

Grantee Name: Galt Joint Union Elementary School District

Participating Students

Table (A)(2): Approach to Implementation

			School Demographics								
			Raw Data Actual numbers or estimates						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 or Consortium	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 or consortium low-income population (D/E)*100
Galt Joint Union Elementary School District	Vernon E. Greer Elementary	K-6 All Subjects	22	501	377	346	346	501	100%	69%	69%
Galt Joint Union Elementary School District	Lake Canyon Elementary	K-6 All Subjects	24	551	369	315	315	551	100%	57%	57%
Galt Joint Union Elementary School District	Marengo Ranch Elementary	K-6 All Subjects	27	600	371	305	305	600	100%	51%	51%
Galt Joint Union Elementary School District	Robert L. McCaffrey Middle	8-Jul All Subjects	42	902	646	577	577	902	100%	64%	64%
Galt Joint Union Elementary School District	River Oaks Elementary	K-6 All Subjects	30	608	425	367	367	608	100%	60%	60%
Galt Joint Union Elementary School District	Valley Oaks Elementary	K-6 All Subjects	27	638	568	550	550	638	100%	86%	86%
TOTAL			172	3800	2756	2460	2460	3800	100%	65%	65%

Grantee Name: Galt Joint Union Elementary School District

Student Outcome Performance Measure

Table (A)(4): LEA-wide goals for improved student performance

(A)(4)(a) Performance on summative assessments (proficiency)

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

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

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

Goal area	Subgroup	Baseline(s)		
		SY 2010-11 (optional)	SY 2011-12	SY 2012-13
Reading/ELA PreK – Grade Eight Goal = 10% increase each year until the district goal of 90% is reached.	OVERALL		2483/3683 = 67.41%	74.15% +
	2nd Grade		252/414 = 60.86%	66.95% +
	3rd Grade		210/402 = 52.23%	57.46% +
	4th Grade		258/391 = 65.98%	72.58% +
	5th Grade		257/415 = 61.92%	68.12% +
	6th Grade		297/440 = 67.50%	74.25% +
	7th Grade		267/416 = 64.18%	70.60% +
	8th Grade		292/451 = 64.74%	71.21% +
	Latino		1274/2075 = 61.39%	67.53% +
	2nd Grade		134/243 = 55.14%	60.65% +
	3rd Grade		96/208 = 46.15%	50.76% +
	4th Grade		137/225 = 60.88%	66.97% +
	5th Grade		116/224 = 51.78%	56.96% +
	6th Grade		137/238 = 57.56%	63.31% +
	7th Grade		120/212 = 56.60%	62.26% +
	8th Grade		125/234 = 53.41%	58.76% +
	White		1041/1384 = 75.21%	82.73% +

2nd Grade		103/147 = 70.06% +	77.07% +
3rd Grade		97/168 = 57.73%	63.51% +
4th Grade		100/133 = 60.24%	66.26% +
5th Grade		121/166 = 72.89%	80.18% +
6th Grade		139/174 = 79.88%	87.87% +
7th Grade		124/171 = 72.51%	79.76% +
8th Grade		140/185 = 75.67%	83.24% +
Low Socioeconomic		1387/2255 = 61.50%	67.65% +
2nd Grade		155/287 = 54.00%	59.40% +
3rd Grade		113/251 = 45.01%	49.52% +
4th Grade		167/280 = 59.64%	65.60% +
5th Grade		122/246 = 49.59%	54.55% +
6th Grade		162/284 = 57.04%	62.74% +
7th Grade		147/257 = 57.19%	62.91% +
8th Grade		149/267 = 55.80%	61.38% +
English Learner		782/1402 = 55.77%	61.35% +
2nd Grade		89/172 = 51.74%	56.91% +
3rd Grade		5/66 = 7.57%	8.33% +
4th Grade		25/81 = 30.86%	33.95% +
5th Grade		2/42 = 4.76%	5.23% +
6th Grade		5/42 = 11.90%	13.09% +
7th Grade		2/27 = 7.40%	8.14% +
8th Grade		2/21 = 9.52%	10.47% +

	Disability		222/454 = 48.89%	53.78% +
	2nd Grade		22/59 = 37.28%	41.01% +
	3rd Grade		15/56 = 26.78%	29.46% +
	4th Grade		13/41 = 31.70%	34.87% +
	5th Grade		8/35 = 22.85% +	25.14% +
	6th Grade		12/56 = 21.42%	23.57% +
	7th Grade		7/38 = 18.42%	20.26% +
	8th Grade		3/31 = 9.67%	10.64% +
Math	OVERALL		2320/3683 = 63.02%	69.32% +
	2nd Grade		270/414 = 65.21%	71.73% +
	3rd Grade		294/405 = 72.59%	79.85% +
	4th Grade		274/400 = 68.50%	75.35% +
	5th Grade		295/418 = 70.57%	77.63% +
	6th Grade		276/441 = 62.58%	68.84% +
	7th Grade		214/387 = 55.29%	60.82% +
	8th Grade		227/463 = 49.02%	53.93% +
PreK - Grade Eight	Latino		1231/2075 = 59.32%	65.25% +
	2nd Grade		146/243 = 60.08%	66.09% +
	3rd Grade		142/209 = 67.94%	74.73% +
	4th Grade		148/232 = 63.79%	70.17% +
	5th Grade		144/224 = 64.28%	70.71% +
	6th Grade		138/240 = 57.50%	63.25% +
	7th Grade		92/192 = 47.91%	52.70% +

	8th Grade		106/245 = 43.26%	47.59% +
Goal = 10% increase each year until the district goal of 90% is reached.	White		954/1384 = 68.93%	75.82% +
	2nd Grade		106/147 = 72.10%	79.31% +
	3rd Grade		132/170 = 77.64%	85.41% +
	4th Grade		102/135 = 75.55%	83.11% +
	5th Grade		129/169 = 76.33%	83.96% +
	6th Grade		120/172 = 69.76%	76.74% +
	7th Grade		107/166 = 64.45%	70.90% +
	8th Grade		103/185 = 55.67%	61.24% +
	Low Socioeconomic		1110/2255 = 49.22%	54.14% +
	2nd Grade		168/287 = 58.53%	64.39% +
	3rd Grade		175/254 = 68.89%	75.78% +
	4th Grade		188/287 = 65.50%	72.05% +
	5th Grade		157/247 = 63.56%	69.91% +
	6th Grade		155/286 = 54.19%	59.61% +
	7th Grade		112/233 = 48.06%	52.87% +
	8th Grade		118/277 = 42.59%	46.85% +
	English Learner		785/1402 = 55.99%	61.59% +
	2nd Grade		97/172 = 56.39%	62.03% +
	3rd Grade		36/67 = 46.26%	50.89% +
	4th Grade		37/87 m= 42.52%	46.78% +
	5th Grade		9/43 = 20.93% +	23.02% +
	6th Grade		7/42 = 16.66%	18.33% +

7th Grade		2/26 = 7.69%	8.46% +
8th Grade		3/20 = 15.00%	16.50% +
Disability		237/454 = 52.20%	57.42% +
2nd Grade		25/59 = 42.37%	46.61% +
3rd Grade		31/59 = 52.54%	57.79% +
4th Grade		22/50 = 44.00%	48.40% +
5th Grade		14/38 = 36.84%	40.52% +
6th Grade		18/58 = 31.03%	34.13% +
7th Grade		5/11 = 45.45%	49.99% +
8th Grade		7/48 = 14.58%	16.04% +

(A)(4)(b) Decreasing achievement gaps (as defined in this notice)

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

Goal area	Identify subgroup and comparison group	Baseline(s)		
		SY 2010-11 (optional)	SY 2011-12	SY 2012-13
English Language Arts California Standardized Test (CST) Standardized Testing and Reporting (STAR) percent Proficient and Advanced Grades 2-8	White/Latino	18.4% gap	17.50%	14.88%
	2nd Grade	7.00%	5.95%	5.05%
	3rd Grade	22.00%	18.70%	15.89%
	4th Grade	19.00%	16.15%	13.72%
	5th Grade	26.00%	22.10%	18.78%
	6th Grade	16.00%	13.60%	11.56%
	7th Grade	21.00%	17.85%	15.17%
	8th Grade	13.00%	11.05%	9.39%
	White/ Socioeconomic Disadvantaged	20.0% gap	17.60%	14.96%
	2nd Grade	16.00%	13.60%	11.56%
	3rd Grade	24.00%	20.40%	17.34%
	4th Grade	22.00%	18.70%	15.89%
	5th Grade	28.00%	23.80%	20.23%
	6th Grade	17.00%	14.45%	12.28%
	7th Grade	20.00%	17.00%	14.45%
	8th Grade	16.00%	13.60%	11.56%
	White/English Learner	25.0% gap	23.40%	19.89%

	2nd Grade	19.00%	16.15%	13.72%
	3rd Grade	46.00%	39.10%	33.23%
	4th Grade	56.00%	47.60%	40.46%
	5th Grade	66.00%	56.10%	47.68%
	6th Grade	65.00%	55.25%	46.96%
	7th Grade	62.00%	52.70%	44.79%
	8th Grade	69.00%	58.65%	49.85%
	White/Student with Disabilities	33.3% gap	31.40%	26.69%
	2nd Grade	23.00%	19.55%	16.61%
	3rd Grade	35.00%	29.75%	25.28%
	4th Grade	46.00%	39.10%	33.23%
	5th Grade	53.00%	45.05%	38.29%
	6th Grade	47.00%	39.95%	33.95%
	7th Grade	25.00%	21.25%	18.06%
	8th Grade	53.00%	45.05%	38.29%
Math California Standardized Test (CST) Standardized Testing and Reporting (STAR) percent Proficient and Advanced Grades 2-8	White/Latino	16.0% gap	12.50%	10.63%
	2nd Grade	20.00%	17.00%	14.45%
	3rd Grade	16.00%	13.60%	11.56%
	4th Grade	10.00%	8.50%	7.22%
	5th Grade	16.00%	13.60%	11.56%
	6th Grade	19.00%	16.15%	13.72%
	7th Grade	24.00%	20.40%	17.34%
	8th Grade	2.00%	1.70%	1.44%
	White/ Socioeconomic Disadvantaged	15.6% gap	12.60%	10.71%
	2nd Grade	19.00%	16.15%	13.72%
	3rd Grade	14.00%	11.90%	10.11%
	4th Grade	12.00%	10.20%	8.67%
	5th Grade	17.00%	14.45%	12.28%
	6th Grade	20.00%	17.00%	14.45%
	7th Grade	18.00%	15.30%	13.00%
	8th Grade	1.00%	0.85%	0.72%
	White/English Learner	17.5% gap	15.30%	13.01%
	2nd Grade	18.00%	15.30%	13.00%
	3rd Grade	29.00%	24.65%	20.95%
	4th Grade	33.00%	28.05%	23.84%
	5th Grade	44.00%	37.40%	31.79%
	6th Grade	60.00%	51.00%	43.35%
	7th Grade	57.00%	48.45%	41.18%
	8th Grade	10.00%	8.50%	7.22%
	White/Student with Disabilities	26.9% gap	21.70%	18.45%
	2nd Grade	23.00%	19.55%	16.61%
	3rd Grade	27.00%	22.95%	19.50%
	4th Grade	32.00%	27.20%	23.12%

5th Grade	50.00%	42.50%	36.12%
6th Grade	48.00%	40.80%	34.68%
7th Grade	16.00%	13.60%	11.56%
8th Grade	25.00%	21.25%	18.06%

asures

ent outcomes

ncy status and growth)

ievement levels):

Goals			
SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
81.57% +	89.72% +	98.69%	98.69%
73.65% +	81.01% +	89.11% +	98.03%
63.20% +	69.52% +	76.48% +	84.13% +
79.84% +	87.82% +	96.60%	96.60%
74.93% +	82.42% +	90.66%	90.66%
81.67% +	89.84% +	98.82%	98.82%
77.66% +	85.42% +	93.96%	93.96%
78.34% +	86.17% +	94.79%	94.79%
74.28% +	81.71% +	89.88% +	98.88%
66.72% +	73.39% +	80.73% +	88.80% +
55.84% +	61.43% +	67.57% +	74.33% +
73.67% +	81.04% +	89.14% +	98.06%
62.66% +	68.92% +	75.81% +	83.40% +
69.65% +	76.61% +	84.27% +	92.70%
68.49% +	75.33% +	82.87% +	91.16%
64.63% +	71.10% +	78.21% +	86.03% +
91.00%	91.00%	91.00%	91.00%

84.78% +	93.26%	93.26%	93.26%
69.86% +	76.84% +	84.53% +	92.98%
72.89% +	80.18% +	88.19% +	97.01%
88.19% +	97.01%	97.01%	97.01%
96.66%	96.66%	96.66%	96.66%
87.74% +	96.51%	96.51%	96.51%
91.56%	91.56%	91.56%	91.56%
74.42% +	81.86% +	90.04%	99.04%
65.34% +	71.88% +	79.07% +	86.97% +
54.47% +	59.92% +	65.91% +	72.50% +
72.16% +	79.38% +	87.32% +	96.05%
60.00% +	66.00% +	72.60% +	79.87% +
69.02% +	75.92% +	83.51% +	91.86%
69.21% +	76.13% +	83.74% +	92.11%
67.52% +	74.27% +	81.70% +	89.87% +
67.48% +	74.23% +	81.65% +	89.82% +
62.61% +	68.87% +	75.75% +	83.33% +
9.16% +	10.08% +	11.09% +	12.20% +
37.34% +	41.08% +	45.18% +	49.70% +
5.76% +	6.33% +	6.97% +	7.66% +
14.40% +	15.84% +	17.42% +	19.17% +
8.96% +	9.85% +	10.84% +	11.92% +
11.52% +	12.67% +	13.94% +	15.33% +

59.16% +	65.07% +	71.58% +	78.74% +
45.11% +	49.63% +	54.59% +	60.05% +
32.41% +	35.65% +	39.21% +	43.13% +
38.36% +	42.20% +	46.42% +	51.06% +
27.65% =	30.42% +	33.46% +	36.81% +
25.92% +	28.52% +	31.37% +	34.51% +
22.28% +	24.51% +	26.97% +	29.66% +
11.70% +	12.88% +	14.16% +	15.58% +
76.25% +	83.88% +	92.27%	92.27%
78.91% +	86.80% +	95.48%	95.48%
87.83% +	96.62%	96.62%	96.62%
82.88% +	91.17%	91.17%	91.17%
85.39% +	93.93%	93.93%	93.93%
75.72% +	83.30% +	91.63%	91.63%
66.90% +	73.60% +	80.96% +	89.05% +
59.32% +	65.25% +	71.78% +	78.95% +
71.78% +	78.95% +	86.85% +	95.54%
72.69% +	79.96% +	87.96% +	96.76%
82.21% +	90.43%	90.43%	90.43%
77.18% +	84.90% +	93.39%	93.39%
77.78% +	85.56% +	94.12%	94.12%
69.57% +	76.53% +	84.18% +	92.60%
57.97% +	63.77% +	70.15% +	77.16% +

52.35% +	57.58% +	63.34% +	69.67% +
83.41% +	91.75%	91.75%	91.75%
87.25% +	95.97%	95.97%	95.97%
93.95%	93.95%	93.95%	93.95%
91.42%	91.42%	91.42%	91.42%
92.36%	92.36%	92.36%	92.36%
84.41% +	92.86%	92.86%	92.86%
77.99% +	85.79% +	94.37%	94.37%
67.36% +	74.10% +	81.51% +	89.66% +
59.56% +	65.51% +	72.06% +	79.27% +
70.82% +	77.91% +	85.70% +	94.27%
83.36% +	91.70%	91.70%	91.70%
79.26% +	87.18% +	95.90%	95.90%
76.91% +	84.60% +	93.06%	93.06%
65.57% +	72.13% +	79.34% +	87.28% +
58.16% +	63.97% +	70.37% +	77.41% +
51.54% +	56.69% +	62.36% +	68.60% +
67.75% +	74.52% +	81.97% +	90.17%
68.23% +	75.06% +	82.56% +	90.82%
55.98% +	61.58% +	67.74% +	74.51% +
51.45% +	56.60% +	62.26% +	68.49% +
25.32% +	27.85% +	30.64% +	33.70% +
20.16% +	22.18% +	24.40% +	26.84% +

9.30% +	10.23% +	11.26% +	12.38% +
18.15% +	19.96% +	21.96% +	24.15% +
63.16% +	69.48% +	76.43% +	84.07% +
51.27% +	56.39% +	62.03% +	68.24% +
63.57% +	69.93% +	76.92% +	84.61% +
53.24% +	58.56% +	64.42% +	70.86% +
44.57% +	49.03% +	53.94% +	59.33% +
37.55% +	41.30% +	45.43% +	49.98% +
54.99% +	60.49% +	66.54% +	73.20% +
17.64% +	19.41% +	21.35% +	23.48% +



Goals

SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
12.64%	10.75%	9.14%	7.77%
4.29%	3.65%	3.10%	2.64%
13.51%	11.48%	9.76%	8.29%
11.66%	9.91%	8.43%	7.16%
15.96%	13.57%	11.53%	9.80%
9.82%	8.35%	7.09%	6.03%
12.89%	10.96%	9.31%	7.92%
7.98%	6.78%	5.76%	4.90%
12.72%	10.81%	9.19%	7.81%
9.82%	8.35%	7.09%	6.03%
14.73%	12.52%	10.64%	9.05%
13.51%	11.48%	9.76%	8.29%
17.19%	14.61%	12.42%	10.56%
10.44%	8.87%	7.54%	6.41%
12.28%	10.44%	8.87%	7.54%
9.82%	8.35%	7.09%	6.03%
16.91%	14.37%	12.22%	10.38%

11.66%	9.91%	8.43%	7.16%
28.24%	24.01%	20.41%	17.34%
34.39%	29.23%	24.84%	21.12%
40.53%	34.45%	29.28%	24.89%
39.91%	33.93%	28.84%	24.51%
38.07%	32.36%	27.50%	23.38%
42.37%	36.01%	30.61%	26.02%
22.69%	19.28%	16.39%	13.93%
14.12%	12.00%	10.20%	8.67%
21.49%	18.27%	15.52%	13.20%
28.24%	24.01%	20.41%	17.34%
32.54%	27.66%	23.51%	19.98%
28.86%	24.53%	20.85%	17.72%
15.35%	13.05%	11.09%	9.42%
32.54%	27.66%	23.51%	19.98%
9.03%	7.68%	6.53%	5.55%
12.28%	10.44%	8.87%	7.54%
9.82%	8.35%	7.09%	6.03%
6.14%	5.22%	4.43%	3.77%
9.82%	8.35%	7.09%	6.03%
11.66%	9.91%	8.43%	7.16%
14.73%	12.52%	10.64%	9.05%
1.22%	1.04%	0.88%	0.75%
9.10%	7.74%	6.58%	5.59%
11.66%	9.91%	8.43%	7.16%
8.59%	7.30%	6.21%	5.28%
7.36%	6.26%	5.32%	4.52%
10.44%	8.87%	7.54%	6.41%
12.28%	10.44%	8.87%	7.54%
11.05%	9.39%	7.98%	6.78%
0.61%	0.52%	0.44%	0.37%
11.05%	9.40%	7.99%	6.79%
11.05%	9.39%	7.98%	6.78%
17.80%	15.13%	12.86%	10.93%
20.26%	17.22%	14.64%	12.44%
27.02%	22.96%	19.52%	16.59%
36.84%	31.32%	26.62%	22.62%
35.00%	29.75%	25.29%	21.49%
6.14%	5.22%	4.43%	3.77%
15.68%	13.33%	11.33%	9.63%
14.12%	12.00%	10.20%	8.67%
16.58%	14.09%	11.98%	10.18%
19.65%	16.70%	14.19%	12.06%

30.70%	26.10%	22.18%	18.85%
29.47%	25.05%	21.29%	18.10%
9.82%	8.35%	7.09%	6.03%
15.35%	13.05%	11.09%	9.42%

Grantee Name: Galt Joint Union Elementary School District

Project #1 Personalized Plans to Learning Pathways: College, Career and Life

Project Goals/Desired Outcomes:

1. Personalized learning plans are developed and implemented for every student.
2. Employees and students know and apply strengths in personalized learning environments.

Narrative: Develop and implement personalized learning and strengths-based growth plans for every student that articulate and transition to high school learning pathways experiences for college, career and life preparation.

Key Performance Measures:

Pre-K:

Reading and Mathematics Benchmarks Assessments
Desired Results Developmental Profile (DRDP) for Self and Social Development

K-1:

Reading and Math: GJUESD Foundational Reading, Writing and Mathematics Assessments
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1	PROJECT 1: PERSONALIZED PLANS TO LEARNING PATHWAYS - COLLEGE, CAREER AND LIFE	Director of Curriculum	1/1/13	6/30/2016								
1.1	Activity 1.1: Hire staff for personalized learning efforts.	Director of Educational Services	02/01/13	06/30/13	Complete 06/30/13		Most new jobs also support the blended to extended learning and/or continuous improvement projects.	2.1, 2.2, 2.4, 2.6, 3.2, 3.3				
1.1.1	Task 1.1.1: Develop new job descriptions and review with employee unions for: -Coordinator of Instructional Technology Integration -Extended Learning supervisor -Bright Future Center technician -Early Steps to Success Early Childhood Coordinator	Director of Educational Services	02/01/13	04/20/13	Complete 04/20/2013							
1.1.2	Task 1.1.2: Classified union and board approval of new classified job descriptions listed in Task 1.1.1	Director of Educational Services	02/27/13	04/24/13	Complete 04/24/13							
1.1.3	Task 1.1.3: Post for all new positions for each project of the grant.	Director of Educational Services	03/01/13	05/15/13	Complete 5/20/13							
1.1.4	Task 1.1.4: Hire employees to support personalized learning efforts. -6 Personalized Plan Administrators -6 Secretaries to the Personalized Learning Plan site Administrators -1 Coordinator of Instructional Technology Integration (CITI) -1 Coordinator of Extended Learning -12 Bright Futures Learning Center Technicians -1 Secretary to the CITI -3 Academic Coaches for teacher training at K-8 Appoint current employees to support personalized learning positions: -1 Academic Counselor -1 Social Worker -1 Service Learning Coordinator	Director of Educational Services, Director of Curriculum, and Director of Business Services	03/18/13	06/24/13	Complete 06/24/13		Internal transfers and hires new to the district		1.1.1; 1.1.2; 1.1.7; 1.1.8; 2.1.1; 2.1.2; 2.1.5; 2.1.6; 2.1.7; 2.1.8; 3.1.1	2.1.1+2.2.1 = \$183,784.77 2.1.5 = (\$12,993.32) 2.1.8+2.2.8 = \$87,984.43 1.2.1 = \$2,009.16 = increased benefits 2.1.6+2.2.6 = \$39,254.84 2.1.7+2.2.7 = (\$48,808.45)	Blended Learning Admin (Coordinator of Instructional Technology Integration) and secretary have been increased to 1.0 FTE each instead of .5 FTE each. Both positions are critical to the success of both project 1 & 2, necessitating full time positions. Bright Futures Centers Techs were blended with virtual Learning Instructional Assistants to create one job description supporting both virtual and extended learning.	Savings from decreased staff development stipends (1.1.3 & 1.1.4) and ESSS vendor (1.6.3) decrease has been used to support this increase. Savings from 2.1.6 & 2.1.7 used to support increase in Coordinator of Instructional Technology position 2.1.1.

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1.1.5	Deliverable: New job descriptions <input type="checkbox"/> Coordinator of Instructional Technology Integration <input type="checkbox"/> Extended Learning Supervisor <input type="checkbox"/> Bright Future Center Technician <input type="checkbox"/> Early Steps to Success Early Child Coordinator	Director of Educational Services	04/24/13	04/24/13	Complete 04/24/13							
1.1.6	Milestone: Certificated, management and classified staff selected for proposal implementation.	Director of Educational Services	06/30/13	06/30/13	Complete 06/30/13							
1.2	Activity 1.2: Personalize family capacity building for high need pre-kindergarten families including development of personalized home visits.	Prevention and Intervention Coordinator	01/01/13	06/30/16								
1.2.1	Task 1.2.1: Confer with First 5 School Readiness county leadership in developing a contract with home visit program that GJUESD had applied for in the past without funding support.	Prevention and Intervention Coordinator	01/07/13	05/31/13	Complete 04/15/13							
1.2.2	Task 1.2.2: Confer with Save the Children leadership to develop services, materials and resources needed for pre-kindergarten home visits.	Prevention and Intervention Coordinator	01/07/13	05/31/13	Complete 05/31/13							
1.2.3	Task 1.2.3: Finalize contract with Save The Children contractor to implement the Early Steps to School Success (ESSS) program- Year 2.,	Prevention and Intervention Coordinator and Director of Business Services	05/01/13	06/01/13	Complete 6/30/13		Vendor payments to be made quarterly.		1.6.3	\$ (186,805.00)	ESSS reduced to 3 years instead of 4 - starting 7/1/13. Coordinator moved to salaries/benefits.	Cost of coordinator moved to salary/benefit (1.1.9) & cost of supplies (1.5.6) & travel (1.3.2) moved to supplies & travel.
1.2.4	Task 1.2.4: Finalize or extend current contract for another year with Save The Children contractor to implement the Early Steps to School Success (ESSS) program- Year 3,	Prevention and Intervention Coordinator	03/30/14	06/30/14			Vendor payments to be made quarterly.		1.6.3			
1.2.5	Task 1.2.5: Finalize or extend current contract for another year with Save The Children contractor to implement the Early Steps to School Success (ESSS) program- Year 4,	Prevention and Intervention Coordinator	03/30/15	06/30/15			Vendor payments to be made quarterly.		1.6.3			
1.2.6	Task 1.2.6: Prevention and Intervention Coordinator will meet with Save The Children program specialist to create a clear implementation plan and timeline.	Prevention and Intervention Coordinator	05/01/13	06/30/13	Complete 06/14/13							

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1.2.7	Deliverable: Program Specialist/Coordinator Implementation Plan and timeline.	Prevention and Intervention Coordinator	06/30/13	06/30/13	Complete 06/14/13							
1.2.8	Task 1.2.8: Early Childhood Home Visitor job description is reviewed and approved by classified union.	Director of Educational Services and Director of Business Services	02/21/13	03/30/13	Complete 04/30/2013							
1.2.9	Task 1.2.9: Early Childhood Home Visitor job description is reviewed and approved by Board of Education.	Director of Educational Services	04/15/13	04/24/13	Complete 04/24/13							
1.2.10	Task 1.2.10: Early Childhood Home Visitor position vacancy is posted.	Director of Education Services	05/03/13	05/03/13	Complete 05/3/13							
1.2.11	Task 1.2.11: Early Childhood Home Visitor is hired by district.	Prevention and Intervention Coordinator	05/15/13	06/01/13	Completed 06/25/13				1.1.9; 1.2.9	1.1.9; 1.2.9= \$136,657.02	ESSS Vendor agreement included hiring our own Coordinator.	\$91,665.60 plus benefits have been moved from the ESSS contracted services budget (1.6.3).
1.2.12	Task 1.2.12: Early Steps to School Success (ESSS) program resources/materials are purchased and an office is provided for the Early Childhood Home Visitor.	Prevention and Intervention Coordinator	07/01/13	08/01/13	In Progress	On Track	Save The Children contractor recommends needed supplies for the program.		1.5.6	\$ 5,600.00	Supplies moved from contracted services.	ESSS contracted services decreased (1.6.3).
1.2.13	Milestone: Program Resources purchased from the list of resources from the Early Steps to School Success (ESSS) program.	Prevention and Intervention Coordinator	07/15/13	07/15/13								
1.2.14	Task 1.2.14: Early Childhood Home Visitor and Prevention and Intervention Coordinator attend a Pre-Orientation Meeting and initial 2.5 hour Orientation Training by Save The Children to implement the Early Steps to School Success (ESSS) program.	Prevention and Intervention Coordinator	07/01/13	08/01/13	In Progress	On Track	Save The Children Program Coordinator conducted the Pre-Orientation July 16-19,2013. Procurement for pre-orientation is part of the contract proposal and included in the original cost. Additional staff orientation with PIC, Home ECHV and STC in October.		1.6.3			
1.2.15	Milestone: 70 hours training completed for Coordinator and Early Childhood Home Visitor.	Prevention and Intervention Coordinator	08/01/13	08/01/13	QUARTERLY 30 HOURS MAY 2014							
1.2.16	Task 1.2.16: Save The Children works with the Prevention and Intervention Coordinator and Early Childhood Home Visitor to identify and recruit an initial 50 families with children 0-5 for personalized home visits and parent/child meetings.	Prevention and Intervention Coordinator	07/01/13	09/30/13	In Progress	On Track	GJUESD will partner with Fairstie School Readiness, Migrant Education, Community agencies and district social worker to identify families.					

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1.2.105	Task 1.2.105: Early Childhood Home Visitor administers surveys, pre-assessments and screenings provided by Save The Children to all families within 30 days of enrollment into the Early Steps to School Success (ESSS) program.	Prevention and Intervention Coordinator	03/10/16	06/06/16								
1.2.106	Task 1.2.106: Bi-weekly Home Visits and monthly parent/child meetings are scheduled and continuously provided quarterly to enrolled families.	Prevention and Intervention Coordinator	03/10/16	06/06/16								
1.2.107	Deliverable: Monthly parent/child meetings documentation: Parent sign-in sheets, meeting agendas, home visit, service logs.	Prevention and Intervention Coordinator	06/06/16	06/06/16								
1.2.108	Task 1.2.108: Early Childhood Home Visitor uses the assessment/screening tools provided by Save The Children to assess child progress/needs on an ongoing basis.	Prevention and Intervention Coordinator	03/10/16	06/06/16								
1.2.109	Task 1.2.109: Program Data is reported by Save The Children on a quarterly basis to stakeholders.	Prevention and Intervention Coordinator	03/10/16	06/06/16								
1.2.110	Deliverable: Quarterly program data reports.	Prevention and Intervention Coordinator	05/15/16	05/15/16								
1.2.111	Task: Quarterly program data reports used as a continuous improvement tool to monitor and adjust implementation.	Superintendent and Prevention and Intervention Coordinator	05/15/16	06/15/16								
1.2.112	Milestone: Annual reports to all stakeholders presented by the Program and Intervention Coordinator.	Prevention and Intervention Coordinator	05/15/16	06/30/16								
1.2.113	Deliverable: Annual program reports.	Prevention and Intervention Coordinator	06/30/16	06/30/16								
1.3	Activity 1.3: Develop employee and family capacity to personalize learning through strengths-based assessment use and application for talent development.	Superintendent	03/11/13	06/11/16			Personalized learning plan and model unit design incorporate blended to extended learning options from Project 2. Personalized plan implementation is dependent on the strategic match of blended to extended learning options.	2.6				

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1.3.1	Task 1.3.1: Superintendent presents rationale for effort at district-wide meeting as part of a district Staff Development Day.	Superintendent	03/11/13	03/11/13	Complete 03/11/13		Union leaders advised the superintendent to begin the initiative with a district-wide meeting with all employees. The superintendent presented GJUESD track record of success for closing the achievement gap, sustained success elements, RTTT grant components and starting point with strengths and investment in people power.					
1.3.2	Task 1.3.2: Administer strengths-based assessments to all employees.	Superintendent	03/18/13	03/29/13	Complete 03/29/13				1.5.1			
1.3.3	Milestone: Certificated, management and classified employees take strengths test.	Superintendent	03/29/13	03/29/13	Complete 04/01/13							
1.3.4	Task 1.3.4: Work with Strengths Based Professional Development Contractor to secure contract for both district and site team trainings for Year 1.	Superintendent	03/01/13	04/01/13	Complete 04/1/13		Payment to be submitted upon completion of all year 1 training. The contractor selected is Youth Development Contractor.		1.6.1	\$ 18,000.00	Additional training added in Year 1, 2, & 3 for strengths based training and removed from Year 4 to assure successful implementation of strengths.	Vendor contracts for technology training for teachers (1.6.2) decreased to \$0. This training will be done "in-house" by the new Blended Learning Administrator, during the school year.
1.3.5	Task 1.3.5: Work with Strengths Based Professional Development Contractor to secure contract for district and site team trainings for Year 2.	Superintendent	04/01/13	06/30/13	Complete 04/30/13				1.6.1			
1.3.6	Task 1.3.6: Work with Strengths Based Professional Development Contractor to secure contract for district and site team trainings for Year 3.	Superintendent	03/01/14	06/30/14					1.6.1			
1.3.7	Task 1.3.7: Employees participate in a district-wide meeting facilitated by Youth Development Network to understand and apply personal strengths.	Director of Curriculum	04/01/13	04/01/13	Complete 04/01/13							

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1.3.8	Task 1.3.8: School administrators attend a debriefing district-wide training meeting facilitated by Youth Development Network conducted on April 1, 2013 to plan next steps for strengths-based efforts with employees and students.	Director of Curriculum	04/01/13	04/01/13	Complete 04/01/13		Superintendent and Youth Development Network co facilitated this debrief. Following the district-wide training, school administrators determined needs related to: 1.) Common Core State Standards connections to Youth Development and Strengths, 2.) site work and time use to continue work at each school.					
1.3.9	Task 1.3.9: Administrative team debrief is discussed with Youth Development Network facilitator for implementation steps that is further reviewed with school principals and curriculum director.	Superintendent	04/02/13	04/12/13	Complete 4/12/13		Key Implementation Discussion Points: 1.) Youth Development principles and strengths connection to CCSS implementation 2.) Youth Voice for planning considerations and 3.) building school district team capacity.					
1.3.10	Milestone: Youth Development Network facilitation services identified to support strengths implementation efforts through June 2014.	Superintendent	04/12/13	04/12/13	Complete 04/12/13							
1.3.11	Task 1.3.11: Middle school youth focus group convened to participate in fish bowl process of providing input on what is important to consider when supporting personalized learning for youth.	Middle School Principals and Youth Development Network Facilitator	04/30/13	04/30/13	Complete 4/30/13		Youth Listening Circle process is used as the group process with youth, school district administrators, academic coaches, superintendent.					
1.3.12	Task 1.3.12: After school elementary youth focus group provide input into personalized learning and Bright Future Learning Centers.	Extended Learning Supervisor	04/15/13	04/30/13	Complete 4/30/13							
1.3.13	Task 1.3.13: District youth focus group provide ideas and input into personalized learning efforts. Ideas and input factored into continued personalized learning planning efforts.	Superintendent and Extended Learning Supervisor	04/01/13	05/01/13	Complete 05/01/13							
1.3.14	Task 1.3.14: School district leadership team meets to draw connections between classroom instruction, youth development, strengths and Common Core State Standards (CCSS).	Director of Curriculum	05/01/13	06/01/13	Complete 05/16/13							

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1.3.50	Task 1.3.50: Employees, students and parents use strengths and interests information to develop project-based service learning opportunities.	Director of Curriculum	12/02/15	02/28/16								
1.3.51	Task 1.3.51: Employees, students and parents use strengths and interests information to develop or modify Personalized Learning Plans.	Director of Curriculum	03/10/16	06/06/16								
1.3.52	Task 1.3.52: Employees, students and parents use strengths and interests information to select Bright Future Learning Center resources.	Director of Curriculum	03/10/16	06/06/16								
1.3.53	Task 1.3.53: Employees, students and parents use strengths and interests information to develop project-based service learning opportunities.	Director of Curriculum	03/10/16	06/06/16								
1.4	Activity 1.4: Develop employee and family capacity to personalize learning through computer-adaptive assessment use and application for academic growth.	Superintendent	03/11/13	06/11/16								
1.4.1	Task 1.4.1: Research computer adaptive academic assessment software/licensing for K-8 use.	Director of Educational Services and Director of Curriculum	03/01/13	07/30/13	Complete 4/10/13							
1.4.2	Task 1.4.2: Award contract for computer adaptive academic assessment software/license and staff development for Year 2 - No RFP needed.	Director of Educational Services and Director of Curriculum	07/30/13	07/30/13	Complete 7/19/2013			1.6.4	1.6.4 = \$160,654.50	1.6.4 = Student assessment program to accurately measure student growth for personalized plans.	Used savings from Virtual Learning changes to support MAP (2.6.1, 2.6.2, 2.6.3)	
1.4.3	Task 1.4.3: Computer Adaptive Academic assessment staff development in use of courseware/license for student personalized plans in the classroom.	Director of Curriculum	10/01/13	12/01/13				1.6.5; 1.6.2; 3.1.4; 3.2.4	1.6.5= \$10,400 1.6.2 = \$(80,000) 3.1.4-3.2.4= \$18,191.95	1.6.5 Student assessment program staff dev. to measure student growth using adaptive assessment. 1.6.2 = Contracted services for teacher training in use of new devices and courseware will be conducted by CITI position during school days 3.1.4 = Teacher stipends for data management training on courseware use	Virtual Learning Course Staff Development has been decreased to support this program training (2.6.1) Savings has been used toward the cost of Adaption Formative Assessment - student assessment measurement courseware/licensing (1.6.4 & 1.6.5)	

Grantee Name: Galt Joint Union Elementary School District

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Key Performance Measures:

Pre-K:

Reading and Mathematics Benchmarks Assessments
Desired Results Developmental Profile (DRDP) for Self and Social Development

K-1:

Reading and Math: GJUESD Foundational Reading, Writing and Mathematics Assessments
Adaptive Formative Assessment for Common Core State Standards
Social Emotional: Report Card or Personalized Plan Effort Grade
Portfolio Assessment

Grades 2-3:

GJUESD Foundational Assessments in Reading, Writing, and Mathematics
Adaptive Formative Assessment for Common Core State Standards
Standardized Testing And Reporting (STAR) (2013-2014)
Smarter Balanced Performance Growth (State testing starts 2014-15)
Social Emotional: Report Card or Personalized Plan Effort Grade
Portfolio Assessment

Grades 4-8:

Adaptive Assessment for Common Core State Standards
STAR through 2013-14
Smarter Balanced Performance Growth (State testing starts 2014-15)
Social Emotional: Report Card or Personalized Plan Effort Grade
Portfolio Assessment

Cross-reference to other projects: Personalized learning plan and strengths-based learning relates to other projects through:

1. Student needs and interests identified through personalized learning plans are matched with blended to extended learning opportunities in Project 2.
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3. Parents support student personalized learning plans with student participation in extended learning opportunities in the Bright Futures Centers after school or in summer settings.

Activities for Project 1

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1.6	Activity 1.6: Further develop, select and automate GJUESD student plans, unit design and progress tools for every student, parent, educator and academic coach use.	Director of Curriculum and Coordinator of Instructional Technology Integration	01/17/13	06/01/16			Personalized student planning tools include incorporation of digital or virtual progress tools in Project 2 that also contribute to continuous improvement growth monitoring in Project 3 through the adaptive assessments.	2.2, 3.2				
1.6.1	Task 1.6.1: Teacher leaders and administrators determine 2013-14 academic assessments through review of testing resources aligned to Common Core State Standards with computer adaptive capabilities.	Director of Curriculum	01/07/13	06/30/13	Complete 06/30/13		Teachers, coaches and administrators provided feedback, attended meetings. Time to create and validity challenges led to the selection of the computer adaptive assessment versus designing our own. K-3 district foundational reading assessments continue for reading, writing and mathematics continue.					
1.6.2	Task 1.6.2: Student strengths, interests and computer adaptive academic assessment results are incorporated into student learning plans, goal setting and unit design use process.	Director of Curriculum and Principals	08/19/13	11/08/13								
1.6.3	Task 1.6.3: Student strengths, interests and computer adaptive academic assessment results are incorporated into student learning plans, goal setting and unit design use process.	Director of Curriculum and Principals	12/02/13	02/28/14								
1.6.4	Task 1.6.4: Student strengths, interests and computer adaptive academic assessment results are incorporated into student learning plans, goal setting and unit design use process.	Director of Curriculum and Principals	03/10/14	06/06/14								
1.6.5	Task 1.6.5: Plan the development or selection of resources to implement Personalized Learning Plans, model unit templates through the linking of learning platform elements.	Director of Curriculum, Director of Educational Services and Coordinator of Instructional Technology Integration	04/08/13	07/31/13	In Progress	On Track	Existing or new elements identified within the Learning Platform to implement the personalized learning plans include Student Information System, Performance Management System, Computer-Adaptive Assessments, Virtual Coursework, Adaptive Courseware and Electronic Portfolio.					

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1.6.12	Task 1.6.12: Further research, review and select resources that support efficient and effective personalized learning efforts.	Director of Curriculum and Director of Educational Services	12/02/14	02/28/15								
1.6.13	Task 1.6.13: Further research, review and select resources that support efficient and effective personalized learning efforts.	Director of Curriculum and Director of Educational Services	03/10/15	06/06/15								
1.6.14	Task 1.6.14: Further research, review and select learning platform resources that support efficient and effective personalized learning efforts.	Director of Curriculum, Director of Educational Services and Coordinator of Instructional Technology Integration	08/19/15	11/08/15								
1.6.15	Task 1.6.15: Further research, review and select resources that support efficient and effective personalized learning efforts.	Director of Curriculum and Director of Educational Services	12/02/15	02/28/16								
1.6.16	Task 1.6.16: Further research, review and select resources that support efficient and effective personalized learning efforts.	Director of Curriculum and Director of Educational Services	03/10/16	06/06/16								
1.6.17	Task 1.6.17: Revisit and rethink student conferences and/or report cards with parents scheduled for Student Learning Plan progress and goal setting.	Director of Curriculum	04/02/13	07/31/13			Back-to-School Nights launch this effort through principal presentation and classroom teacher presentations.					
1.6.18	Task 1.6.18 : Define unit plan elements that align with CCSS implementation through GJUESD personalized learning efforts.	Director of Curriculum and Academic Coaches	04/01/13	05/15/13			Understanding by Design resources by Grant Wiggins and Jay McTighe are referenced to support unit plan development.					

Grantee Name: Galt Joint Union Elementary School District

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1.6.38	Task 1.6.38: GJUESD personalized student plans, unit design and progress tools are continuously reviewed and improved.	Director of Curriculum and Coordinator of Instructional Technology Integration	12/02/14	02/28/15								
1.6.39	Task 1.6.39: GJUESD personalized student plans, unit design and progress tools are continuously reviewed and improved.	Director of Curriculum and Coordinator of Instructional Technology Integration	03/10/15	06/06/15								
1.6.40	Task 1.6.40: GJUESD personalized student plans, unit design and progress tools are continuously reviewed and improved.	Director of Curriculum and Coordinator of Instructional Technology Integration	08/19/15	11/08/15								
1.6.41	Task 1.6.41: GJUESD personalized student plans, unit design and progress tools are continuously reviewed and improved.	Director of Curriculum and Coordinator of Instructional Technology Integration	12/02/15	02/28/16								
1.6.42	Task 1.6.42: GJUESD personalized student plans, unit design and progress tools are continuously reviewed and improved.	Director of Curriculum and Coordinator of Instructional Technology Integration	03/10/16	06/06/16								
1.7	Activity 1.7: The Galt elementary and high school districts collaborate to identify ways that personalized learning pathways support the K-12 implementation of the Common Core State Standards (CCSS) and middle school transition to high school areas of college and career focus.	GJUESD Superintendent and GHSD Superintendent	05/21/13	06/01/16			Elementary district and high school district students participate in Project-based Service Learning and Bright Future Centers in Project 2.	2.3, 2.4				
1.7.1	Task 1.7.1: District administration identify strategic articulation points for pre-k-12 college and career preparation, Common Core State Standards implementation and learning academy pathways	GJUESD and GHSD Superintendent	05/21/13	05/21/13	Complete 05/21/13							

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1.7.2	Milestone: 2013-14 strategic articulation points identified during collaboration meeting with both district superintendents and cabinets.	GJUESD and GHSD Superintendent	05/21/13	05/21/13	Complete 05/21/13		Key articulation points: 1.) consider using common K-12 computer adaptive assessment, 2.) prioritize K-12 articulation and collaborative professional learning in CCSS mathematics beginning summer 2014, and 3.) high school youth supporting middle school and elementary student personalized learning efforts at school and community locations.					
1.7.3	Task 1.7.3: Collaborate with Galt High School District on computer adaptive assessment K-12.	GJUESD and GHSD Superintendents	06/01/13	07/01/13	Complete 06/30/13		Following the May 21st leadership articulation meeting, the Director of Curriculum shared adaptive assessment information with the high school district. The high school district is considering the same or similar computer adaptive assessment for language arts and mathematics and GJUESD.					
1.7.4	Task 1.7.4: The elementary district develops a plan to articulate the use of K-12 computer adaptive assessment for CCSS implementation with the high school district.	GJUESD and GHSD Superintendent	05/21/13	11/01/13	Complete 08/19/13		Directors met to discuss adaptive academic assessment progress and use. Elementary District is proceeding with fall use. High School District will continue to examine assessment products and may wait until Smarter Balanced creates formative assessments for purchase.					
1.7.5	Milestone: K-8 decision on computer adaptive assessments used for performance growth articulation for Common Core State Standards.	GJUESD and GHSD Superintendent	09/01/13	09/01/13	Complete 08/23/13		The high school district is not moving forward with computer adaptive academic assessment at this time. The high school district continues to look at assessment products that meet high school needs in depth and usefulness. The Elementary District will keep the high school district informed on adaptive assessment implementation for future discussions and articulation.					

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1.7.6	Task 1.7.6: Identify needs of high risk students as they transition to the high school and implications for personalized plan development and summer pathways academies.	GJUESD School Social Workers, Middle School Counselor and High School Counselors	08/01/13	11/01/13								
1.7.7	Task 1.7.7: Summer pathway academies components identified through high risk student needs analysis, school districts and community resources.	GJUESD School Social Workers, Middle School Counselor and High School Counselors	11/15/13	01/30/14								
1.7.8	Task 1.7.8: Summer college and career activities and pathways academies are scheduled at the Bright Future Centers or other community locations.	GJUESD Director of Educational Services, GHSD Director of Educational Services, Extended Learning Supervisor, Service Learning Coordinator	02/01/14	05/15/14						Change: pg. 50 on action plan. Summer Learning Pathways Academies begins 2014 for middle school and high school students.	Elementary district is prioritizing the summer opening of Bright Future Centers at six school locations. Also, more planning time is needed between both districts.	
1.7.9	Deliverable: Schedule for summer and school year college and career activities involving elementary district and high school district students at every Bright Future Learning Center.	GJUESD Director of Educational Services, Extended Learning Supervisor, GHSD Director of Educational Services	04/30/14	04/30/14			Elementary district and high school district will work together to determine the summer opportunities following the timeline in SOW. Preliminary ideas at this time include 1.) articulating existing high school academy such as BEST Engineering academy, AVID, and High School Students supporting K-8 Bright Future Learning Summer Camps for College Career and Enrichment Exploration: Theatre, Robotics, Band, Horsemanship. The communications plan includes Galt Youth Master Plan organizations communicating the opportunities along with the creation of an on-line or hard copy Summer Catalog.					

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1.8.1	Task 1.8.1: Post graduation statistics including college, career and military service information from the high school district are shared with elementary school district leadership.	GJUESD and GHSD Superintendents	07/15/13	08/30/13	Complete 08/13/13		Principal Reports from June 2013 High School District Board Meeting shared with elementary district leadership. Information includes: total number of graduates, percentage of students participating in 4-year college, 2-year college, vocational school, and military.					
1.8.2	Task 1.8.2: High School Superintendent reviews the CalPASS system for post graduate information and debriefs with elementary school district leadership.	GJUESD and GHSD Superintendents	07/15/13	11/01/13	In Progress							
1.8.3	Task 1.8.3: High School District and Elementary District leadership convene to work on indicators of college and career success.	GJUESD and GHSD Superintendents and Directors	09/15/13	12/15/13								
1.8.4	Task 1.8.4: High School District and Elementary District leadership convene to work on indicators of college and career success.	GJUESD and GHSD Superintendents and Directors	12/16/13	03/16/14								
1.8.5	Milestone: Indicators of College and Career Success.	GJUESD and GHSD Directors	02/15/14	02/15/14								
1.8.6	Task 1.8.6: Indicators of college and career success are reviewed annually and used to make academic and engagement criteria adjustments.	GJUESD and GHSD Superintendents and Directors	06/06/14	08/06/14								
1.8.7	Task 1.8.7: Indicators of college and career success are reviewed annually and used to make academic and engagement criteria adjustments.	GJUESD and GHSD Superintendents and Directors	06/06/15	08/06/15								
1.8.8	Task 1.8.8: Indicators of college and career success are reviewed annually and used to make academic and engagement criteria adjustments.	GJUESD and GHSD Superintendents and Directors	06/06/16	08/06/16								
1.8.9	Deliverable: Longitudinal Database of Post Graduate statistics housed in high school district database system.	GJUESD and GHSD Directors	08/15/15	08/15/15				1.8.2, 1.8.6, 1.8.7, 1.8.8				

Grantee Name: Galt Joint Union Elementary School District

Project #2 Personalized Learning Options- Blended to Extended Environments

Project Goals/Desired Outcomes:

1. Students have blended or integrated technology opportunities supporting Common Core State Standards (CCSS).
2. Project-based service learning is experienced by students at least once each year during school, in extended day or summer community settings.
3. Teachers participate and apply training for blended or integrated technology use to support CCSS instruction.
4. Families participate in Bright Futures Center learning and enrichment events during the school year and/or summer.

Narrative: The Common Core State Standards (CCSS) are implemented and applied in varied personalized learning environments including classroom, school library, community settings, virtual and extended learning career pathways environments.

Key Performance measures:

Pre-K:

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Cross-reference to other projects

1. Virtual coursework, project-based service learning and family learning and enrichment align with personalized learning and strengths-based growth plans from Project 1.

Activities for Project 2

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	In Progress Status Choose: Ahead; On-track; Off- track; Immediate attn reqd	Notes	Dependent Activities (in other projects)	Budget Reference	Change from application (includes pg. reference)	Rationale for change	Implications on other activities, performance measures, and budget?
2.1.15	Task 2.1.15: Each school year, Academic Coaches facilitate meetings with District Professional Learning Committee to create or further develop Common Core State Standards (CCSS) Units for personalized learning.	Director of Curriculum	08/19/14	11/08/14								
2.1.16	Task 2.1.16: Each school year, Academic Coaches facilitate meetings with District Professional Learning Committee to create or further develop Common Core State Standards (CCSS) Units for personalized learning.	Director of Curriculum	12/02/14	02/28/15								
2.1.17	Task 2.1.17: Each school year, Academic Coaches facilitate meetings with District Professional Learning Committee to create or further develop Common Core State Standards (CCSS) Units for personalized learning.	Director of Curriculum	03/10/15	06/06/15								
2.1.18	Task 2.1.18: Each school year, Academic Coaches facilitate meetings with District Professional Learning Committee to create or further develop Common Core State Standards (CCSS) Units for personalized learning.	Director of Curriculum	08/19/15	11/08/15								
2.1.19	Task 2.1.19: Each school year, Academic Coaches facilitate meetings with District Professional Learning Committee to create or further develop Common Core State Standards (CCSS) Units for personalized learning.	Director of Curriculum	12/02/15	02/28/16								
2.1.20	Task 2.1.20: Each school year, Academic Coaches facilitate meetings with District Professional Learning Committee to create or further develop Common Core State Standards (CCSS) Units for personalized learning.	Director of Curriculum	03/10/16	06/06/16								
2.1.21	Task 2.1.21: Schedule summer and school year professional development to support Common Core State Standards (CCSS) implementation through personalization, blended learning and continuous improvement.	Director of Curriculum	04/01/13	05/15/13	In Progress		Summer completed with school year in progress.					
2.1.22	Milestone: Professional Development Schedule and Participant Lists.	Director of Curriculum and Coordinator of Instructional Technology Integration	05/30/13	05/30/13	In Progress		Summer completed with school year in progress.					

Grantee Name: Galt Joint Union Elementary School District

Project #2 Personalized Learning Options- Blended to Extended Environments

Project Goals/Desired Outcomes:

1. Students have blended or integrated technology opportunities supporting Common Core State Standards (CCSS).
2. Project-based service learning is experienced by students at least once each year during school, in extended day or summer community settings.
3. Teachers participate and apply training for blended or integrated technology use to support CCSS instruction.
4. Families participate in Bright Futures Center learning and enrichment events during the school year and/or summer.

Narrative: The Common Core State Standards (CCSS) are implemented and applied in varied personalized learning environments including classroom, school library, community settings, virtual and extended learning career pathways environments.

Key Performance measures:

Pre-K:

Reading and Mathematics Benchmarks Assessments
Desired Results Developmental Profile (DRDP) for Self and Social Development

K-1:

Reading and Math: GJUESD Foundational Reading, Writing and Mathematics Assessments
Adaptive Formative Assessment for Common Core State Standards
Social Emotional: Report Card or Personalized Plan Effort Grade
Portfolio Assessment

Grades 2-3:

GJUESD Foundational Assessments in Reading, Writing, and Mathematics
Adaptive Formative Assessment for Common Core State Standards
Standardized Testing And Reporting (STAR) (2013-2014)
Smarter Balanced Performance Growth (State testing starts 2014-15)
Social Emotional: Report Card or Personalized Plan Effort Grade
Portfolio Assessment

Grades 4-8:

Adaptive Assessment for Common Core State Standards
STAR through 2013-14
Smarter Balanced Performance Growth (State testing starts 2014-15)
Social Emotional: Report Card or Personalized Plan Effort Grade
Portfolio Assessment

Cross-reference to other projects

1. Virtual coursework, project-based service learning and family learning and enrichment align with personalized learning and strengths-based growth plans from Project 1.

Activities for Project 2

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	In Progress Status Choose: Ahead; On-track; Off- track; Immediate attn reqd	Notes	Dependent Activities (in other projects)	Budget Reference	Change from application (includes pg. reference)	Rationale for change	Implications on other activities, performance measures, and budget?
2.1.26	Task 2.1.26: School year professional development involves differentiated delivery for district-wide delivery: all teachers, school trainer of trainers, grade level or department representatives.	Director of Curriculum, Principals and Academic Coaches	03/10/14	06/06/14								
2.1.27	Task 2.1.27: School year professional development involves differentiated delivery for district-wide delivery: all teachers, school trainer of trainers, grade level or department representatives.	Director of Curriculum, Principals and Academic Coaches	08/19/14	11/08/14								
2.1.28	Task 2.1.28: School year professional development involves differentiated delivery for district-wide delivery: all teachers, school trainer of trainers, grade level or department representatives.	Director of Curriculum, Principals and Academic Coaches	12/02/14	02/28/15								
2.1.29	Task 2.1.29: School year professional development involves differentiated delivery for district-wide delivery: all teachers, school trainer of trainers, grade level or department representatives.	Director of Curriculum, Principals and Academic Coaches	03/10/15	06/06/15								
2.1.30	Task 2.1.30: School year professional development involves differentiated delivery for district-wide delivery: all teachers, school trainer of trainers, grade level or department representatives.	Director of Curriculum, Principals and Academic Coaches	08/19/15	11/08/15								
2.1.31	Task 2.1.31: School year professional development involves differentiated delivery for district-wide delivery: all teachers, school trainer of trainers, grade level or department representatives.	Director of Curriculum, Principals and Academic Coaches	12/02/15	02/28/16								
2.1.32	Task 2.1.32: School year professional development involves differentiated delivery for district-wide delivery: all teachers, school trainer of trainers, grade level or department representatives.	Director of Curriculum, Principals and Academic Coaches	03/10/16	06/06/16								
2.1.33	Task 2.1.33: Purchase teacher laptops for mobile and on-line professional learning.	Director of Educational Services	04/01/13	05/01/13	Complete 05/30/13							
2.1.34	Task 2.1.34: Teachers receive laptops or tablets and participate in phase 1 training to access personalized on-line resources and professional network of 900,000 members.	Director of Educational Services	05/29/13	06/06/13	Complete 06/06/13							
2.1.35	Task 2.1.35: Teachers participate in on-going professional development to support Common Core State Standards (CCSS) implementation through coaching participation, Professional Learning Community collaboration efforts, in-services and on-line resources use.	Academic Coaches and Director of Curriculum	08/19/13	11/08/13	In Progress		Pre-service training included Common Core State Standards implementation to prepare for new school year. Performance management training scheduled for Friday, August 30, 2013.					

Grantee Name: Galt Joint Union Elementary School District

Project #2 Personalized Learning Options- Blended to Extended Environments

Project Goals/Desired Outcomes:

1. Students have blended or integrated technology opportunities supporting Common Core State Standards (CCSS).
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Narrative: The Common Core State Standards (CCSS) are implemented and applied in varied personalized learning environments including classroom, school library, community settings, virtual and extended learning career pathways environments.

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Smarter Balanced Performance Growth (State testing starts 2014-15)
Social Emotional: Report Card or Personalized Plan Effort Grade
Portfolio Assessment

Grades 4-8:

Adaptive Assessment for Common Core State Standards
STAR through 2013-14
Smarter Balanced Performance Growth (State testing starts 2014-15)
Social Emotional: Report Card or Personalized Plan Effort Grade
Portfolio Assessment

Cross-reference to other projects

1. Virtual coursework, project-based service learning and family learning and enrichment align with personalized learning and strengths-based growth plans from Project 1.

Activities for Project 2

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	In Progress Status Choose: Ahead; On-track; Off- track; Immediate attn reqd	Notes	Dependent Activities (in other projects)	Budget Reference	Change from application (includes pg. reference)	Rationale for change	Implications on other activities, performance measures, and budget?
2.1.81	Deliverable: Agendas, notes and meeting minutes.	Superintendent and Principals	06/06/15	06/06/15								
2.1.82	Task 2.1.82: Trimester deep discussion and dialogue sessions embed personalized learning implementation topics including Governance Team, District Advisory Committee, Principals, School Site Councils, Cabinet and Union Leadership Teams.	Superintendent and Principals	08/19/15	11/08/15								
2.1.83	Task 2.1.83: Trimester deep discussion and dialogue sessions embed personalized learning implementation topics including Governance Team, District Advisory Committee, Principals, School Site Councils, Cabinet and Union Leadership Teams.	Superintendent and Principals	12/02/15	02/28/16								
2.1.84	Task 2.1.84: Trimester deep discussion and dialogue sessions embed personalized learning implementation topics including Governance Team, District Advisory Committee, Principals, School Site Councils, Cabinet and Union Leadership Teams.	Superintendent and Principals	03/10/16	06/06/16								
2.1.85	Deliverable: Agendas, notes and meeting minutes.	Superintendent and Principals	06/06/16	06/06/16								
2.2	Activity 2.2: Acquire and use additional personalized learning digital student resources for college and career instruction and assessment for deep and accelerated learning.	Director of Curriculum and Coordinator of Instructional Technology Integration	02/04/13	06/01/16			Project 1 student planning tools support Project 2 digital coursework or virtual learning options while also addressing Project 3 continuous improvement for interoperable data systems.	1.4, 3.3				
2.2.1	Task 2.2.1: Review and select resources with stakeholder involvement and feedback for digital courseware, assessment, and equipment.	Director of Curriculum and Director of Educational Services	02/04/13	06/30/13	Complete 6/15/13		Contractors for virtual coursework vendor and adaptive academic assessment selected. RFP developed for adaptive courseware. Teachers and administrators were involved through meeting attendance to view resources, try out resources and provide feedback. Migrant Education teachers and students used adaptive learning courseware. Stakeholders visited districts using adaptive courseware and mobile devices. Board member, superintendent and staff visited CISCO technology center in San Jose.					
2.2.2	Task 2.2.2: Write RFP for contracted vendor to supply virtual courses.	Director of Educational Services and Director of Business	02/04/13	04/30/13	Complete 4/30/13							

Grantee Name: Galt Joint Union Elementary School District

Project #2 Personalized Learning Options- Blended to Extended Environments

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Social Emotional: Report Card or Personalized Plan Effort Grade
Portfolio Assessment

Grades 2-3:

GJUESD Foundational Assessments in Reading, Writing, and Mathematics
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Cross-reference to other projects

1. Virtual coursework, project-based service learning and family learning and enrichment align with personalized learning and strengths-based growth plans from Project 1.

Activities for Project 2

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	In Progress Status Choose: Ahead; On-track; Off- track; Immediate attn reqd	Notes	Dependent Activities (in other projects)	Budget Reference	Change from application (includes pg. reference)	Rationale for change	Implications on other activities, performance measures, and budget?
2.2.37	Task 2.2.37: Student Personalized Learning Plans are used by employees and students to tailor blended- to-extended learning opportunities.	Principals, Extended Learning Supervisor and Superintendent	08/19/14	11/08/14								
2.2.38	Task 2.2.38: Student Personalized Learning Plans are used by employees and students to tailor blended -to-extended learning opportunities.	Principals, Extended Learning Supervisor and Superintendent	11/12/14	02/28/15								
2.2.39	Task 2.2.39: Student Personalized Learning Plans are used by employees and students to tailor blended- to-extended learning opportunities.	Principals, Extended Learning Supervisor and Superintendent	03/03/15	06/06/15								
2.2.40	Task 2.2.40: Student Personalized Learning Plans are used by employees and students to tailor blended- to-extended learning opportunities.	Principals, Extended Learning Supervisor and Superintendent	06/06/15	06/06/15								
2.2.41	Task 2.2.41: Student Personalized Learning Plans are used by employees and students to tailor blended- to-extended learning opportunities.	Principals, Extended Learning Supervisor and Superintendent	08/19/15	11/08/15								
2.2.42	Task 2.2.42: Student Personalized Learning Plans are used by employees and students to tailor blended- to -extended learning opportunities.	Principals, Extended Learning Supervisor and Superintendent	11/12/15	02/28/16								
2.2.43	Task 2.2.43: Student Personalized Learning Plans are used by employees and students to tailor blended- to-extended learning opportunities.	Principals, Extended Learning Supervisor and Superintendent	03/03/16	06/06/16								
2.3	Activity 2.3: Project-based service learning opportunities in varied learning environments are further developed, articulated and scheduled aligned with Common Core State Standards (CCSS) and Career Technical Education (CTE) standards.	Service Learning Coordinator	03/03/16	06/06/16			Project 2 project-based service learning is dependent on Project 1 personalized learning plan implementation that includes addressing student strengths and interests through family involvement.	1.4	2.1.2			
2.3.1	Task 2.3.1: Elementary and high school district extended day learning leaders and youth participate in Go Outdoors (GO) Network training to support high quality outdoor learning at the Cosumnes River Nature Preserve as an outdoor learning setting for project-based service learning.	Service Learning Coordinator	03/19/13	03/19/13	Complete 03/19/13		Involvement of high school district and elementary district staff in this training further advances project-based service learning for K-12 implementation with youth development strategies.					
2.3.2	Task 2.3.2: Project-based Service Learning Coordinator meets with the Director of Curriculum to coordinate efforts for Common Unit design and clear tie of service learning to Common Core State Standards (CCSS).	Service Learning Coordinator and Director of Curriculum	05/08/13	05/08/13	Complete 05/08/13							

Grantee Name: Galt Joint Union Elementary School District

Project #2 Personalized Learning Options- Blended to Extended Environments

Project Goals/Desired Outcomes:

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4. Families participate in Bright Futures Center learning and enrichment events during the school year and/or summer.

Narrative: The Common Core State Standards (CCSS) are implemented and applied in varied personalized learning environments including classroom, school library, community settings, virtual and extended learning career pathways environments.

Key Performance measures:

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Portfolio Assessment

Grades 2-3:

GJUESD Foundational Assessments in Reading, Writing, and Mathematics
Adaptive Formative Assessment for Common Core State Standards
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Smarter Balanced Performance Growth (State testing starts 2014-15)
Social Emotional: Report Card or Personalized Plan Effort Grade
Portfolio Assessment

Grades 4-8:

Adaptive Assessment for Common Core State Standards
STAR through 2013-14
Smarter Balanced Performance Growth (State testing starts 2014-15)
Social Emotional: Report Card or Personalized Plan Effort Grade
Portfolio Assessment

Cross-reference to other projects

1. Virtual coursework, project-based service learning and family learning and enrichment align with personalized learning and strengths-based growth plans from Project 1.

Activities for Project 2

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	In Progress Status Choose: Ahead; On-track; Off- track; Immediate attn reqd	Notes	Dependent Activities (in other projects)	Budget Reference	Change from application (includes pg. reference)	Rationale for change	Implications on other activities, performance measures, and budget?
2.3.44	Task 2.3.44: Current or emerging project-based service learning opportunities for student, family or community involvement are communicated monthly for school day or extended learning participation.	Service Learning Coordinator	08/19/15	11/08/15								
2.3.45	Task 2.3.45: Current or emerging project-based service learning opportunities for student, family or community involvement are communicated monthly for school day or extended learning participation.	Service Learning Coordinator	12/02/15	02/28/16								
2.3.46	Task 2.3.46: Current or emerging project-based service learning opportunities for student, family or community involvement are communicated monthly for school day or extended learning participation.	Service Learning Coordinator	03/10/16	06/06/16								
2.3.47	Deliverable: Service learning communications: web sites, social media, flyers, calendars, Bright Future Learning Center Events Calendar.	Service Learning Coordinator Extended Learning Supervisor	06/06/16	06/06/16								
2.3.48	Milestone: Service Learning opportunities are included monthly on web sites, social media, flyers, calendars, Bright Future Learning Center. Events Calendar.	Service Learning Coordinator and Extended Learning Supervisor	06/30/16	06/30/16								
2.3.49	Deliverable: Youth, family and community involvement are documented each trimester.	Service Learning Coordinator	06/30/16	06/30/16								
2.4	Activity 2.4: Incorporate year-round family literacy events with community partners and volunteers in varied learning environments.	Extended Learning Supervisor	04/17/13	06/01/16			Pre-K family capacity building from Project 1 provides ideas or coordination efforts with K-8 families and Project 2.	1.3	2.1.5; 2.2.5	\$ (12,993.32)	Postpone starting date to April 1, due to delay in hiring process.	Used savings to support increase in Coordinator of Instructional Technology position 2.1.1.
2.4.1	Task 2.4.1: Plans for Bright Future for Galt Students family learning and enrichment opportunities communicated to GJUESD families through parent meetings, library fund raisers, and School Board meetings.	Superintendent and Principals	04/17/13	05/31/13	Complete 05/31/13							
2.4.2	Task 2.4.2: Survey sent to all pre-kindergarten through grade eight GJUESD families to determine interest and needs for family learning and enrichment opportunities at every Bright Future Learning Center.	Extended Learning Supervisor	05/01/13	05/31/13	Complete 05/31/13							
2.4.3	Deliverable: On-line family survey responses for Bright Future Learning Centers interests and needs.	Director of Educational Services and Extended Learning Supervisor	05/31/13	05/31/13	Complete 05/31/13							
2.4.4	Task 2.4.4: Survey results used as data to help shape summer and year one Bright Future Learning Center opportunities and schedule.	Extended Learning Supervisor	06/01/13	06/30/13	Complete 6/30/13							

Grantee Name: Galt Joint Union Elementary School District

Project #2 Personalized Learning Options- Blended to Extended Environments

Project Goals/Desired Outcomes:

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Key Performance measures:

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Portfolio Assessment

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1. Virtual coursework, project-based service learning and family learning and enrichment align with personalized learning and strengths-based growth plans from Project 1.

Activities for Project 2

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	In Progress Status Choose: Ahead; On-track; Off- track; Immediate attn reqd	Notes	Dependent Activities (in other projects)	Budget Reference	Change from application (includes pg. reference)	Rationale for change	Implications on other activities, performance measures, and budget?
2.4.28	Task 2.4.28: Students and families use the Bright Future Learning Centers to access and manage their own personalized learning path through parent and student portals of the Learning Management System as it connects them to on-line instruction, practice and resources that are achieved through their Personalized Learning Plan objectives.	Coordinator of Instructional Technology Integration and Extended Learning Supervisor	03/10/15	06/06/15								
2.4.29	Task 2.4.29: Students and families use the Bright Future Learning Centers to access and manage their own personalized learning path through parent and student portals of the Learning Management System as it connects them to on-line instruction, practice and resources that are achieved through their Personalized Learning Plan objectives.	Coordinator of Instructional Technology Integration and Extended Learning Supervisor	06/06/15	06/06/15								
2.4.30	Task 2.4.30: Students and families use the Bright Future Learning Centers to access and manage their own personalized learning path through parent and student portals of the Learning Management System as it connects them to on-line instruction, practice and resources that are achieved through their Personalized Learning Plan objectives.	Coordinator of Instructional Technology Integration and Extended Learning Supervisor	08/19/15	11/08/15								
2.4.31	Task 2.4.31: Students and families use the Bright Future Learning Centers to access and manage their own personalized learning path through parent and student portals of the Learning Management System as it connects them to on-line instruction, practice and resources that are achieved through their Personalized Learning Plan objectives.	Coordinator of Instructional Technology Integration and Extended Learning Supervisor	12/02/15	02/28/16								
2.4.32	Task 2.4.32: Students and families use the Bright Future Learning Centers to access and manage their own personalized learning path through parent and student portals of the Learning Management System as it connects them to on-line instruction, practice and resources that are achieved through their Personalized Learning Plan objectives.	Coordinator of Instructional Technology Integration and Extended Learning Supervisor	03/10/16	06/06/16								
2.4.33	Task 2.4.33: Teachers coordinate with after-school programs and Bright Future Learning Centers to provide more student learning time, support and enrichment.	Director of Curriculum and Principals	08/19/13	11/08/13			Principals critical to lead this coordination to connect student PLP/goals to blended to extended resources/mentors/opportunities.					

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2.4.44	Task 2.4.44: Students or families attending Bright Future Learning Centers use resources to strengthen classroom experiences.	Extended Learning Supervisor and Principals	08/19/13	11/08/13	In Progress	On Track	Director of Curriculum and Extended Learning Supervisor meet in September 2013 to discuss center resources and activities, assist with next-day or future classroom experiences.					
2.4.45	Task 2.4.45: Students or families attending Bright Future Learning Centers use resources to strengthen classroom experiences.	Extended Learning Supervisor and Principals	12/02/13	02/28/14								
2.4.46	Task 2.4.46: Students or families attending Bright Future Learning Centers use resources to strengthen classroom experiences.	Extended Learning Supervisor and Principals	03/10/14	06/06/14								
2.4.47	Task 2.4.47: Students or families attending Bright Future Learning Centers use resources to strengthen classroom experiences.	Extended Learning Supervisor and Principals	06/06/14	06/06/14								
2.4.48	Task 2.4.48: Students or families attending Bright Future Learning Centers use resources to strengthen classroom experiences.	Extended Learning Supervisor and Principals	08/19/14	11/08/14								
2.4.49	Task 2.4.49: Students or families attending Bright Future Learning Centers use resources to strengthen classroom experiences.	Extended Learning Supervisor and Principals	12/02/14	02/28/15								
2.4.50	Task 2.4.50: Students or families attending Bright Future Learning Centers use resources to strengthen classroom experiences.	Extended Learning Supervisor and Principals	03/10/15	06/06/15								
2.4.51	Task 2.4.51: Students or families attending Bright Future Learning Centers use resources to strengthen classroom experiences.	Extended Learning Supervisor and Principals	06/06/15	06/06/15								
2.4.52	Task 2.4.52: Students or families attending Bright Future Learning Centers use resources to strengthen classroom experiences.	Extended Learning Supervisor and Principals	08/19/15	11/08/15								
2.4.53	Task 2.4.53: Students or families attending Bright Future Learning Centers use resources to strengthen classroom experiences.	Extended Learning Supervisor and Principals	12/102/2015	02/28/16								
2.4.54	Task 2.4.54: Students or families attending Bright Future Learning Centers use resources to strengthen classroom experiences.	Extended Learning Supervisor and Principals	03/10/16	06/06/16								
2.5	Activity 2.5: Libraries are transformed as year-round and extended day personalized Blended Learning Centers for student, family, employee and community volunteer use.	Director of Educational Services	02/01/13	06/01/16			Bright Future Learning Centers in Project 2 support personalized student plans and unit design from Project 1.	1.4				

Grantee Name: Galt Joint Union Elementary School District

Project #2 Personalized Learning Options- Blended to Extended Environments

Project Goals/Desired Outcomes:

1. Students have blended or integrated technology opportunities supporting Common Core State Standards (CCSS).
2. Project-based service learning is experienced by students at least once each year during school, in extended day or summer community settings.
3. Teachers participate and apply training for blended or integrated technology use to support CCSS instruction.
4. Families participate in Bright Futures Center learning and enrichment events during the school year and/or summer.

Narrative: The Common Core State Standards (CCSS) are implemented and applied in varied personalized learning environments including classroom, school library, community settings, virtual and extended learning career pathways environments.

Key Performance measures:

Pre-K:

Reading and Mathematics Benchmarks Assessments
Desired Results Developmental Profile (DRDP) for Self and Social Development

K-1:

Reading and Math: GJUESD Foundational Reading, Writing and Mathematics Assessments
Adaptive Formative Assessment for Common Core State Standards
Social Emotional: Report Card or Personalized Plan Effort Grade
Portfolio Assessment

Grades 2-3:

GJUESD Foundational Assessments in Reading, Writing, and Mathematics
Adaptive Formative Assessment for Common Core State Standards
Standardized Testing And Reporting (STAR) (2013-2014)
Smarter Balanced Performance Growth (State testing starts 2014-15)
Social Emotional: Report Card or Personalized Plan Effort Grade
Portfolio Assessment

Grades 4-8:

Adaptive Assessment for Common Core State Standards
STAR through 2013-14
Smarter Balanced Performance Growth (State testing starts 2014-15)
Social Emotional: Report Card or Personalized Plan Effort Grade
Portfolio Assessment

Cross-reference to other projects

1. Virtual coursework, project-based service learning and family learning and enrichment align with personalized learning and strengths-based growth plans from Project 1.

Activities for Project 2

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	In Progress Status Choose: Ahead; On-track; Off- track; Immediate attn reqd	Notes	Dependent Activities (in other projects)	Budget Reference	Change from application (includes pg. reference)	Rationale for change	Implications on other activities, performance measures, and budget?
2.6.17	Task 2.6.17: Schedule school year and evening opportunities for personalized student and family use depending on strengths, interest or need (revisit each trimester).	Extended Learning Supervisor and Principals	08/19/14	11/08/14								
2.6.18	Task 2.6.18: Schedule school year and evening opportunities for personalized student and family use depending on strengths, interest or need (revisit each trimester).	Extended Learning Supervisor and Principals	12/02/14	02/28/15								
2.6.19	Task 2.6.19: Schedule school year and evening opportunities for personalized student and family use depending on strengths, interest or need (revisit each trimester).	Extended Learning Supervisor and Principals	03/10/15	06/06/15								
2.6.20	Task 2.6.20: Schedule school year and evening opportunities for personalized student and family use depending on strengths, interest or need (revisit each trimester).	Extended Learning Supervisor and Principals	06/06/15	06/06/15								
2.6.21	Task 2.6.21: Schedule school year and evening opportunities for personalized student and family use depending on strengths, interest or need (revisit each trimester).	Extended Learning Supervisor and Principals	08/19/15	11/08/15								
2.6.22	Task 2.6.22: Schedule school year and evening opportunities for personalized student and family use depending on strengths, interest or need (revisit each trimester).	Extended Learning Supervisor and Principals	12/02/15	02/28/16								
2.6.23	Task 2.6.23: Schedule school year and evening opportunities for personalized student and family use depending on strengths, interest or need (revisit each trimester).	Extended Learning Supervisor and Principals	03/10/16	06/06/16								
2.6.24	Task 2.6.24: Collaborate in the development of a flow chart for learning and social-emotional development options for students: 1.) on track, 2.) moderate need and 3.) high need.	Director of Curriculum School Social Worker West Ed	05/01/13	09/15/13			UCLA Policy Notes for Common Core State Standards (CCSS) and Learning Supports were reviewed for GJUESD model. Differentiated support is dependent on academic and/or social emotional need. Flow chart management includes technology tool use.					
2.6.25	Deliverable: Flow chart with learning and social-emotional development options developed with strategies for students: 1.) on track, 2.) moderate need and 3.) high need.	Director of Curriculum, School Social Workers and Counselor	09/30/13	09/30/13	In Progress	On Track	School Social Workers and Counselors provided resources including ideas for on-line options to support student goal setting.					

Grantee Name: Galt Joint Union Elementary School District

Project #3 Systems Continuous Improvement: Student-Employee-District

Project Goals/Desired Outcomes:

1. The Superintendent, Board of Trustees, Principals, Teachers and Classified staff participate in measurable and developmental evaluation.
2. Employee evaluation and systems continuous improvement are strengthened through technology integration and interoperable systems.

Narrative: Processes and measures for continuous improvement and accountability are applied throughout the system with personalized evaluation practices for educators, classified employees, administrators, superintendent and board of trustees.

Key Performance Measures:

Pre-K:

Reading and Mathematics Benchmarks Assessments
Desired Results Developmental Profile (DRDP) for Self and Social Development

K-1:

Reading and Math: GJUESD Foundational Reading, Writing and Mathematics Assessment
Adaptive Formative Assessment for Common Core State Standards
Social Emotional: Report Card or Personalized Plan Effort Grade
Portfolio Assessment

Grades 2-3:

GJUESD Foundational Assessments in Reading, Writing, and Mathematics
Adaptive Formative Assessment for Common Core State Standards
Standardized Testing And Reporting (STAR) (2013-2014)
Smarter Balanced Performance Growth (State testing starts 2014-15)
Social Emotional: Report Card or Personalized Plan Effort Grade
Portfolio Assessment

Grades 4-8:

Adaptive Assessment for Common Core State Standards
STAR through 2013-14
Smarter Balanced Performance Growth (State testing starts 2014-15)
Social Emotional: Report Card or Personalized Plan Effort Grade
Portfolio Assessment

Cross-reference to other projects:

1. Data from Personalized learning plans, Common Core State Standards (CCSS) performance through blended and extended learning are applied in systems continuous improvement efforts for students, employees and school district.

Activities for Project 3

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	In Progress Status Choose: Ahead; On-track; Off- track; Immediate attn reqd	Notes	Dependent Activities (in other projects)	Budget Reference	Change from application (includes pg. reference)	Rationale for change	Implications on other activities, performance measures, and budget?
3.1.7	Milestone: Educator effectiveness tool trainings were conducted with directors, principals and teachers.	Director of Educational Services and Director of Curriculum	11/01/13	11/01/13			We seek on-line assessment completion as valid and appropriate for grade levels with appropriate information that contributes to PLP goals and school climate improvement.					
3.1.8	Task 3.1.8: Superintendent's evaluation instrument is reviewed, modified, and calibrated for school year use by Board of Trustees.	Board President	10/10/13	01/10/14			Building upon work of this instrument from the last school year. Special board meeting on October 10, 2013 to consider revisions.					
3.1.9	Milestone: Superintendent Evaluation Instrument	Board President	01/10/14	01/10/14								
3.1.10	Task 3.1.10: Board of Trustees develop self-evaluation tool for governance development.	Board President	02/01/14	04/01/14								
3.1.11	Milestone: Board of Trustees Evaluation Instrument	Superintendent	04/01/14	04/01/14								
3.1.12	Task 3.1.12: Teacher evaluation collaboration meetings are conducted involving school administrators for consistent and reliable evaluation practices.	Director of Curriculum	08/01/13	09/01/13								
3.1.13	Task 3.1.13: New evaluation tools and procedures are researched for principals and directors.	Superintendent and Directors	09/01/13	11/01/13								
3.1.14	Task 3.1.14: Evaluation procedures and tools are adapted or developed for principals and directors.	Superintendent	01/01/14	03/01/14								
3.1.15	Milestone: Principals Evaluation Instrument	Superintendent	03/01/14	03/01/14								
3.1.16	Task 3.1.16: Determination of multiple measures for performance levels in teacher evaluation system determined through collaboration of certificated bargaining unit, management team and superintendent.	Management and Certificated Union Team	10/15/13	01/15/13								
3.1.17	Task 3.1.17: Determination of multiple measures for performance levels in teacher evaluation system determined through collaboration of certificated bargaining unit, management team and superintendent.	Management and Certificated Union Team	01/16/14	04/16/14								
3.1.18	Deliverable: Updated teacher evaluation tools (improved mini-observation recording templates, goal setting templates and protocols).	Director of Curriculum	05/01/14	05/01/14			Updated teacher evaluation system will reflect a merging of Task 3.1.1 new tools with revised existing tools for mini-observations and summary evaluation reports.					

Grantee Name: Galt Joint Union Elementary School District

Project #3 Systems Continuous Improvement: Student-Employee-District

Project Goals/Desired Outcomes:

1. The Superintendent, Board of Trustees, Principals, Teachers and Classified staff participate in measurable and developmental evaluation.
2. Employee evaluation and systems continuous improvement are strengthened through technology integration and interoperable systems.

Narrative: Processes and measures for continuous improvement and accountability are applied throughout the system with personalized evaluation practices for educators, classified employees, administrators, superintendent and board of trustees.

Key Performance Measures:

Pre-K:

Reading and Mathematics Benchmarks Assessments
Desired Results Developmental Profile (DRDP) for Self and Social Development

K-1:

Reading and Math: GJUESD Foundational Reading, Writing and Mathematics Assessment
Adaptive Formative Assessment for Common Core State Standards
Social Emotional: Report Card or Personalized Plan Effort Grade
Portfolio Assessment

Grades 2-3:

GJUESD Foundational Assessments in Reading, Writing, and Mathematics
Adaptive Formative Assessment for Common Core State Standards
Standardized Testing And Reporting (STAR) (2013-2014)
Smarter Balanced Performance Growth (State testing starts 2014-15)
Social Emotional: Report Card or Personalized Plan Effort Grade
Portfolio Assessment

Grades 4-8:

Adaptive Assessment for Common Core State Standards
STAR through 2013-14
Smarter Balanced Performance Growth (State testing starts 2014-15)
Social Emotional: Report Card or Personalized Plan Effort Grade
Portfolio Assessment

Cross-reference to other projects:

1. Data from Personalized learning plans, Common Core State Standards (CCSS) performance through blended and extended learning are applied in systems continuous improvement efforts for students, employees and school district.

Activities for Project 3

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	In Progress Status Choose: Ahead; On-track; Off- track; Immediate attn reqd	Notes	Dependent Activities (in other projects)	Budget Reference	Change from application (includes pg. reference)	Rationale for change	Implications on other activities, performance measures, and budget?
3.2.100	Deliverable: Observation record notes.	Superintendent Director of Curriculum Principals	06/06/14	06/06/14								
3.2.101	Task 3.2.101: District Common Units and the personalized learning instructional techniques they contain are taught by all District Professional Learning Community (PLC).	Director of Curriculum and Principals	08/19/14	11/08/14								
3.2.102	Task 3.2.102: District Common Units and the personalized learning instructional techniques they contain are taught by all District Professional Learning Community (PLC).	Director of Curriculum and Principals	12/02/14	02/28/15								
3.2.103	Task 3.2.103: District Common Units and the personalized learning instructional techniques they contain are taught by all District Professional Learning Community (PLC).	Director of Curriculum and Principals	03/10/15	06/06/15								
3.2.104	Deliverable: Observation record notes.	Superintendent Director of Curriculum Principals	06/06/14	06/06/14								
3.2.105	Task 3.2.105: District Common Units and the personalized learning instructional techniques they contain are taught by all District Professional Learning Community (PLC).	Director of Curriculum and Principals	08/19/15	11/08/15								
3.2.106	Task 3.2.106: District Common Units and the personalized learning instructional techniques they contain are taught by all District Professional Learning Community (PLC).	Director of Curriculum and Principals	12/02/15	02/28/16								
3.2.107	Task 3.2.107: District Common Units and the personalized learning instructional techniques they contain are taught by all District Professional Learning Community (PLC).	Director of Curriculum and Principals	03/10/16	06/06/16								
3.2.108	Deliverable: Observation record notes.	Superintendent Director of Curriculum Principals	06/06/14	06/06/14								
3.2.109	Task 3.2.109: Data from District Common Units are analyzed by District Professional Learning Community (PLC) and shared with appropriate stakeholders.	Director of Curriculum	08/19/13	11/08/13	In Progress	On Track	The first distret PLC meeting is scheduled for September 3, 2013.					

Grantee Name: Galt Joint Union Elementary School District

Project #3 Systems Continuous Improvement: Student-Employee-District

Project Goals/Desired Outcomes:

1. The Superintendent, Board of Trustees, Principals, Teachers and Classified staff participate in measurable and developmental evaluation.
2. Employee evaluation and systems continuous improvement are strengthened through technology integration and interoperable systems.

Narrative: Processes and measures for continuous improvement and accountability are applied throughout the system with personalized evaluation practices for educators, classified employees, administrators, superintendent and board of trustees.

Key Performance Measures:

Pre-K:

Reading and Mathematics Benchmarks Assessments
Desired Results Developmental Profile (DRDP) for Self and Social Development

K-1:

Reading and Math: GJUESD Foundational Reading, Writing and Mathematics Assessment
Adaptive Formative Assessment for Common Core State Standards
Social Emotional: Report Card or Personalized Plan Effort Grade
Portfolio Assessment

Grades 2-3:

GJUESD Foundational Assessments in Reading, Writing, and Mathematics
Adaptive Formative Assessment for Common Core State Standards
Standardized Testing And Reporting (STAR) (2013-2014)
Smarter Balanced Performance Growth (State testing starts 2014-15)
Social Emotional: Report Card or Personalized Plan Effort Grade
Portfolio Assessment

Grades 4-8:

Adaptive Assessment for Common Core State Standards
STAR through 2013-14
Smarter Balanced Performance Growth (State testing starts 2014-15)
Social Emotional: Report Card or Personalized Plan Effort Grade
Portfolio Assessment

Cross-reference to other projects:

1. Data from Personalized learning plans, Common Core State Standards (CCSS) performance through blended and extended learning are applied in systems continuous improvement efforts for students, employees and school district.

Activities for Project 3

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	In Progress Status Choose: Ahead; On-track; Off- track; Immediate attn reqd	Notes	Dependent Activities (in other projects)	Budget Reference	Change from application (includes pg. reference)	Rationale for change	Implications on other activities, performance measures, and budget?
3.2.130	Task 3.2.130: District Common Units are further developed or refined based upon highly effective instructional delivery techniques determined by student growth data.	Director of Curriculum, Principals and Academic Coaches	03/10/16	06/06/16								
3.2.131	Deliverable: Revised or additional District Common Units.	Director of Curriculum, Principals and Academic Coaches	06/06/16	06/06/16								
3.2.132	Task 3.2.132: Professional Development opportunities designed to identify successful instructional delivery techniques are provided on District Professional Development Days and through teacher release time.	Director of Curriculum and Principals	08/19/13	11/08/13				3.1.2	3.1.2;3.2.2 = (\$98,259.00)	Teacher stipends cost was decreased and moved to teacher release time instead. Academic Coaches and Coordinator of Instructional Technology Integration will train during the school year.		
3.2.133	Task 3.2.133: Employees complete professional development surveys to provide session feedback.	Director of Curriculum and Principals	08/19/13	11/08/13								
3.2.134	Task 3.2.134: Survey feedback reviewed for needs and adjustments.	Director of Curriculum and Principals	08/19/13	11/08/13								
3.2.135	Deliverable : Session agendas and feedback surveys.	Director of Curriculum and Principals	12/01/13	12/01/13								
3.2.136	Task 3.2.136: Professional Development opportunities designed to identify successful instructional delivery techniques are provided on District Professional Development Days and through teacher release time.	Director of Curriculum and Principals	12/02/13	02/28/14								
3.2.137	Task 3.2.137: Employees complete professional development surveys to provide session feedback.	Director of Curriculum and Principals	08/19/13	11/08/13								
3.2.138	Task 3.2.138: Survey feedback reviewed for needs and adjustments.	Director of Curriculum and Principals	08/19/13	11/08/13								
3.2.139	Deliverable : Session agendas and feedback surveys.	Director of Curriculum and Principals	12/01/13	12/01/13								

Grantee Name: Galt Joint Union Elementary School District

Project #3 Systems Continuous Improvement: Student-Employee-District

Project Goals/Desired Outcomes:

1. The Superintendent, Board of Trustees, Principals, Teachers and Classified staff participate in measurable and developmental evaluation.
2. Employee evaluation and systems continuous improvement are strengthened through technology integration and interoperable systems.

Narrative: Processes and measures for continuous improvement and accountability are applied throughout the system with personalized evaluation practices for educators, classified employees, administrators, superintendent and board of trustees.

Key Performance Measures:

Pre-K:

Reading and Mathematics Benchmarks Assessments
Desired Results Developmental Profile (DRDP) for Self and Social Development

K-1:

Reading and Math: GJUESD Foundational Reading, Writing and Mathematics Assessment
Adaptive Formative Assessment for Common Core State Standards
Social Emotional: Report Card or Personalized Plan Effort Grade
Portfolio Assessment

Grades 2-3:

GJUESD Foundational Assessments in Reading, Writing, and Mathematics
Adaptive Formative Assessment for Common Core State Standards
Standardized Testing And Reporting (STAR) (2013-2014)
Smarter Balanced Performance Growth (State testing starts 2014-15)
Social Emotional: Report Card or Personalized Plan Effort Grade
Portfolio Assessment

Grades 4-8:

Adaptive Assessment for Common Core State Standards
STAR through 2013-14
Smarter Balanced Performance Growth (State testing starts 2014-15)
Social Emotional: Report Card or Personalized Plan Effort Grade
Portfolio Assessment

Cross-reference to other projects:

1. Data from Personalized learning plans, Common Core State Standards (CCSS) performance through blended and extended learning are applied in systems continuous improvement efforts for students, employees and school district.

Activities for Project 3

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	In Progress Status Choose: Ahead; On-track; Off- track; Immediate attn reqd	Notes	Dependent Activities (in other projects)	Budget Reference	Change from application (includes pg. reference)	Rationale for change	Implications on other activities, performance measures, and budget?
3.3.8	Task 3.3.8: Share high school district student performance and college and career readiness information with elementary district leadership for continuous improvement efforts.	GHSD Superintendent	06/06/14	06/06/14								
3.3.9	Task 3.3.9: Share high school district student performance and college and career readiness information with elementary district leadership for continuous improvement efforts.	GHSD Superintendent	08/19/14	11/08/14								
3.3.10	Task 3.3.10: Share high school district student performance and college and career readiness information with elementary district leadership for continuous improvement efforts.	GHSD Superintendent	12/02/14	02/28/15								
3.3.11	Task 3.3.11: Share high school district student performance and college and career readiness information with elementary district leadership for continuous improvement efforts.	GHSD Superintendent	03/10/15	06/06/15								
3.3.12	Task 3.3.12: Share high school district student performance and college and career readiness information with elementary district leadership for continuous improvement efforts.	GHSD Superintendent	06/06/15	06/06/15								
3.3.13	Task 3.3.13: Share high school district student performance and college and career readiness information with elementary district leadership for continuous improvement efforts.	GHSD Superintendent	08/19/15	11/08/15								
3.3.14	Task 3.3.14: Share high school district student performance and college and career readiness information with elementary district leadership for continuous improvement efforts.	GHSD Superintendent	12/02/15	02/28/16								
3.3.15	Task 3.3.15: Share high school district student performance and college and career readiness information with elementary district leadership for continuous improvement efforts.	GHSD Superintendent	03/10/16	06/06/16								
3.3.16	Task 3.3.16: Years 1 and 2 internal and external evaluation technical assistance and checkpoint meetings are scheduled and implemented.	Superintendent	04/01/13	06/30/13					3.6.3	\$ 140,000.00	Increased external contracted services for technical assistance is necessary to the evaluation process and continuous improvement	Used savings from decreased staff development (2.6.1) to support this increase

Grantee Name: Galt Joint Union Elementary School District

Project #3 Systems Continuous Improvement: Student-Employee-District

Project Goals/Desired Outcomes:

1. The Superintendent, Board of Trustees, Principals, Teachers and Classified staff participate in measurable and developmental evaluation.
2. Employee evaluation and systems continuous improvement are strengthened through technology integration and interoperable systems.

Narrative: Processes and measures for continuous improvement and accountability are applied throughout the system with personalized evaluation practices for educators, classified employees, administrators, superintendent and board of trustees.

Key Performance Measures:

Pre-K:

Reading and Mathematics Benchmarks Assessments
Desired Results Developmental Profile (DRDP) for Self and Social Development

K-1:

Reading and Math: GJUESD Foundational Reading, Writing and Mathematics Assessment
Adaptive Formative Assessment for Common Core State Standards
Social Emotional: Report Card or Personalized Plan Effort Grade
Portfolio Assessment

Grades 2-3:

GJUESD Foundational Assessments in Reading, Writing, and Mathematics
Adaptive Formative Assessment for Common Core State Standards
Standardized Testing And Reporting (STAR) (2013-2014)
Smarter Balanced Performance Growth (State testing starts 2014-15)
Social Emotional: Report Card or Personalized Plan Effort Grade
Portfolio Assessment

Grades 4-8:

Adaptive Assessment for Common Core State Standards
STAR through 2013-14
Smarter Balanced Performance Growth (State testing starts 2014-15)
Social Emotional: Report Card or Personalized Plan Effort Grade
Portfolio Assessment

Cross-reference to other projects:

1. Data from Personalized learning plans, Common Core State Standards (CCSS) performance through blended and extended learning are applied in systems continuous improvement efforts for students, employees and school district.

Activities for Project 3

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	In Progress Status Choose: Ahead; On-track; Off- track; Immediate attn reqd	Notes	Dependent Activities (in other projects)	Budget Reference	Change from application (includes pg. reference)	Rationale for change	Implications on other activities, performance measures, and budget?
3.3.17	Deliverable: Proposal evaluation indicators matrix for data collection and progress monitoring.	Superintendent	06/30/13	06/30/13	In Progress	On Track	Consultations with West Ed Research and Development organization and Pivot Learning are assisting with this matrix design. The evaluation matrix will be aligned with the final Scope of Work key areas.					
3.3.18	Deliverable: Evaluation technical assistance and checkpoint meetings. (Revise to include documentation)	Superintendent	06/30/14	06/30/14								
3.3.19	Deliverable: Evaluation technical assistance and checkpoint meetings.	Superintendent	06/30/15	06/30/15								
3.3.20	Deliverable: Evaluation technical assistance and checkpoint meetings.	Superintendent	06/30/16	06/30/16								
3.3.21	Task 3.3.21: GJUESD stakeholders informed of final proposal evaluation process and checkpoints based upon final approval of Scope of Work (SOW) through the U.S. Department of Education.	Superintendent	04/01/13	08/30/13								
3.3.22	Task 3.3.22: Single Plans for Student Achievement (SPSA) incorporate the three grant implementation projects through site-based implementation goals and action plan that are monitored and adjusted throughout the school year.	Director of Educational Services and Principals	09/01/13	11/01/13				1.3,1.4,1.6, 2.1, 2.4,2.6				
3.3.23	Deliverable: Annual SPSA for every school.	Director of Educational Services	11/20/13	11/20/13								
3.3.24	Deliverable: Annual SPSA for every school.	Director of Educational Services	11/20/14	11/20/14								
3.3.25	Deliverable: Annual SPSA for every school.	Director of Educational Services	11/20/15	11/20/15								
3.4	Activity 3.4: Communication and engagement with internal and external stakeholders supports continuous improvement and program dissemination.	Superintendent	11/01/13	06/11/16			Project 3 activity is dependent on resources acquired in Project 1 for the personalized planning and instructional range needed for diverse student needs in varied blended to extended learning environments from Project 2.	1.4, 2.1, 2.2, 2.5				

Grantee Name: Galt Joint Union Elementary School District

Project #3 Systems Continuous Improvement: Student-Employee-District

Project Goals/Desired Outcomes:

1. The Superintendent, Board of Trustees, Principals, Teachers and Classified staff participate in measurable and developmental evaluation.
2. Employee evaluation and systems continuous improvement are strengthened through technology integration and interoperable systems.

Narrative: Processes and measures for continuous improvement and accountability are applied throughout the system with personalized evaluation practices for educators, classified employees, administrators, superintendent and board of trustees.

Key Performance Measures:

Pre-K:

Reading and Mathematics Benchmarks Assessments
Desired Results Developmental Profile (DRDP) for Self and Social Development

K-1:

Reading and Math: GJUESD Foundational Reading, Writing and Mathematics Assessment
Adaptive Formative Assessment for Common Core State Standards
Social Emotional: Report Card or Personalized Plan Effort Grade
Portfolio Assessment

Grades 2-3:

GJUESD Foundational Assessments in Reading, Writing, and Mathematics
Adaptive Formative Assessment for Common Core State Standards
Standardized Testing And Reporting (STAR) (2013-2014)
Smarter Balanced Performance Growth (State testing starts 2014-15)
Social Emotional: Report Card or Personalized Plan Effort Grade
Portfolio Assessment

Grades 4-8:

Adaptive Assessment for Common Core State Standards
STAR through 2013-14
Smarter Balanced Performance Growth (State testing starts 2014-15)
Social Emotional: Report Card or Personalized Plan Effort Grade
Portfolio Assessment

Cross-reference to other projects:

1. Data from Personalized learning plans, Common Core State Standards (CCSS) performance through blended and extended learning are applied in systems continuous improvement efforts for students, employees and school district.

Activities for Project 3

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	In Progress Status Choose: Ahead; On-track; Off- track; Immediate attn reqd	Notes	Dependent Activities (in other projects)	Budget Reference	Change from application (includes pg. reference)	Rationale for change	Implications on other activities, performance measures, and budget?
3.4.24	Task 3.4.24: Board of Trustees participate in public discussion sessions to discuss transformational change, program progress and build collective understanding of new practices and tools.	Superintendent	08/19/15	11/08/15								
3.4.25	Task 3.4.25: Board of Trustees participate in public discussion sessions to discuss transformational change, program progress and build collective understanding of new practices and tools.	Superintendent	12/02/15	02/28/16								
3.4.26	Task 3.4.26: Board of Trustees participate in public discussion sessions to discuss transformational change, program progress and build collective understanding of new practices and tools.	Superintendent	03/10/16	06/06/16								
3.4.27	Task 3.4.27: Galt Youth Master Plan organizations are invited to a Bright Future for Galt Students Celebration and Forum for program implementation feedback and volunteer opportunities for each project area given the Scope of Work.	Superintendent	09/30/13	11/30/13			Key organizations invited including: County School Readiness Leaders, High School District Adult and Youth Leaders, Community College, Migrant Education, City Agencies, Local Youth-serving and Community-based Organizations, Business and Service Groups, Foundations, Pivot Learning, Youth Development Network					
3.4.28	Milestone: Youth Master Plan input for implementation ideas and resources reviewed and incorporated into implementation as applicable for each project area.	Superintendent, Directors and Principals	11/30/13	11/30/13								
3.4.29	Task 3.4.29: Local, regional, state and national presentations or publications are scheduled for program dissemination or feedback.	Superintendent, Directors and Principals	01/01/13	02/28/13			Local Service Groups, Chamber of Commerce, Local, Regional, State and National Dissemination through Education Organizations (CSBA, ACSA, California County Superintendents Association, First 5)					
3.4.30	Task 3.4.30: Local, regional, state and national presentations or publications are scheduled for program dissemination or feedback.	Superintendent, Directors and Principals	03/03/13	06/06/13								
3.4.31	Task 3.4.31: Local, regional, state and national presentations or publications are scheduled for program dissemination or feedback.	Superintendent, Directors and Principals	08/19/13	11/08/13	In Progress	On Track	Prioritizing local presentations including Back-to-School night and Community Education/Youth Master Plan Forum in November.					

Grantee Name: Galt Joint Union Elementary School District

Performance Measure (All Applicants – a)

Applicable Population: All participating students

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).

K-3 District Reading Assessments
4-8 ELA CST (STAR)

		Baseline [May 2012]			Target														
					SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17		
		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
	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	475	1177	40.3
	Principal	258	1177	21.9	284	1177	24.1	312	1177	26.5	359	1177	30.5	413	1177	35	475	1177	40.3
Low Socio-economic K-8	Teacher	504	2302	21.8	554	2302	24	610	2302	26.4	701	2302	30.4	807	2302	35	927	2302	40.2
	Principal	504	2302	21.8	554	2302	24	610	2302	26.4	701	2302	30.4	807	2302	35	927	2302	40.2
English Learner K-8	Teacher	333	1046	31.8	366	1046	35	403	1046	38.5	463	1046	44.3	533	1046	50.9	613	1046	58.6
	Principal	333	1046	31.8	366	1046	35	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	180	780	23	206	780	26.4	237	780	30.4
	Principal	129	780	16.5	142	780	18.2	156	780	20	180	780	23	206	780	26.4	237	780	30.4

Performance Measure (All Applicants – b) 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																	
		Baseline [Provide Year]			Target														
					SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17		
Subgroup	Effective Teacher or Principal	A # of Participating Students with Effective Teacher/Principal	B Total # of Participating Students	C % with Effective Teachers/Principal (A/B)*100	D # of Participating Students with Effective Teacher/Principal	E Total # of Participating Students	F % with Effective Teachers/Principal (D/E)*100	G # of Participating Students with Effective Teacher/Principal	H Total # of Participating Students	I % with Effective Teachers/Principal (G/H)*100	J # of Participating Students with Effective Teacher/Principal	K Total # of Participating Students	L % with Effective Teachers/Principal (J/K)*100	M # of Participating Students with Effective Teacher/Principal	N Total # of Participating Students	O % with Effective Teachers/Principal (M/N)*100	P # of Participating Students with Effective Teacher/Principal	Q Total # of Participating Students	R % 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	1053	1622	64.9	1158	1622	71.3	1332	1622	82.1	1531	1622	94.3	1761	1622	94.3
	Principal	957	1622	59	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	1070	1177	90.9	1230	1177	90.9	1415	1177	90.9
	Principal	769	1177	65.3	846	1177	71.8	930	1177	79	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	1119	1046	93
	Principal	608	1046	58.1	669	1046	63.9	786	1046	75.1	846	1046	80.8	973	1046	93	1119	1046	93
Disability K-8	Teacher	342	780	43.8	376	780	48.2	414	780	53	476	780	61	547	780	70.1	629	780	80.6
	Principal	342	780	43.8	376	780	48.2	414	780	53	476	780	61	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 # and % scoring Proficient and Advanced. Proficiency is set at 70% accuracy. 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%
		<i>Latino</i>	887/1537 = 57.70%	63.47% +	69.82% +	76.80% +	84.48% +	92.93%
		<i>White</i>	795/1090 = 72.93%	80.22% +	88.25% +	97.07%	97.07%	97.07%
		<i>Low Socioeconomic</i>	976/1688 = 57.81%	63.59% +	69.95% +	76.95% +	84.64% +	93.10%
		<i>English Learners</i>	538/1017 = 52.9%	58.19% +	64.01% +	70.41% +	77.45% +	85.20% +
		<i>Disability</i>	165/337 = 48.96%	53.86% +	59.24% +	65.17% +	71.68% +	78.85% +
LEA Cumulative Math Common Assessment # and % scoring Proficient and Advanced. Proficiency is set at 70% accuracy. 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%
		<i>Latino</i>	813/1535 = 52.96%	58.26% +	64.08% +	70.49% +	77.54% +	85.29% +
		<i>White</i>	695/1070 = 64.95%	71.45% +	78.59% +	86.45% +	95.09%	95.09%
		<i>Low Socioeconomic</i>	886/1678 = 52.80%	58.08% +	63.89% +	70.28% +	77.30% +	85.03% +
		<i>English Learners</i>	527/988 = 53.34%	58.67% +	64.54% +	71.00% +	78.10% +	85.90% +
		<i>Disability</i>	174/341 = 51.02%	56.12% +	61.73% +	67.91% +	74.70% +	82.17% +

Grantee Name: Galt Joint Union Elementary School District

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 # and % meeting all benchmarks Goal = 10% increase for all subgroups except Disability. 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%
		<i>Latino</i>	39/66 = 59.09%	65.00% +	71.50% +	78.65% +	86.51% +	95.17%
		<i>White</i>	31/41 = 75.60%	83.16% +	91.48%	91.48%	91.48%	91.48%
		<i>Low Socioeconomic</i>	53/79 = 67.08%	73.79% +	81.17% +	89.28% +	98.21%	98.21%
		<i>English Learner</i>	22/43 = 51.16%	56.28% +	61.90% +	68.09% +	74.90% +	82.39% +
		<i>Disability</i>	0/10 = 0%	12% +	14.4% +	17.28% +	20.73% +	24.88% +
b) Desired Results Developmental Profile (DRDP) Self and Social Development Goal = 10% increase for all subgroups except Disability. Disability Goal = 20% increase each year.	Preschool	All participating students	125/137 = 91.24%	100%	100%	100%	100%	100%
		<i>Latino</i>	89/97 = 91.75%	100%	100%	100%	100%	100%
		<i>White</i>	34/36 = 94.44%	100%	100%	100%	100%	100%
		<i>Low Socioeconomic</i>	125/137 = 80.48%	88.53% +	97.38%	100%	100%	100%
		<i>English Learner</i>	33/41 = 80.48%	88.53% +	97.38%	100%	100%	100%
		<i>Disability</i>	0/10 = 0%	12% +	14.4% +	17.28% +	20.73% +	24.88% +

Grantee Name: Galt Joint Union Elementary School District

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 Meeting/Exceeding all benchmarks 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%
		<i>Latino</i>	348/472 = 73.72%	81.09% +	89.20% +	98.12%	98.12%	98.12%
		<i>White</i>	215/253 = 84.98%	93.48%	93.48%	93.48%	93.48%	93.48%
		<i>Low Socioeconomic</i>	358/488 = 73.36%	80.70% +	88.77% +	97.64%	97.64%	97.64%
		<i>English Learner</i>	217/299 = 72.57%	79.83% +	87.81% +	96.59%	96.59%	96.59%
		<i>Disability</i>	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. # and % scoring Satisfactory and above in Effort for ELA on the Report Card. 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%
		<i>Latino</i>	388/432 = 89.81%	98.79%	100%	100%	100%	100%
		<i>White</i>	225/294 = 76.53%	84.18% +	92.60%	100%	100%	100%
		<i>Low Socioeconomic</i>	504/553 = 91.14%	100%	100%	100%	100%	100%
		<i>English Learner</i>	280/310 = 90.32%	99.35%	100%	100%	100%	100%
		<i>Disability</i>	109/130 = 83.85%	92.24%	100%	100%	100%	100%

Grantee Name: Galt Joint Union Elementary School District

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. # and % Scoring Proficient and Advanced. 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%
		<i>Latino</i>	379/470 = 80.64%	88.70% +	97.57%	97.57%	97.57%	97.57%
		<i>White</i>	228/253 = 90.11%	99.12%	99.12%	99.12%	99.12%	99.12%
		<i>Low Socioeconomic</i>	389/487 = 79.88%	87.87% +	96.65%	96.65%	96.65%	96.65%
		<i>English Learner</i>	117/299 = 39.13%	43.04% +	47.35% +	52.08% +	57.29% +	63.02% +
		<i>Disability</i>	63/97 = 64.95%	71.45% +	78.59% +	86.45% +	95.09%	95.09%

Grantee Name: Galt Joint Union Elementary School District

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 # and % scoring Proficient and Advanced. Proficiency is set at 70% accuracy. 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%
		<i>Latino</i>	289/442 = 65.38%	71.92% +	79.11% +	87.02% +	95.72%	95.72%
		<i>White</i>	231/307 = 75.24%	82.76% +	91.04%	91.04%	91.04%	91.04%
		<i>Low Socioeconomic</i>	327/522 = 62.64%	68.90% +	75.79% +	83.37% +	91.71%	91.71%
		<i>English Learner</i>	161/298 = 54.03%	59.43% +	65.38% +	71.91% +	79.11% +	87.02% +
		<i>Disability</i>	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. # and % scoring Satisfactory and above in Effort for ELA on the Report Card. 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%
		<i>Latino</i>	409/456 = 89.69%	98.66%	100%	100%	100%	100%
		<i>White</i>	358/387 = 92.51%	100%	100%	100%	100%	100%
		<i>Low Socioeconomic</i>	376/449 = 83.74%	92.11%	100%	100%	100%	100%
		<i>English Learner</i>	233/276 = 84.42%	92.86%	100%	100%	100%	100%
		<i>Disability</i>	110/128 = 85.94%	94.53%	100%	100%	100%	100%

Grantee Name:

<p align="center">Performance Measure (Grades 4-8 – a)</p> <p>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).</p>	<p>Applicable Population: [STAR Math 4-8] California Standards Test</p>
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	Baseline			Target														
	May 2012			SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17		
	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 (I/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	1555	2109	73.7	1711	2109	81.1	1882	2109	89.2	2070	2109	98.1
<i>Latino</i>	720	1133	63.5	792	1133	69.9	871	1133	76.9	959	1133	84.6	1054	1133	93	-	1133	-
<i>White</i>	546	827	66	600	827	72.6	660	827	79.8	726	827	87.8	799	827	96.6	-	827	-
<i>Low Socioeconomic</i>	727	1330	54.6	800	1330	60.1	880	1330	66.1	968	1330	72.7	1064	1330	80	1171	1330	88
<i>English Learner</i>	405	746	54.3	500	746	67	550	746	73.7	604	746	81	662	746	86.7	731	746	98
<i>Disability</i>	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	Target				
			May 2012	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
b) District ELA Cumulative Assessment # and % scoring Proficient and Advanced. Proficiency is set at 70% accuracy. 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 # and % scoring Satisfactory and above in Effort for ELA on the report card. 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		All participating students	1024/2046 = 50.00%	55.00% +	60.50% +	55.55% +	73.20% +	80.52% +

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

Grantee Name: Galt Joint Union Elementary School District

Project Name:

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	Activity Reference (<i>optional</i>)
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1. Personnel:

Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.

Grantee Name: Galt Joint Union Elementary School District

Project Name:

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	Activity Reference (optional)
1. Personnel:			
<ul style="list-style-type: none"> • 1.1.1 Personalized Learning Plan Site Administrator • 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 • 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. 	<ul style="list-style-type: none"> • \$99,460 per FTE • 1 FTE per elementary site = 6 FTE total • Each position is 1 FTE for 210 days per year • The project will need 6 FTE in year 2, Three FTE in year 3 and 1.5 FTE in year 4. • This position will not be ongoing after the grant period 	<p>Year 1 = \$0 Year 2 = \$596,760 Year 3 = \$298,380 Year 4 = \$149,190</p> <p>Total = \$1,044,330</p>	

Grantee Name: Galt Joint Union Elementary School District

Project Name:

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	Activity Reference (<i>optional</i>)
1. Personnel:			
<ul style="list-style-type: none">• 1.1.2 Academic Middle School Counselor• 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• The Academic Counselor is critical at the middle school 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.	<ul style="list-style-type: none">• \$65,131 per FTE• 1 FTE for the middle school site• The position will be for 200 days per year• The project will need 1 FTE counselor during years 2-4 of the project• This position will be ongoing after the grant period	Year 1 = \$0 Year 2 = \$65,131 Year 3 = \$65,131 Year 4 = \$65,131 Total = \$195,393.00	

Grantee Name: Galt Joint Union Elementary School District

Project Name:

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	Activity Reference <i>(optional)</i>
1. Personnel:			
<ul style="list-style-type: none"> • 1.1.3 Strengths Based Training Stipends • Per teacher stipends for additional time to be trained in the use of the Strength Based testing procedures to best develop the personalized learning plans • This training is critical to teachers to prepare them for the implementation of the personalized plans in the classroom 	<ul style="list-style-type: none"> • \$200 per teacher, per day for 2 day training – 5 teachers per site * 6 sites • \$250 per teacher in year 2 & 3 has been moved to the contracted services area in Strengths Based Training. • Training will take place during the school year and will not need stipends during years 2-3 • Decreased to 50 teachers in year 2 & 3 as the majority will be trained in year 1 • Stipends will not be needed after the end of the grant period 	<p>Year 1 = \$12,000 Year 2 = \$0 Year 3 = \$0 Total = \$12,000</p>	

Grantee Name: Galt Joint Union Elementary School District

Project Name:

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	Activity Reference <i>(optional)</i>
1. Personnel:			
<ul style="list-style-type: none"> • 1.1.4 Individual Learning Plan Technology Training Stipends • Per teacher stipends for additional time to be trained in individualized learning plan technological uses and implementation, including the use of technology through <i>Chromebooks, ipads, notebooks</i>, etc. • This training is critical to teachers to prepare them for the implementation of the personalized plans in the classroom using technology 	<ul style="list-style-type: none"> • \$250 per teacher no longer needed due to skill set of the new Blended Learning Administrator. This position will now train during year. Teacher release days will be needed instead of stipends • Zero teachers in any year. 	<ul style="list-style-type: none"> Year 1 = \$0 Year 2 = \$0 Year 3 = \$0 Total =0 	

Grantee Name: Galt Joint Union Elementary School District

Project Name:

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	Activity Reference (optional)
1. Personnel:			
<ul style="list-style-type: none"> • 1.1.5 Teacher Release time for Individual Learning Plan Technology Training • Substitute Teacher cost to release teachers during the school year to be trained in small groups in the individualized learning plan technological uses and implementation, including the use of technology through chromebooks, tablets, etc. • Training is critical to teachers to prepare for the implementation of the personalized plans in the classroom using technology 	<ul style="list-style-type: none"> • 100 days of training across the district in years 2, 3, & 4 • Substitute cost is \$110 per day 	<p>Year 1 = \$0 Year 2 = \$11,000 Year 3 = \$11,000 Year 4 = \$11,000</p> <p>Total = \$33,000</p>	
<ul style="list-style-type: none"> • 1.1.6 Curriculum Unit Planning for Personalized Plans – Teacher Stipends • Per teacher stipends for additional time during summer break to plan curriculum units using common core standards for student personalized plans • The planning time is critical to the implementation of student personalized plans 	<ul style="list-style-type: none"> • \$500 stipends per teacher • 35 teacher for K-3 unit plan development during year 1 • 4 teacher leaders per site (6 sites) during year 2 • 35 additional teachers for K-3 and 40 teachers for 4-8 unit plan development during year 2 • Planning will not be needed after year 2 	<p>Year 1 = \$17,500 Year 2 = \$47,000 Year 3 = 0 Year 4 = \$0</p> <p>Total = \$64,500</p>	

Grantee Name: Galt Joint Union Elementary School District

Project Name:

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	Activity Reference (optional)
1. Personnel:			
<ul style="list-style-type: none"> • 1.1.7 Secretary to the Personalized Learning Plan Site Administrator • 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. • 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 • This position will not be ongoing after the grant period 	<ul style="list-style-type: none"> • \$40,068.72 per FTE • 1 FTE for each elementary site = 6 FTE • The position will be a 12 month full time position • The project will need 6 FTE in year 2, Three FTE in year 3 and 1.5 FTE in year 4. 	<p>Year 1 = \$0 Year 2 = \$240,412.32 Year 3 = \$120,206.16 Year 4 = \$60,103.08</p> <p>Total = \$420,721.56</p>	

Grantee Name: Galt Joint Union Elementary School District

Project Name:

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	Activity Reference (optional)
1. Personnel:			
<ul style="list-style-type: none"> • 1.1.8 Social Worker • Works directly with high risk students and parents to assure participation in the personalized plans, along with assuring adequate access for homeless students • This position is critical to reach our high population of high risk students, both in poverty and in homeless conditions 	<ul style="list-style-type: none"> • \$60,930 per FTE • .75 FTE during years 2 and 3 • Title I funding will be used to support an additional .25 FTE in years 2 and 3 • This position will not be ongoing after the 3rd year 	Year 1 = \$0 Year 2 = \$45,697.50 Year 3 = \$45,697.50 Total = \$91,395.00	
<ul style="list-style-type: none"> • 1.1.9 Early Steps to Success Early Childhood Coordinator • Works directly with Families of pregnant to Pre-K potential students to target needs and early development in the Early Steps to Success program with the Save the Children Foundation • This position is critical to reach children and families early to ensure success once enrollment in Kindergarten 	<ul style="list-style-type: none"> • \$30,555.20 per year during years 2-4 • 1 FTE during years 2-4 • This position may not be ongoing after the 4th year, depending on success of program 	Year 1 = \$0 Year 2 = \$30,555.20 Year 3 = \$30,555.20 Year 4 - \$30,555.20 Total = 91,665.60	
<i>Add more rows as needed</i>			

2. Fringe Benefits:

Explain the nature and extent of fringe benefits to be received and by whom.

Grantee Name: Galt Joint Union Elementary School District

Project Name:

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	Activity Reference (optional)
1. Personnel:			
<ul style="list-style-type: none"> • 1.2.1 Personalized Learning Plan Site Administrator 	<ul style="list-style-type: none"> • 13.4536 % K-8 administrator statutory benefits • \$5,520 for annual health/welfare per FTE * 10.5 total FTE over the 4 years • Statutory Benefits = \$140,499.98 • Health/Welfare = \$57,960 	<ul style="list-style-type: none"> Year 1 = \$0 Year 2 = \$113,405.70 Year 3 = \$56,702.85 Year 4 = \$28,351.43 • Total = \$198,459.98 	
<ul style="list-style-type: none"> • 1.2.2 Academic Middle School Counselor 	<ul style="list-style-type: none"> • 12.296 % K-8 certificated statutory benefits • \$6,480 for annual health/welfare per FTE • Statutory Benefits = \$24,025.52 • Health/Welfare = \$19,440 	<ul style="list-style-type: none"> Year 1 = \$0 Year 2 = \$14,488.51 Year 3 = \$14,488.51 Year 4 = \$14,488.50 • Total = \$43,465.52 	
<ul style="list-style-type: none"> • 1.2.3 Strengths Based Training Stipends 	<ul style="list-style-type: none"> • 12.296 % K-8 certificated statutory benefits • Statutory Benefits = \$1,475.52 	<ul style="list-style-type: none"> Year 1 = \$1,475.52 Year 2 = \$0 Year 3 = \$0 Year 4 = \$0 • Total = \$1,475.52 	

Grantee Name: Galt Joint Union Elementary School District

Project Name:

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	Activity Reference <i>(optional)</i>
1. Personnel:			
<ul style="list-style-type: none"> • 1.2.4 Individual Learning Plan Technology Training Stipends 	<ul style="list-style-type: none"> • 12.296 % K-8 certificated statutory benefits • Statutory Benefits = \$0 	Year 1 = \$0 Year 2 = \$0 Year 3 = \$0 Year 4 = \$0 <ul style="list-style-type: none"> • Total = \$0 	
<ul style="list-style-type: none"> • 1.2.5 Teacher Release time for Individual Learning Plan Technology Training 	<ul style="list-style-type: none"> • 12.296% K-8 certificated statutory benefits • Statutory Benefits - \$4,057.68 	Year 1 = \$0 Year 2 = \$1,352.56 Year 3 = \$1,352.56 Year 4 = \$1,352.56 Total = \$4,057.68	
<ul style="list-style-type: none"> • 1.2.6 Curriculum Unit Planning for Personalized Plans – Teacher Stipends 	<ul style="list-style-type: none"> • 12.296% K-8 certificated statutory benefits • Statutory Benefits - \$8,238.32 	Year 1 = \$2,151.80 Year 2 = \$5,779.12 Year 3 = \$0 Year 4 = \$0 Total = \$7,930.92	

Grantee Name: Galt Joint Union Elementary School District

Project Name:

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	Activity Reference (optional)
1. Personnel:			
<ul style="list-style-type: none"> • 1.2.7 Secretary to the Personalized Learning Plan Site Administrator 	<ul style="list-style-type: none"> • 24.34 % K-8 full time classified statutory benefits • \$7,560 for K-8 annual health/welfare per FTE* 10.5 FTE over 4 years • Statutory Benefits = \$102,403.63 • Health/Welfare = \$79,380 	Year 1 = \$0 Year 2 = \$103,876.36 Year 3 = \$51,938.18 Year 4 = \$25,969.09 • Total = \$181,783.63	
<ul style="list-style-type: none"> • 1.2.8 Social Worker 	<ul style="list-style-type: none"> • 24.34 % K-8 full time classified statutory benefits • \$6,960 for K-8 annual health/welfare per FTE* 1.5 FTE over 4 years • .75 FTE during years 2 and 3 • Statutory Benefits = \$22,245.54 • Health/Welfare = \$10,440 	Year 1 = \$0 Year 2 = \$16,342.77 Year 3 = \$16,342.77 Year 4 = \$0 • Total = \$32,685.54	
<ul style="list-style-type: none"> • 1.2.9 ESSS Early Childhood Coordinator 	<ul style="list-style-type: none"> • 24.34 % K-8 full time classified statutory benefits • \$7,560 for K-8 annual health/welfare per FTE • 1 FTE during years 2-4 • Statutory Benefits = \$22311.41 • Health/Welfare = \$22,680 	Year 1 = \$0 Year 2 = \$14,997.14 Year 3 = \$14,997.14 Year 4 = \$14,997.14 Total = \$44,991.42	
<i>Add more rows as needed</i>			
3. Travel:			

Grantee Name: Galt Joint Union Elementary School District

Project Name:

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	Activity Reference (optional)
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1. Personnel:

Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.

<ul style="list-style-type: none"> • 1.3.1 Annual travel to ED conferences 	<ul style="list-style-type: none"> • \$9,000 Annually • \$1,000 per employee per conference • 3 employees per conference • 3 conferences per year 	<ul style="list-style-type: none"> • Year 1 = \$9,000 • Year 2 = \$9,000 • Year 3 = \$9,000 • Year 4 = \$9,000 • Total = \$36,000 	
<ul style="list-style-type: none"> • 1.3.2 ESSS Childhood Coordinator travel for family visits 	<ul style="list-style-type: none"> • 125 miles per week at \$.55 per mile during Years 2-4 	<ul style="list-style-type: none"> • Year 2 = \$3,575 • Year 3 = \$3,575 • Year 4 = \$3,575 • Total = \$10,725 	

Add more rows as needed

4. Equipment

Explain what equipment is needed and why it is needed to meet program goals. Consistent with SEA and LEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.

<ul style="list-style-type: none"> • 1.4.1 No Equipment will be needed for this project 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	
<i>Add more rows as needed</i>			

5. Supplies

Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment.

Grantee Name: Galt Joint Union Elementary School District

Project Name:

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	Activity Reference (optional)
1. Personnel:			
<ul style="list-style-type: none"> • 1.5.1 Strengths Based Training test • 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 personalized plans that are based on their student's strengths. 	<ul style="list-style-type: none"> • 2,600 students in year 1, 500 employees in year 1, 600 additional new students in each of years 2, 3, & 4 • 2,600 students in year 2 • \$15 per test * 2,600 tests • The Strengths Based Training Test will be an ongoing expense for all new incoming students to the district 	<ul style="list-style-type: none"> Year 1 = \$7,500 Year 2 = \$39,000 Year 3 = \$9,000 Year 4 = \$9,000 • Total = \$64,500 	

Grantee Name: Galt Joint Union Elementary School District

Project Name:

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	Activity Reference (<i>optional</i>)
1. Personnel:			
<ul style="list-style-type: none">• 1.5.2 Chromebooks (student computers)• Chromebooks 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.• Additional chromebooks will not be purchased after the end of the grant period	<ul style="list-style-type: none">• \$300 \$250 per chromebook• 5 chromebooks per classroom in grade 3-8 each year to equal 20 chromebooks per classroom by year 4• 110 3rd -8th grade classrooms	Year 1 = \$137,500 Year 2 = \$137,500 Year 3 = \$137,500 Year 4 = \$137,500 Total = \$550,000	

Grantee Name: Galt Joint Union Elementary School District

Project Name:

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	Activity Reference (optional)
1. Personnel:			
<ul style="list-style-type: none"> • 1.5.3 Student Computerized Devices for K-2 personalized plans • Devices 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. • Additional devices will not be purchased after the end of the grant period 	<ul style="list-style-type: none"> • \$250 per device • 5 devices per classroom in grades K-2 each year to equal 15 devices per classroom by year 3 • 58 K-2nd grade classrooms 	<p>Year 1 = \$72,500 Year 2 = \$72,500 Year 3 = \$72,500 Year 4 = \$0</p> <p>Total = \$217,500</p>	
<ul style="list-style-type: none"> • 1.5.4 Clerical Supplies • Supplies to be used to prepare assessments and assessment data for students’ personalized plans along with clerical supplies use be used by Secretaries to the Personalized Plan Administrators • This will be an ongoing expense after the end of the grant period 	<ul style="list-style-type: none"> • \$549.63 per site Year 1 • \$1,099.25 per school site, per year during years 2 & 3 • \$1,648.75 during Year 4 • 6 school sites 	<p>Year 1 = \$3,297.75 Year 2 = \$6,595.50 Year 3 = \$6,595.50 Year 4 = \$9,893.25</p> <p>Total = \$26,382</p>	

Grantee Name: Galt Joint Union Elementary School District

Project Name:

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	Activity Reference (optional)
1. Personnel:			
<ul style="list-style-type: none"> • 1.5.5 Computers for Administrators & Clerical Staff • Hardware needed for additional staff to monitor personalized student plans and assessment data • Computers will be used by new administrators and clerical staff to create, monitor, and update personalized student plans and assessment data. 	<ul style="list-style-type: none"> • \$1,000 per computer • 1 per administrator and 1 per secretary • 6 sites = 12 computers • This is a one-time investment 	Year 1 = \$12,000 Total = \$12,000	
<ul style="list-style-type: none"> • 1.5.6 ESSS Early childhood materials, clerical supplies, computer/printer • Necessary programmatic supplies for each year 	<ul style="list-style-type: none"> • \$1,200 each year in years 2-4 for both early childhood materials and clerical supplies for Early Childhood Coordinator • \$1,500 during year 2 for purchase of computer and printer for Early Childhood Coordinator • \$500 in year 2 for other necessary start up office supplies 	Year 1 = \$0 Year 2 = \$3,200 Year 3 = \$1,200 Year 4 = \$1,200 Total = \$5,600	
<i>Add more rows as needed</i>			

6. Contractual

Explain what goods/services will be acquired, and the purpose and relation to the project for each expected procurement.

NOTE: Because grantees must use appropriate procurement procedures to select contractors, applicants do not need to include information in their applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.

Grantee Name: Galt Joint Union Elementary School District

Project Name:

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	Activity Reference <i>(optional)</i>
1. Personnel:			
<ul style="list-style-type: none"> • 1.6.1 Professional “Strengths Based” Staff Development by an independent “Strengths Based” contractor. • Contractor will train staff annually during years 1-3 in the use of the Strength Based testing procedures to best develop the personalized learning plans • Training will be ongoing after the end of the grant period for all new incoming teachers, but will be done by district trained staff • Only one contract will be awarded to train teachers in the used of strengths based testing. 	<ul style="list-style-type: none"> • \$10,000 per year \$20,000 during Years 1 & 2, \$18,000 during year 3 • Once every 4 years to Prepare staff for the use of strengths based testing in personalized plans • 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 district will comply with Title 34 regulations • Training will be held in the district to reduce procurement costs of a meeting room. 	<ul style="list-style-type: none"> • Year 1 = \$20,000 • Year 2 = \$20,000 • Year 3 = \$18,000 • Year 4 = \$0 • Total = \$58,000 	

Grantee Name: Galt Joint Union Elementary School District

Project Name:

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	Activity Reference (optional)
1. Personnel:			
<p>• 1.6.2 Professional Staff Development by an independent contractor in individualized learning plan technological uses and implementation, including the use of technology through Chromebooks, ipads, notebook s, etc.</p> <ul style="list-style-type: none"> • Contractor will train staff annually in the latest technology uses available to implement student plans • Training will be ongoing after the end of the grant period for all new incoming teachers • It is anticipated that only one contract will be awarded to train staff in the use of new technology equipment and curriculum for their students. It is feasible though that more than one contract could be awarded should technology based curriculum be purchased from more than one vendor. 	<ul style="list-style-type: none"> • \$20,000 per year Training will be completed by the new Blended Learning Administrator • Once every 4 years to train staff in the use of technology in the classroom to implement student plans. • 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 district will comply with Title 34 regulations • Training will be held in the district to reduce procurement costs of a meeting room. 	<p>Year 1 = \$0 Year 2 = \$0 Year 3 = \$0 Year 4 = \$0</p> <p>• Total = \$0</p>	

Grantee Name: Galt Joint Union Elementary School District

Project Name:

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	Activity Reference (optional)
1. Personnel:			
<ul style="list-style-type: none"> • 1.6.3 Early Steps to School Success Pre-K Home Visitation • 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 • This will be an ongoing annual expense after the end of the grant period 	<ul style="list-style-type: none"> • \$42,295 per year during years 2-4 to secure "Save the Children" vendor services including program specialists, directors, training, curriculum and program evaluation • Approximately 50 pre-kindergarten families will be reached per year • 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 district will comply with Title 34 regulations 	<ul style="list-style-type: none"> • Year 1 = \$0 • Year 2 = \$42,295 • Year 3 = \$42,295 • Year 4 = \$42,295 • Total = \$126,885 	

Grantee Name: Galt Joint Union Elementary School District

Project Name:

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	Activity Reference (optional)
1. Personnel:			
<ul style="list-style-type: none"> • 1.6.4 Student Assessment Program – Measures of Academic Progress (MAP) licensing from NWEA • This is a critical program to measure student growth each year making it possible to create/modify student personalized plans • Contract will provide licensing per student to use the MAP program in assessing student’s growth 	<ul style="list-style-type: none"> • \$13.50 per student per year during years 1-4 • Year 1 is prorated for only two months • Year 4 covers both 2015-16 and 2016-17 • 3,758 students K-8 students annually 	<ul style="list-style-type: none"> • Year 1 = \$8,455.50 • Year 2 = \$50,733.00 • Year 3 = \$50,733.00 • Year 4 = \$50,733.00 • Total = \$160,654.50 	
<ul style="list-style-type: none"> • 1.6.5 Teacher Training Cost for MAP Student Assessment Program 	<ul style="list-style-type: none"> • \$5,200 per during year 2 only • Two training days for 40 teachers using a “train the trainer” approach 	<ul style="list-style-type: none"> • Year 1 = \$0 • Year 2 = \$10,400 • Year 3 = \$0 • Year 4 = \$0 • Total = \$10,400 	
<i>Add more rows as needed</i>			

7. Training Stipends

Explain what training is needed, and the purpose and relation to the project.

NOTE: The training stipend line item only pertains to costs associated with long-term training programs and college or university coursework, not workshops or short-term training supported by this program. Salary stipends paid to teachers and other school personnel for participating in short-term professional development should be reported in Personnel (line 1).

Grantee Name: Galt Joint Union Elementary School District

Project Name:

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	Activity Reference (optional)
1. Personnel:			
• 1.7.1 No training stipends are needed.	•	•	
<i>Add more rows as needed</i>			
8. Other			
Explain other expenditures that may exist and are not covered by other categories.			
<ul style="list-style-type: none"> • 1.8.1 Copying Costs per site • Copy cost for personalized plans, including copies to students/parents of plan and progress 	<ul style="list-style-type: none"> • \$2,500 per site annually during Years 2 & 3 • \$5,000 per site annually during Year 4 • No expense during Year 1 • 6 total sites for 4 years • This will be an ongoing expense after the end of the grant period 	<ul style="list-style-type: none"> Year 1 = \$0 Year 2 = \$15,000 Year 3 = \$15,000 Year 4 = 30,000 • Total = \$60,000 	
<i>Add more rows as needed</i>			
9. Total Direct Costs:			
Sum lines 1-8.			
n/a	n/a	• \$3,806,501.86	
10. Total Indirect Costs			
Identify and apply the indirect cost rate.			
• 1.10.1 Indirect Cost rate of 3.63%	<ul style="list-style-type: none"> • 3.63% • This rate is not applied to equipment and is only applied to the first \$25,000 of contractual services per vendor 	<ul style="list-style-type: none"> Year 1 = \$11,012.71 Year 2 = \$60,373.02 Year 3 = \$38,084.59 Year 4 = \$24,549.92 • Total = \$134,020.25 	

Grantee Name: Galt Joint Union Elementary School District

Project Name:

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	Activity Reference (<i>optional</i>)
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1. Personnel:

Add more rows as needed

Grantee Name: Galt Joint Union Elementary School District

Project Name:

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	Activity Reference (<i>optional</i>)
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1. Personnel:
Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.

Grantee Name: Galt Joint Union Elementary School District

Project Name:

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	Activity Reference <i>(optional)</i>
1. Personnel:			
<ul style="list-style-type: none"> • 2.1.1 Blended Learning-Administrator Coordinator of Instructional Technology Integration (CITI) • Plan, direct, implement, monitor and evaluate blended learning centers and classrooms across all sites at the K-8 level. • The Blended Learning Administrator is critical to the development and implementation of the blended to extended learning model at each site. It is also critical to the annual growth that is expected for this model. • The Blended Learning Administrator will integrate a variety of virtual and technology learning systems into the instructional environment and classroom. • This position will become an on-going operational position 	<ul style="list-style-type: none"> • \$99,460 per FTE • 1.0 FTE • Position is for 210 days per year • The project will need .25 FTE in year 1 and 1.0 FTE in years 2-4. 	<ul style="list-style-type: none"> Year 1 = \$24,865.00 Year 2 = \$99,460.00 Year 3 = \$99,460.00 Year 4 = \$99,460.00 Total = \$323,245.00 	

Grantee Name: Galt Joint Union Elementary School District

Project Name:

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	Activity Reference <i>(optional)</i>
1. Personnel:			
<ul style="list-style-type: none"> • 2.1.2 Service Learning Coordinator • 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. • The Service Learning Coordinator position brings to the blended learning model the external pathways necessary for career development throughout the student's academic years. • This position will not be ongoing after year 2 	<ul style="list-style-type: none"> • \$75,001 per FTE • .60 FTE • The position will be for 181 days per year • The project will need a .60 FTE coordinator during year 2 only 	<p>Year 1 = \$0 Year 2 = \$45,000.60 Year 3 = \$0 Year 4 = \$0</p> <p>Total = \$45,000.60</p>	

Grantee Name: Galt Joint Union Elementary School District

Project Name:

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	Activity Reference (<i>optional</i>)
1. Personnel:			
<ul style="list-style-type: none">• 2.1.3 Teacher Release time for Virtual Learning Training• Substitute Teacher cost to release teachers during the school year to be trained in small groups in the technics of virtual learning and implementation online for students, using chromebooks, tablets, etc.• Training is critical to teachers to prepare for the implementation of the blended learning in the classroom using technology	<ul style="list-style-type: none">• 123 teachers trained across the district in year 2 only• Substitute cost is \$110 per day	Year 1 = \$0 Year 2 = \$13,530 Year 3 = \$0 Year 4 = \$0 Total = \$13,530	

Grantee Name: Galt Joint Union Elementary School District

Project Name:

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	Activity Reference <i>(optional)</i>
1. Personnel:			
<ul style="list-style-type: none">• 2.1.4 Teacher Stipends for Virtual Learning Training• Stipends for additional teacher time to be trained in the use of virtual learning software, programs and curriculum.• Training is critical to teachers to prepare for the implementation of the blended learning in the classroom using technology	<ul style="list-style-type: none">• 200 teachers trained across the district in year 2 only• Training is for 3 hours each at the adjunct duty rate of \$27.10 per hour	Year 1 = \$0 Year 2 = \$16,260.00 Year 3 = \$0 Year 4 = \$0 Total = \$16,260.00	

Grantee Name: Galt Joint Union Elementary School District

Project Name:

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	Activity Reference (optional)
1. Personnel:			
<ul style="list-style-type: none"> • 2.1.5 Coordinator of Extended Learning • Plan, direct, implement, monitor and evaluate the extended learning centers during the afternoon, evening and summer hours at the K-8 level. • 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. • This position will become an on-going operational part of the extended learning model. 	<ul style="list-style-type: none"> • \$64,068 per FTE • 1 FTE • The position will be a 12 month full time position • The project will need .25 FTE in year 1 and 1 FTE each year during years 2-4. 	<p>Year 1 = \$16,017.00</p> <p>Year 2 = \$64,068</p> <p>Year 3 = \$64,068</p> <p>Year 4 = \$64,068</p> <p>Total = \$208,221.00</p>	

Grantee Name: Galt Joint Union Elementary School District

Project Name:

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	Activity Reference <i>(optional)</i>
1. Personnel:			
<ul style="list-style-type: none"> • 2.1.6 Library Technicians for Extended Learning Bright Futures Learning Center Technicians • Support both the library and virtual instruction in the Bright Futures Learning Centers during the school day at the K-8 level. • 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. • This position will become an on-going operational part of the extended learning model. 	<ul style="list-style-type: none"> • \$36,289.44 per FTE • 1 FTE per K-8 site = 6 FTE each year • This is a full time, 12 month per year position • The project will need 6 FTE each year during years 2-4. 	<p>Year 1 = \$0 Year 2 = \$217,736.64 Year 3 = \$217,736.64 Year 4 = \$217,736.64 Total = \$653,209.92</p>	

Grantee Name: Galt Joint Union Elementary School District

Project Name:

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	Activity Reference (optional)
1. Personnel:			
<ul style="list-style-type: none"> • 2.1.7 Virtual learning- Instructional Assistant Bright Futures Learning Center Technicians • Support both the library and virtual instruction in the Bright Futures Learning Centers during the extended learning model all year during the afternoon, evening and summer hours at the K-8 level. • 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. • This position will become an on-going operational part of the extended learning model. 	<ul style="list-style-type: none"> • \$27,251.84 per FTE • .562 FTE per K-8 site = 3.375 FTE each year • 6 K-8 sites • This is a part time, 10 month per year position • The project will need 3.375 FTE each year during years 2-4. 	<p>Year 1 = \$0 Year 2 = \$91,974.96 Year 3 = \$91,974.96 Year 4 = \$91,974.96 Total = \$275,924.88</p>	

Grantee Name: Galt Joint Union Elementary School District

Project Name:

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	Activity Reference (optional)
1. Personnel:			
<ul style="list-style-type: none"> • 2.1.8 Secretary to the Blended Learning Administrator • Assists the Administrator with needed clerical skills to communicate blended learning plans with students and parents . • The secretary will assure seamless communication between classroom teachers and “virtual” teachers along with communication to parents. • This position will become an on-going operational part of the blended learning model 	<ul style="list-style-type: none"> • \$41,050.08 per FTE • 1.0 FTE • The position will be a 12 month full time position • The project will need .166 FTE during year 1 and 1.0 FTE each year during years 2-4 of the project 	<ul style="list-style-type: none"> Year 1 = \$6,814.31 Year 2 = \$41,050.08 Year 3 = \$41,050.08 Year 4= \$41,050.08 Total = \$129,964.55 	
<i>Add more rows as needed</i>			
2. Fringe Benefits:			
Explain the nature and extent of fringe benefits to be received and by whom.			

Grantee Name: Galt Joint Union Elementary School District

Project Name:

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	Activity Reference (<i>optional</i>)
1. Personnel:			
<ul style="list-style-type: none"> • 2.2.1 Blended Learning-Administrator Coordinator of Instructional Technology Integration (CITI) 	<ul style="list-style-type: none"> • 13.4536 % K-8 administrative statutory benefits • \$5,520 for annual health/welfare * .25 FTE in year 1 and * 1.0 FTE each year during years 2-4 • Statutory Benefits = \$46,283.81 • Health/Welfare = \$17,94 	<ul style="list-style-type: none"> Year 1 = \$4,725.24 Year 2 = \$18,900.95 Year 3 = \$18,900.95 Year 4 = \$18,900.95 • Total = \$61,428.09 	
<ul style="list-style-type: none"> • 2.2.2 Service Learning Coordinator 	<ul style="list-style-type: none"> • 12.296 % K-8 certificated statutory benefits • \$6,480 for annual health/welfare * .60 FTE in year 2 • Statutory Benefits = \$5,533.27 • Health/Welfare = \$3,888.00 	<ul style="list-style-type: none"> Year 1 = \$0 Year 2 = \$9,421.27 Year 3 = \$0 Year 4 = \$0 • Total = \$9,421.27 	
<ul style="list-style-type: none"> • 2.2.3 Teacher Release time for Virtual Learning Training 	<ul style="list-style-type: none"> • 12.296 % K-8 certificated statutory benefits 	<ul style="list-style-type: none"> Year 1 = \$0 Year 2 = 1,663.65 Year 3 = \$0 Year 4 = \$0 • Total = \$1,663.65 	

Grantee Name: Galt Joint Union Elementary School District

Project Name:

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	Activity Reference (optional)
1. Personnel:			
<ul style="list-style-type: none"> • 2.2.4 Teacher Release time for Virtual Learning Training 	<ul style="list-style-type: none"> • 12.296 % K-8 certificated statutory benefits 	<ul style="list-style-type: none"> Year 1 = \$0 Year 2 = 1,999.33 Year 3 = \$0 Year 4 = \$0 • Total = \$1,999.33 	
<ul style="list-style-type: none"> • 2.2.5 Coordinator of Extended Learning 	<ul style="list-style-type: none"> • 24.34 % K-8 full time classified statutory benefits • \$6,960 for K-8 annual health/welfare per FTE for .25 FTE in year 1 and 1 FTE in years 2-4. • Statutory Benefits = \$50,680.99 • Health/Welfare = \$22,620 	<ul style="list-style-type: none"> Year 1 = \$5,638.54 Year 2 = \$22,554.15 Year 3 = \$ 22,554.15 Year 4 = \$22,554.15 • Total = \$73,300.99 	

Grantee Name: Galt Joint Union Elementary School District

Project Name:

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	Activity Reference (optional)
1. Personnel:			
<ul style="list-style-type: none"> • 2.2.6 Bright Futures Learning Center Technicians • Library Technicians for Extended Learning 	<ul style="list-style-type: none"> • 24.34 % K-8 full time classified statutory benefits • \$7,560 for K-8 annual health/welfare per FTE * 6 FTE each year during years 2-4 of the project • Statutory Benefits = \$158,991.30 • Health/Welfare = \$136,080.00 	<ul style="list-style-type: none"> Year 1 = \$0 Year 2 = \$98,357.10 Year 3 = \$98,357.10 Year 4 = \$98,357.10 • Total = \$295,071.30 	
<ul style="list-style-type: none"> • 2.2.7 Bright Futures Learning Center Technicians • Virtual learning Instructional Assistant 	<ul style="list-style-type: none"> • 24.34 % K-8 full time classified statutory benefits • \$7,560 for K-8 annual health/welfare per FTE * 3.375 FTE each year during years 2-4 of the project • Statutory Benefits = \$67,160.12 • Health/Welfare = \$76,545.00 	<ul style="list-style-type: none"> Year 1 = \$0 Year 2 = \$47,901.71 Year 3 = \$47,901.71 Year 4 = \$47,901.70 • Total = \$143,705.12 	

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Project Name:

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	Activity Reference (optional)
1. Personnel:			
<ul style="list-style-type: none"> • 2.2.8 Secretary to the Blended Learning Administrator 	<ul style="list-style-type: none"> • 24.34 % K-8 full time classified statutory benefits • \$7,560 for K-8 annual health/welfare per FTE * 1.0 FTE • Statutory Benefits = \$30,998.33 • Health/Welfare = \$24,570.00 	<ul style="list-style-type: none"> Year 1 = \$2,913.56 Year 2 = \$17,551.59 Year 3 = \$17,551.59 Year 4 = \$17,551.59 • Total = \$55,568.33 	
<i>Add more rows as needed</i>			
3. Travel:			
Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.			
<ul style="list-style-type: none"> • 2.3.1 No travel will be needed for this project 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	
<i>Add more rows as needed</i>			
4. Equipment			
Explain what equipment is needed and why it is needed to meet program goals. Consistent with SEA and LEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.			

Grantee Name: Galt Joint Union Elementary School District

Project Name:

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	Activity Reference (optional)
1. Personnel:			
<ul style="list-style-type: none"> • 2.4.1 Computer Servers • One server per K-8 library to handle additional afterschool/summer use from the community in the “repurposed” library model for extended learning. • This is a one-time investment 	<ul style="list-style-type: none"> • \$9,000 per server • Six servers – one per site in year 1 	Year 1 = \$54,000 Year 2 = \$0 Year 3 = \$0 Year 4 = \$0 <ul style="list-style-type: none"> • Total = \$54,000 	
<i>Add more rows as needed</i>			

Grantee Name: Galt Joint Union Elementary School District

Project Name:

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	Activity Reference (<i>optional</i>)
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1. Personnel:

5. Supplies

Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment.

<ul style="list-style-type: none">• 2.5.1 Computer and printers• To be used by Blended Learning administrators, Coordinator of Extended Learning and Secretary to the Blended Learning administrators• This will be a one-time investment	<ul style="list-style-type: none">• \$1,800 per computer• \$200 per printer• 3 computers and 3 printers in year 1 only	Year 1 = \$6,000 Year 2 = \$0 Year 3 = \$0 Year 4 = \$0 • Total = \$6,000	
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Grantee Name: Galt Joint Union Elementary School District

Project Name:

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	Activity Reference (optional)
1. Personnel:			
<ul style="list-style-type: none"> • 2.5.2 Chromebooks (student computers) • Chromebooks will be used by students, parents, and community members in the extended learning repurposed library environment afterschool and during the summer. Chromebooks will be available for check out. • Chromebooks will be purchased at 60 per K-8 site in each of the 4 years totaling 1,440 available Chromebooks (240 per site) for extended learning use, at the end of the 4 years. • This will not be an on-going operational expense. 	<ul style="list-style-type: none"> • \$300 \$250 per chromebook • 60 40 chromebooks per site * 6 sites • 360 240 chromebooks per year for years 1-3 • Each repurposed library will have 120 computers at the end of 3 years • This expense will not be ongoing. All necessary chromebooks will be purchased by the end of the grant period 	<p>Year 1 = \$60,000 Year 2 = \$60,000 Year 3 = \$60,000 Year 4 = \$0</p> <p>Total = \$180,000.00</p>	

Grantee Name: Galt Joint Union Elementary School District

Project Name:

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	Activity Reference (optional)
1. Personnel:			
<ul style="list-style-type: none"> • 2.5.3 Library software • 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 “check-out” and tracking of student, parent, & community use. • The annual licensing of the software will become an operational on-going expense of the project and will be part of contracted services 	<ul style="list-style-type: none"> • \$55,000 for 6 sites • Annual licensing of \$2,000 per site * 6 sites per year will be part of contracted services 	<p>Year 1 = \$55,000 Year 2 = \$0 Year 3 = \$0 Year 4 = \$0</p> <p>Total = \$55,000</p>	
<ul style="list-style-type: none"> • 2.5.4 Student Curriculum based Supplies for virtual, blended/extended learning at the K-8 level • Software, computer based supplies, handheld calculators, etc. • This will be an on-going expense of the project 	<ul style="list-style-type: none"> • \$3,000 per K-8 site, per year • 6 K-8 sites • Annual cost 	<p>Year 1 = \$18,000 Year 2 = \$18,000 Year 3 = \$18,000 Year 4 = \$18,000</p> <p>Total = \$72,000</p>	

Grantee Name: Galt Joint Union Elementary School District

Project Name:

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	Activity Reference (optional)
1. Personnel:			
<ul style="list-style-type: none"> • 2.5.5 Clerical/library Supplies • Supplies to be used by Secretary to the blended Learning Administrator and the extended learning library technicians • This will be an ongoing expense after the end of the grant period 	<ul style="list-style-type: none"> • \$1,064.55 per site during Year 1 • \$2,129.11 per school site, per year during Year 2& 3 • \$3,193.67 per site during Year 4 • 6 school sites 	Year 1 = \$6,387.30 Year 2 = \$12,774.66 Year 3 = \$12,774.66 Year 4 = \$19,162..02 Total = \$51,098.64	
<i>Add more rows as needed</i>			

6. Contractual

Explain what goods/services will be acquired, and the purpose and relation to the project for each expected procurement.

NOTE: Because grantees must use appropriate procurement procedures to select contractors, applicants do not need to include information in their applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.

Grantee Name: Galt Joint Union Elementary School District

Project Name:

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	Activity Reference (optional)
1. Personnel:			
<p>• 2.6.1 Virtual Learning Staff Development</p> <p>• Contractor will train K-8 staff annually in the use and implementation of the virtual learning technology and software in the classroom</p> <p>• 25 teachers will be trained annually with all 200 teachers receiving training by the end of 4 years each year during years 2-4 reaching the majority of grade levels at each campus by the end of the 4 years.</p> <p>• This will become an ongoing annual operational expense</p>	<p>• \$2,000 per teacher</p> <p>• 25 teachers per year = \$50,000 per year during years 2-4</p> <p>• 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 district will comply with Title 34 regulations</p> <p>• Training will be held in the district to reduce procurement costs of a meeting room.</p>	<p>Year 1 = \$0</p> <p>Year 2 = \$50,000</p> <p>Year 3 = \$50,000</p> <p>Year 4 = \$50,000</p> <p>• Total = \$150,000</p>	

Grantee Name: Galt Joint Union Elementary School District

Project Name:

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	Activity Reference <i>(optional)</i>
1. Personnel:			
<ul style="list-style-type: none"> • 2.6.2 Blended Learning Virtual Contracted Courses • Contractor will supply 30 courses per K-6 site annually and 90 courses per 7/8 site annually, using contractor teachers to be taught in the “repurposed” virtual learning libraries using chromebook technology. • This will become an ongoing annual operational expense 	<ul style="list-style-type: none"> • \$750 per course • 30 courses per K-6 sites * 5 K-6 sites plus 90 courses for the 7/8 site * 1 site = 240 courses per year during Year 2, 3, & 4 • 100 courses per site * 6 K-8 sites = 600 courses during Year 4 • 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 district will comply with Title 34 regulations 	<ul style="list-style-type: none"> Year 1 = \$0 Year 2 = \$180,000 Year 3 = \$180,000 Year 4 = \$180,000 • Total = \$540,000 	

Grantee Name: Galt Joint Union Elementary School District

Project Name:

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	Activity Reference (optional)
1. Personnel:			
<ul style="list-style-type: none"> • 2.6.3 Blended Learning Virtual Contracted Courses • Contractor will supply 150 courses per site annually using district teachers to be taught in the classroom using chromebook technology. • This will become an ongoing annual operational expense 	<ul style="list-style-type: none"> • \$110 per course • 30 courses per K-6 site * 5 K-6 sites and 90 courses per 7/8 site * 1 site, per year during year 2 • 50 courses per K-6 site * 5 K-6 sites and 120 courses per 7/8 * 1 site, per year during years 3 & 4 • 300 courses per site * 6 K-8 sites = 1,800 courses during Year 4 • 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 district will comply with Title 34 regulations 	<ul style="list-style-type: none"> Year 1 = \$0 Year 2 = \$26,400 Year 3 = \$40,700 Year 4 = \$40,700 • Total = \$107,800 	

Grantee Name: Galt Joint Union Elementary School District

Project Name:

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	Activity Reference <i>(optional)</i>
1. Personnel:			
<ul style="list-style-type: none"> • 2.6.4 Blended Learning Virtual Contracted Courses • Contractor will supply 2 online courses per grade/per site annually for every student to access, using a student personal password. District teachers will monitor and teach these courses for each student individually, according to the student's personalized plan, during the school day.. • Courses will include the ability for teachers to receive student progress review, student data analysis information, etc. • This will become an ongoing annual operational expense 	<ul style="list-style-type: none"> • \$2,500 per course • 7 grade levels per K-6 site * 5 K-6 sites = \$35,000 annually per K-6 site • 2 grade levels per 7/8 site * 1 7/8 site = \$10,000 annually • 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 district will comply with Title 34 regulations 	<ul style="list-style-type: none"> Year 1 = \$0 Year 2 = \$185,000 Year 3 = \$185,000 Year 4 = \$185,000 • Total = \$555,000 	

Grantee Name: Galt Joint Union Elementary School District

Project Name:

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	Activity Reference (optional)
1. Personnel:			
<ul style="list-style-type: none"> • 2.6.5 Virtual Learning Staff Development • Contractor will train K-8 staff in the choice, use and implementation of the online personalized courses for each student’s personalized plan, to be taught during the school day. • All teachers will be trained during year 2 to be able to implement the individualized online courses in their classrooms during year 2. • This will be a one-time expense 	<ul style="list-style-type: none"> • \$22,000 per training for entire certificated staff • Training done during beginning of Year 2 • 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 district will comply with Title 34 regulations • Training will be held in the district to reduce procurement costs of a meeting room. 	<ul style="list-style-type: none"> Year 1 = \$0 Year 2 = \$22,000 Year 3 =\$0 Year 4 =\$0 • Total = \$22,000 	

Grantee Name: Galt Joint Union Elementary School District

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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	Activity Reference (optional)
1. Personnel:			
<p>• 2.6.6 Annual licensing for 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 “check-out” and tracking of student, parent, & community use.</p> <p>• This will only be needed during years 2-4 since licensing will be part of the upfront cost of purchasing the software in year 1</p> <p>• The annual licensing of the software will become an operational on-going expense of the project</p>	<p>• \$2,000 per site, annually during Years 2-4 only, for six sites</p> <p>• Licensing will not be needed during Year 1 as it will be included in the cost of the software during that year.</p> <p>• 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 district will comply with Title 34 regulations</p>	<p>Year 1 = \$0 Year 2 = \$12,000 Year 3 = \$12,000 Year 4 = \$12,000</p> <p>• Total = \$36,000</p>	
<i>Add more rows as needed</i>			
7. Training Stipends			

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Project Name:

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	Activity Reference (optional)
<p>1. Personnel: Explain what training is needed, and the purpose and relation to the project. NOTE: The training stipend line item only pertains to costs associated with long-term training programs and college or university coursework, not workshops or short-term training supported by this program. Salary stipends paid to teachers and other school personnel for participating in short-term professional development should be reported in Personnel (line 1).</p>			
<p>2.7.1 • No training stipends are needed.</p>	<p>•</p>	<p>•</p>	
<p><i>Add more rows as needed</i></p>			
<p>8. Other Explain other expenditures that may exist and are not covered by other categories.</p>			
<ul style="list-style-type: none"> • 2.8.1 Copying Costs per site • Copy cost for virtual, blended and extended learning curriculum • This expense will be an on-going operational cost of the project 	<ul style="list-style-type: none"> • \$1,000 per site in Year 1 • \$2,000 per site annually in Years 2 & 3 • \$3,000 per site in Year 4 • 6 total sites for 4 years 	<p>Year 1 = \$ 6,000 Year 2 = \$12,000 Year 3 = \$12,000 Year 4 = \$18,000</p> <p>• Total = \$48,000</p>	

Grantee Name: Galt Joint Union Elementary School District

Project Name:

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	Activity Reference (optional)
1. Personnel:			
<ul style="list-style-type: none"> • 2.8.2 Wireless Access points • Wireless Access needed to implement virtual learning for numerous computers across each campus. • 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. • This is a one-time investment 	<ul style="list-style-type: none"> • \$3,400 each • Needed at 6 K-8 sites n year 1 only 	<ul style="list-style-type: none"> Year 1 = \$0 Year 2 = \$0 Year 3 = \$0 Year 4 = \$0 • Total = \$0 	

Grantee Name: Galt Joint Union Elementary School District

Project Name:

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	Activity Reference (optional)
1. Personnel:			
<ul style="list-style-type: none"> • 2.8.3 Increased Bandwidth to ensure all students are able to take online learning courses simultaneously throughout the district • Upgraded district bandwidth is necessary to increase both the speed and ability for student to access online courses across the district simultaneously • Without the upgrade only a handful of students would be able to access virtual learning at one time. Upgrade is critical to success of the virtual learning portion of the project. • This is a one-time investment 	<ul style="list-style-type: none"> • \$30,000 per site • Needed at 3 K-8 sites in year 2 & 3 only 	<ul style="list-style-type: none"> Year 1 = \$0 Year 2 = \$60,000 Year 3 = \$30,000 Year 4 = \$0 • Total = \$90,000 	
<i>Add more rows as needed</i>			
9. Total Direct Costs:			
Sum lines 1-8.			
n/a	n/a	• \$4,274,412.67	
10. Total Indirect Costs			

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Project Name:

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	Activity Reference (optional)
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1. Personnel:

Identify and apply the indirect cost rate.

<ul style="list-style-type: none"> • 2.10.1 Indirect Cost rate of 3.63% 	<ul style="list-style-type: none"> • 3.63% • This rate is not applied to equipment and is only applied to the first \$25,000 of contract services per vendor 	<ul style="list-style-type: none"> Year 1 = \$7,708.70 Year 2 = \$36,198.53 Year 3 = \$33,008.67 Year 4 = \$30,372.83 • Total = \$107,288.74 	
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Add more rows as needed

11. Total Grant Funds Requested

Sum lines 9-10.

n/a	n/a	• \$4,381,701.41	
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12. Funds from other sources used to support the project

Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)

<ul style="list-style-type: none"> • 2.12.1 • Afterschool individualized learning K-8 	<ul style="list-style-type: none"> • ASES State Grants 	<ul style="list-style-type: none"> • Year 1 - \$334,109 • Year 2 = \$334,109 • Year 3 = \$334,109 • Year 4 = \$334,109 • Total = \$1,336,436.00 	
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Grantee Name: Galt Joint Union Elementary School District

Project Name:

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	Activity Reference <i>(optional)</i>
1. Personnel:			
<ul style="list-style-type: none"> • 2.12.2 • Service Learning Coordinator 	<ul style="list-style-type: none"> • Bureau of Land Management = \$20,000 • PG&E Environmental = \$10,000 • Nature Conservancy = \$20,000 	<ul style="list-style-type: none"> • Year 1 = \$50,000 • Total = \$50,000.00 	
<i>Add more rows as needed</i>			
13. Total Budget Sum lines 11-12.			
n/a	n/a	• \$5,768,137.41	

Grantee Name: Galt Joint Union Elementary School District

Project Name:

Table 4-1: Continuous Improvement: Student-Educator-Consortium

Cost Description	Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)	Total	Activity Reference (<i>optional</i>)
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1. Personnel:

Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.

Grantee Name: Galt Joint Union Elementary School District

Project Name:

Table 4-1: Continous Improvement: Student-Educator-Consortium

Cost Description	Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)	Total	Activity Reference (optional)
1. Personnel:			
<ul style="list-style-type: none"> • 3.1.1 Academic Coach for teacher training at K-8 • Trains and supports teachers and educators in varied personalized settings to implement student personalized plans using common core standards. Models highly effective techniques for educators to replicate and implement in their classrooms • 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. • This will not need to be an on-going cost after the grant closure 	<ul style="list-style-type: none"> • \$72,575 per FTE • .5 FTE per elementary site = 3 FTE total • Each position is .5 FTE for 210 days per year • The project will need 3 FTE in years 2-4 of the project 	<p>Year 1 = \$0 Year 2 = \$217,725 Year 3 = \$217,725 Year 4 = \$217,725</p> <p>Total = \$653,175.00</p>	

Grantee Name: Galt Joint Union Elementary School District

Project Name:

Table 4-1: Continuous Improvement: Student-Educator-Consortium

Cost Description	Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)	Total	Activity Reference <i>(optional)</i>
1. Personnel:			
<ul style="list-style-type: none"> • 3.1.2 K-8 Highly Effective First Teaching Staff Development Stipends • Per teacher stipends for teacher leaders' additional time to be trained in highly effective first teaching • Teacher Leaders will model training to grade level teams • Ongoing training is critical to continuous improvement for educators • This will be an on-going operational cost for new teachers to the district 	<ul style="list-style-type: none"> • \$250 per teacher • Training for 50 teacher leaders in years 1-4 	<p>Year 1 = \$12,500 Year 2 = \$12,500 Year 3 = \$12,500 Year 4 = \$12,500</p> <p>Total =\$50,000.00</p>	

Grantee Name: Galt Joint Union Elementary School District

Project Name:

Table 4-1: Continuous Improvement: Student-Educator-Consortium

Cost Description	Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)	Total	Activity Reference (<i>optional</i>)
1. Personnel:			
<ul style="list-style-type: none">• 3.1.3 Teacher Release time for Highly Effective Professional Development• Substitute Teacher cost to release teachers during the school year to be trained in highly effective teaching strategies• Training is critical to teacher effectiveness in relation to on-going student growth teaching strategies	<ul style="list-style-type: none">• 275 training days across the district in year 2• 240 training days across the district in year 3• 200 training days across the district in year 4• Substitute cost is \$110 per day	Year 1 = \$0 Year 2 = \$30,250.00 Year 3 = \$26,400.00 Year 4 = \$22,000.00 Total = \$78,650.00	

Grantee Name: Galt Joint Union Elementary School District

Project Name:

Table 4-1: Continous Improvement: Student-Educator-Consortium

Cost Description	Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)	Total	Activity Reference <i>(optional)</i>
1. Personnel:			
<ul style="list-style-type: none"> • 3.1.4 Data Management Staff Development Stipends • Per teacher stipends for teacher leaders' additional time to be trained in new data management program • Teacher Leaders will train to grade level teams • Year 1 training is critical to the use of the data management system for assessing student • This will be a one-time cost to the district 	<ul style="list-style-type: none"> • \$200 per teacher per day • 3 days of training • Training for 27 teacher leaders in year 1 	Year 1 = \$16,200 Year 2 = \$0 Year 3 = \$0 Year 4 = \$0 Total =\$16,200	
<i>Add more rows as needed</i>			
2. Fringe Benefits:			
Explain the nature and extent of fringe benefits to be received and by whom.			

Grantee Name: Galt Joint Union Elementary School District

Project Name:

Table 4-1: Continuous Improvement: Student-Educator-Consortium

Cost Description	Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)	Total	Activity Reference (optional)
1. Personnel:			
<ul style="list-style-type: none"> • 3.2.1 Academic Coach for teacher training at K-8 	<ul style="list-style-type: none"> • 12.296 % K-8 certificated statutory benefits • \$6,480 annual health/welfare per FTE * 3 FTE * 3 years • Statutory Benefits = \$80,314.41 • Health/Welfare = \$58,320 	<ul style="list-style-type: none"> Year 1 = \$0 Year 2 = \$46,211.47 Year 3 = \$46,211.47 Year 4 = \$46,211.46 • Total = \$138,634.40 	
<ul style="list-style-type: none"> • 3.2.2 K-8 Highly Effective First Teaching Staff Development Stipends 	<ul style="list-style-type: none"> • 12.296 % K-8 certificated statutory benefits • Statutory Benefits = \$6,148.00 	<ul style="list-style-type: none"> Year 1 = \$1,537.00 Year 2 = \$1,537.00 Year 3 = \$1,537.00 Year 4 = \$1,537.00 • Total= \$6,148.00 	
<ul style="list-style-type: none"> • 3.2.3 Teacher Release time for Highly Effective Professional Development 	<ul style="list-style-type: none"> • 12.296 % K-8 certificated statutory benefits 	<ul style="list-style-type: none"> Year 1 = \$0 Year 2 = \$3,719.54 Year 3 = \$3,246.14 Year 4 = \$2,705.12 • Total = \$9,670.80 	

Grantee Name: Galt Joint Union Elementary School District

Project Name:

Table 4-1: Continuous Improvement: Student-Educator-Consortium

Cost Description	Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)	Total	Activity Reference (optional)
1. Personnel:			
<ul style="list-style-type: none"> • 3.2.4 K-8 Data Management Staff Development Stipends 	<ul style="list-style-type: none"> • 12.296 % K-8 certificated statutory benefits • Statutory Benefits = \$1,991.95 	Year 1 = \$1,991.95 Year 2 = \$0 Year 3 = \$0 Year 4 = \$0 <ul style="list-style-type: none"> • Total= \$1,991.95 	
<i>Add more rows as needed</i>			
3. Travel:			
Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.			
<ul style="list-style-type: none"> • 3.3.1 Travel to Out-Of-State Online Evaluation Summit in Year 2 	<ul style="list-style-type: none"> • 2 participants travel expense of out of state travel, lodging, etc. 	Year 1 = \$0 Year 2 = \$1,639.98 Year 3 = \$0 Year 4 = \$0 <ul style="list-style-type: none"> • Total = \$1,639.98 	
<i>Add more rows as needed</i>			
4. Equipment			
Explain what equipment is needed and why it is needed to meet program goals. Consistent with SEA and LEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.			

Grantee Name: Galt Joint Union Elementary School District

Project Name:

Table 4-1: Continuous Improvement: Student-Educator-Consortium

Cost Description	Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)	Total	Activity Reference <i>(optional)</i>
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1. Personnel:

• 3.4.1 No Equipment will be needed for this project	•	•	
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Add more rows as needed

5. Supplies

Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment.

Grantee Name: Galt Joint Union Elementary School District

Project Name:

Table 4-1: Continuous Improvement: Student-Educator-Consortium

Cost Description	Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)	Total	Activity Reference (optional)
1. Personnel:			
<ul style="list-style-type: none"> • 3.5.1 Computer laptops for K-8 teacher access to student assessment data, online training and evaluation observation • 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 • 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 • This is a one-time expense 	<ul style="list-style-type: none"> • \$1,000 per laptop • 200 laptops needed in the first year 	<p>Year 1 = \$200,000 Year 2 = \$0 Year 3 = \$0 Year 4 = \$0</p> <ul style="list-style-type: none"> • Total = \$200,000 	
<i>Add more rows as needed</i>			

6. Contractual

Grantee Name: Galt Joint Union Elementary School District

Project Name:

Table 4-1: Continous Improvement: Student-Educator-Consortium

Cost Description	Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)	Total	Activity Reference (optional)
1. Personnel:			
<p>Explain what goods/services will be acquired, and the purpose and relation to the project for each expected procurement.</p> <p>NOTE: Because grantees must use appropriate procurement procedures to select contractors, applicants do not need to include information in their applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.</p>			
<p>• 3.6.1 Inter-Rater Staff Development</p> <ul style="list-style-type: none"> • Contractor will supply 3 days of Inter-rate staff development to teachers • Training in Inter-Rater skills is critical to teacher continuous improvement • This is a one-time expense during year 1 	<ul style="list-style-type: none"> • \$2,895 per day • 3 days of training • 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 district will comply with Title 34 regulations • Training will be held in the district to reduce procurement costs of a meeting room. 	<p>Year 1 = \$8,685 Year 2 = \$0 Year 3 = \$0 Year 4 = \$0</p> <p>• Total = \$8,685</p>	

Grantee Name: Galt Joint Union Elementary School District

Project Name:

Table 4-1: Continous Improvement: Student-Educator-Consortium

Cost Description	Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)	Total	Activity Reference <i>(optional)</i>
1. Personnel:			
<ul style="list-style-type: none"> • 3.6.2 Additional programming of in-depth student assessment data system and analysis • Contractor will augment the student assessment data system to allow increased flexibility in evaluation of student data. • This is critical to continuous improvement for both educators and students • This will not become an on-going operational expense of the project 	<ul style="list-style-type: none"> • -\$10,000 \$14,500 during year 1 • Additional annual maintenance of \$10,000 per year in years 2-4 3-4 • