>Year 2 = $12,000<br><br>Year 3 = $12,000<br><br>Year 4 = $12,000<br><br>**Total = $48,000** |
| **6. Contractual** | | |
| • Virtual Learning Staff Development<br>• Contractor will train K-8 staff annually in the use and implementation of the virtual learning technology and software in the classroom<br>• 50 teachers will be trained annually with all 200 teachers | • $2,000 per teacher<br>• 50 teachers per year = $100,000 per year<br>• Procurement will include quotes, as appropriate within the requirements of the training, contracts will identify all | Year 1 = $100,000<br><br>Year 2 = $100,000<br><br>Year 3 = $100,000 |

| | | |
|---|---|---|
| receiving training by the end of 4 years.<br>• This will become an ongoing annual operational expense | technical, legal, administrative and cost/price conditions necessary to fulfill the service needed. The LEA will comply with Title 34 regulations<br>• Training will be held in the LEA to reduce procurement costs of a meeting room. | Year 4 = $100,000<br><br>**Total = $400,000** |
| • Blended Learning Virtual Contracted Courses<br>• Contractor will supply 50 courses per site annually using contractor teachers to be taught in the "repurposed" virtual learning libraries using (b)(4) technology.<br>• This will become an ongoing annual operational expense. | • $750 per course<br>• 50 courses per site * 6 K-8 sites =300 courses per year<br>• Procurement will include quotes, as appropriate within the requirements of the training, contracts will identify all technical, legal, administrative and cost/price conditions necessary to fulfill the service needed. The LEA will comply with Title 34 regulations | Year 1 = $225,000<br><br>Year 2 = $225,000<br><br>Year 3 = $225,000<br><br>Year 4 = $225,000<br><br>**Total = $900,000** |
| • Blended Learning Virtual Contracted Courses<br>• Contractor will supply 150 courses per site annually using LEA teachers to be taught in the classroom using (b)(4) technology.<br>• This will become an ongoing annual operational expense. | • $110 per course<br>• 150 courses per site * 6 K-8 sites =900 courses per year<br>• Procurement will include quotes, as appropriate within the requirements of the training, contracts will identify all technical, legal, administrative and cost/price conditions necessary to fulfill the service needed. The LEA will comply with Title 34 regulations | Year 1 = $99,000<br><br>Year 2 = $99,000<br><br>Year 3 = $99,000<br><br>Year 4 = $99,000<br><br>**Total = $396,000** |
| **7. Training Stipends** | | |
| • No training stipends are needed. | | |

| | | |
|---|---|---|
| **8. Other**<br>Explain other expenditures that may exist and are not covered by other categories. | | |
| • Copying Costs per site<br>• Copy cost for virtual, blended and extended learning curriculum<br>• This expense will be an on-going operational cost of the project | • $2,000 per site annually<br>• 6 total sites for 4 years | **Total = $48,000** |
| • Wireless Access points<br>• Wireless Access needed to implement virtual learning for numerous computers across each campus.<br>• Without wireless connectivity only a handful of students would be able to access virtual learning at one time. The wireless capability is critical to success of the virtual learning portion of the project.<br>• This is a one-time investment. | • $3,400 each<br>• Needed at 6 K-8 sites in year 1 only | **Total = $20,400** |
| **9. Total Direct Costs** | | **$4,491,834.52** |
| • n/a | • n/a | |
| **10. Total Indirect Costs**<br>Identify and apply the indirect cost rate. | | |
| • Indirect Cost rate of 3.63% | • 3.63%<br>• This rate is not applied to equipment and is only applied to the first $25,000 of contract services per vendor | • $106,788.59 |
| **11. Total Grant Funds Requested** | | **$4,598,623.11** |
| • n/a | • n/a | |

| **12. Funds from other sources used to support the project**<br>*Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)* | | |
|---|---|---|
| • **Afterschool individualized learning K-8** | • ASES State Grants | Year 1 - $334,109<br><br>Year 2 = $334,109<br><br>Year 3 = $334,109<br><br>Year 4 = $334,109<br><br>**Total = $1,336,436.00** |
| • **Service Learning Coordinator** | • Bureau of Land Management= $20,000<br>• PG&E Environmental = $10,000<br>• Nature Conservancy = $20,000 | Year 1 = $50,000<br><br>**Total = $50,000.00** |
| **13. Total Budget** | | **$5,985,059.11** |

**Narrative Project 3: Continuous Improvement: Student-Educator**

Corresponds to primary criterion C2 with additional associated criteria C1 and E.

The Continuous Improvement: Student-Educator project advances systems development, improvement and accountability through staffing, supplies, contracts and training honorariums for educators.

Academic coaches will support educator effectiveness efforts in varied personalized student learning settings to implement student personalized plans using Common Core State Standards. Coaches will model highly effective techniques for educators to replicate and implement in their individual classrooms.

Included is a one-time investment of computer laptops for every teacher and administrator which will be necessary to access virtual professional growth opportunities and participate in educator effectiveness evaluation efforts within a virtual setting at all times.

Contracts include training for administrators to use inter-rater reliability for evaluation purposes. Additional contracted services support external evaluator and educator evaluation advisement.

Educator training stipends will support educator effectiveness, professional development, and personalized learning model dissemination efforts.

Other sources that will support the project include Title I, Title II and Economic Impact Aid.

| Applicant Name | Bright Future for Galt Students | | | | |
|---|---|---|---|---|---|
| Project Name: | Continuous Improvement; Student-Educator | | | | |
| Primary Associated Criterion and Location in Application: | C2: Teaching and Leading | | | | |
| Additional Associated Criteria (if any) and Location in Application: | C1: Student Learning & E: Continuous Improvement | | | | |
| **Budget Categories** | **Project Year 1 (a)** | **Project Year 2 (b)** | **Project Year 3 (c)** | **Project Year 4 (d)** | **Total (e)** |
| 1. Personnel | $ 50,000.00 | $ 267,725.00 | $ 242,725.00 | $ 230,225.00 | $ 790,675.00 |
| 2. Fringe Benefits | $ 6,148.00 | $ 52,359.47 | $ 49,285.47 | $ 47,748.47 | $ 155,541.41 |
| 3. Travel | | | | | $ - |
| 4. Equipment | | | | | $ - |
| 5. Supplies | $ 242,000.00 | $ 42,000.00 | $ 42,000.00 | $ 42,000.00 | $ 368,000.00 |
| 6. Contractual | $ 43,685.00 | $ 28,000.00 | $ 28,000.00 | $ 28,000.00 | $ 127,685.00 |
| 7. Training Stipends | | | | | $ - |
| 8. Other | | | | | $ - |
| **9. Total Direct Costs (lines 1-8)** | **$ 341,833.00** | **$ 390,084.47** | **$ 362,010.47** | **$ 347,973.47** | **$1,441,901.41** |
| 10. Indirect Costs | $ 12,408.54 | $ 14,160.07 | $ 13,140.98 | $ 12,631.44 | $ 52,341.03 |
| **11. Total Grant Funds Requested (lines 9-10)** | **$ 354,241.54** | **$ 404,244.54** | **$ 375,151.45** | **$ 360,604.91** | **$1,494,242.44** |
| 12. Funds from other sources used to support the project | $ 411,068.32 | $ 433,068.32 | $ 433,068.32 | $ 433,068.32 | $1,710,273.28 |
| **13. Total Budget (lines 11-12)** | **$ 765,309.86** | **$ 837,312.86** | **$ 808,219.77** | **$ 793,673.23** | **$3,204,515.72** |

| Table 4-1: Continuous Improvement: Student-Educator | | |
|---|---|---|
| **Cost Description** | **Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)** | **Total** |
| **1. Personnel:** | | |
| • **Academic Coach for teacher training at K-8**<br>• Trains and supports teachers and educators in varied personalized settings to implement student personalized plans using Common Core State Standards. Models highly effective techniques for educators to replicate and implement in their classrooms<br>• The Academic Coach is critical to the individual, ongoing educator development and growth. Each site's academic coach will work directly with educators on an individual and corporate level to ensure student success through highly effective first teaching.<br>• This will not need to be an on-going cost after the grant closure. | • $72,575 per FTE<br>• .5 FTE per elementary site = 3 FTE total<br>• Each position is .5 FTE for 210 days per year<br>• The project will need 3 FTE in years 2-4 of the project | Year 1 = $0<br><br>Year 2 = $217,725<br><br>Year 3 = $217,725<br><br>Year 4 = $217,725<br><br>**Total = $653,175.00** |
| • **K-8 Highly Effective First Teaching Staff Development Stipends**<br>• Per teacher stipends for additional time to be trained in highly effective first teaching<br>• Ongoing training is critical to continuous improvement for educators<br>• This will be an on-going operational cost for new teachers. to the LEA | • $500 per teacher<br>• Training for 100 teachers in year one, 100 teachers in year two, 50 teachers in year three and 25 teachers in year four | Year 1 = $50,000<br><br>Year 2 = $50,000<br><br>Year 3 = $25,000<br><br>Year 4 = $12,500<br><br>**Total =$137,500** |

| | | |
|---|---|---|
| **2. Fringe Benefits:** | | |
| • **Academic Coach for teacher training at K-8** | • 12.296 % K-8 certificated statutory benefits<br>• $6,480 annual health/welfare per FTE * 3 FTE * 3 years | • Statutory Benefits = $80,314.41<br>• Health/Welfare =$58,320<br>**Total = $138,634.41** |
| • **K-8 Highly Effective First Teaching Staff Development Stipends** | • 12.296 % K-8 certificated statutory benefits | • Statutory Benefits = **$16,907.00** |
| **3. Travel:** | | |
| • No travel will be needed for this project | | |
| **4. Equipment** | | |
| • No Equipment will be needed for this project | | |
| **5. Supplies** | | |
| • Computer laptops for K-8 teacher access to student assessment data, online training and evaluation observation<br>• Laptops will enable teachers to access student assessment data from our on-line data system along with the ability to access online staff development and evaluation observation to be able to replicate highly effective first teaching methods<br>• Ability to access staff development online at any time, teaching observation, and student assessment data are an integral part of teacher continuous improvement to highly effective first teaching | • $1,000 per laptop<br>• 200 laptops needed in the first year | **$200,000** |

| | | |
|---|---|---|
| • This is a one-time expense. | | |
| • Online Evaluation software/licensing<br>• Online evaluation and review at any time is critical to continuous improvement for teachers to strengthen their highly effective first teaching skills.<br>• This will be an on-going operational cost. | • $7,000 per site annually<br>• 6 sites * $7,000 per year | Year 1 = $42,000<br><br>Year 2 = $42,000<br><br>Year 3 = $42,000<br><br>Year 4 = $42,000<br><br>**Total = $168,000** |
| **6. Contractual** | | |
| • Inter-Rater Staff Development<br>• Contractor will supply 3 days of Inter-rate staff development to teachers<br>• Training in Inter-Rater skills is critical to teacher continuous improvement<br>• This is a one-time expense during year 1. | • $2,895 per day<br>• 3 days of training<br>• Procurement will include quotes, as appropriate within the requirements of the training, contracts will identify all technical, legal, administrative and cost/price conditions necessary to fulfill the service needed. The LEA will comply with Title 34 regulations<br>• Training will be held in the LEA to reduce procurement costs of a meeting room. | **Total = $8,685** |
| • Additional programming of in-depth student assessment data system and analysis<br>• Contractor will augment the student assessment data system to allow increased flexibility in evaluation of student data.<br>• This is critical to continuous improvement for both educators and students<br>• This will not become an on-going operational expense of the project. | • $10,000 during year 1<br>• Additional annual maintenance of $3,000 per year in years 2-4<br>• Procurement will include quotes, as appropriate within the requirements of the training, contracts will identify all technical, legal, administrative and cost/price conditions necessary to fulfill the service needed. The LEA will comply | **Total = $19,000** |

| | | |
|---|---|---|
| | with Title 34 regulations | |
| • Continuous improvement evaluation systems advisory guidance and support<br>• Contractor will evaluate, analyze and support administration's systems to reach continuous improvement goals.<br>• Outside support and evaluation is critical to the growth of the overall continuous improvement system, bringing new and innovative ideas each year.<br>• This will not become an on-going operational expense of the project. | • $25,000 per year<br>• 4 years * $25,000<br>• Procurement will include quotes, as appropriate within the requirements of the training, contracts will identify all technical, legal, administrative and cost/price conditions necessary to fulfill the service needed. The LEA will comply with Title 34 regulations | **Total = $100,000** |
| **7. Training Stipends** | | |
| • No training stipends are needed. | | |
| **8. Other** | | |
| • No other costs are needed | | |
| **9. Total Direct Costs:** | | **$1,441,901.41** |
| • n/a | • n/a | |
| **10. Total Indirect Costs** | | |
| • Indirect Cost rate of 3.63% | • 3.63%<br>• This rate is not applied to equipment and is only applied to the first $25,000 of contractual services per vendor | • $52,341.03 |
| **11. Total Grant Funds Requested** | | **$1,494,242.44** |
| • n/a | • n/a | |

| **12. Funds from other sources used to support the project**<br>*Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)* | | |
|---|---|---|
| • **Academic Coaches** | • Title I | Year 1 - $275,370<br><br>Year 2 = $275,370<br><br>Year 3 = $275,370<br><br>Year 4 = $275,370<br><br>**Total = $1,101,480.00** |
| • **Academic Coaches/Staff Development** | • Title II | Year 1 = $111,441<br><br>Year 2 = $111,441<br><br>Year 3 = $111,441<br><br>Year 4 = $111,441<br><br>**Total = $445,764.00** |
| • **Student Data Assessment Contract** | • Unrestricted General Fund | Year 2 = $22,000<br><br>Year 3 = $22,000<br><br>Year 4 = $22,000<br><br>**Total = $66,000.00** |
| • **Academic Coaches** | • EIA | Year 1 = $24,257.32 |

| | | |
|---|---|---|
| | | Year 2 = $24,257.32<br><br>Year 3 = $24,257.32<br><br>Year 4 = $24,257.32<br><br>**Total = $97,029.28** |
| **13. Total Budget** | | **$3,204,515.72** |

## BUDGET: INDIRECT COST INFORMATION

To request reimbursement for indirect costs, please answer the following questions:

1. Does the applicant have an Indirect Cost Rate approved by its State Educational Agency?

YES ☑ NO ☐

If yes to question 1, please provide the following information:

Period Covered by the approved Indirect Cost Rate (mm/dd/yyyy):
From: 07/01/2012 To: 06/30/2013
Current approved Indirect Cost Rate: 3.63%
Approving State agency: California Department of Education (CDE)
*(Please specify agency)*

Directions for this form:

1. Indicate whether or not the applicant has an Indirect Cost Rate that was approved by its State Educational Agency.
2. If "No" is checked, the applicant should contact the business office of its State Educational Agency.
3. If "Yes" is checked, indicate the beginning and ending dates covered by the approved Indirect Cost Rate. In addition, indicate the name of the State agency that approved the approved rate.
4. If "Yes" is checked, the applicant should include a copy of the Indirect Cost Rate agreement in the Appendix.

II. Points Overview

The scoring chart below shows the maximum number of points that may be assigned to each criterion and to the competitive preference priority.

| | Detailed Points | Section Points | Section % |
|---|---|---|---|
| Selection Criteria: | | | |
| A. Vision: | | 40 | 19% |
| (A)(1) Articulating a comprehensive and coherent reform vision | 10 | | |
| (A)(2) Applicant's approach to implementation | 10 | | |
| (A)(3) LEA-wide reform & change | 10 | | |
| (A)(4) LEA-wide goals for improved student outcomes | 10 | | |
| B. Prior Record of Success and Conditions for Reform | | 45 | 21% |
| (B)(1) Demonstrating a clear track record of success | 15 | | |
| (B)(2) Increasing transparency in LEA processes, practices, & investments | 5 | | |
| (B)(3) State context for implementation | 10 | | |
| (B)(4) Stakeholder engagement and support | 10 | | |
| (B)(5) Analysis of needs and gaps | 5 | | |
| C. Preparing Students for College and Careers | | 40 | 19% |
| (C)(1) Learning | 20 | | |
| (C)(2) Teaching and Leading | 20 | | |
| D. LEA Policy and Infrastructure | | 25 | 12% |
| (D)(1) LEA practices, policies, rules | 15 | | |
| (D)(2) LEA and school infrastructure | 10 | | |
| E. Continuous Improvement | | 30 | 14% |
| (E)(1) Continuous improvement process | 15 | | |
| (E)(2) Ongoing communication and engagement | 5 | | |
| (E)(3) Performance measures | 5 | | |
| (E)(4) Evaluating effectiveness of investments | 5 | | |
| F. Budget and Sustainability | | 20 | 10% |
| (F)(1) Budget for the project | 10 | | |
| (F)(2) Sustainability of project goals | 10 | | |
| G. Optional Budget Supplement | Scored Separately - 15 points | | |
| Competitive Preference Priority | 10 | 10 | 5% |
| | *210* | *210* | *100%* |

## XV. APPLICATION CHECKLIST FOR INDIVIDUAL LEA APPLICANTS

**Formatting Recommendations and Application Submission Procedures (Part I)**

- ❑ Are all pages 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides?
- ❑ Does each page have a page number?
- ❑ Do all pages have line space set to 1.5 spacing and 12 point Times New Roman font?
- ❑ Has the LEA complied with the submission format requirements, including the application deadline for submission?
- ❑ Has the LEA provided sufficient time for the application to be received by the deadline date?

**Application Requirements (Part III)**

- ❑ Has the LEA provided the State ten business days to comment on the Race to the Top – District application?
- ❑ Has the LEA provided all relevant information regarding the State comment period asked for in Part III?
- ❑ Has the LEA provided the mayor, city or town administrator or other comparable official ten business days to comment on the Race to the Top – District application?
- ❑ Has the LEA provided all relevant information regarding the mayor, city or town administrator comment period asked for in Part III?

**Application Assurances (Part IV)**

- ❑ Is all of the requested information included on the Race to the Top – District Application Assurances cover page, including NCES district ID, DUNS number, and Employer Identification number?
- ❑ **SIGNATURE REQUIRED –** Has the LEA Superintendent or CEO signed and dated the Application Assurances?
- ❑ **SIGNATURE REQUIRED –** Has the President of the LEA's School Board signed and dated the Application Assurances?
- ❑ **SIGNATURE REQUIRED (where applicable) –** Has the President of the Local Teacher's Union or Association signed and dated the Application Assurances?

**Program-Specific Assurances for Individual LEA applicants (Part V)**

- ❑ Has the LEA made all necessary assurances in Part V for individual LEA applicants?
- ❑ **SIGNATURE REQUIRED –** Has the LEA Superintendent or CEO signed and dated the Program-Specific Assurances for Individual LEAs?

**Other Assurances (Part VII)**

- ❑ **SIGNATURE REQUIRED –** Has the LEA Superintendent or CEO signed and dated the Other Assurances?

**Selection Criteria (Part IX)**

- ❑ Has the LEA responded to all of the selection criteria to which it plans to respond?
- ❑ For each selection criterion to which the LEA is responding, has the LEA provided as necessary: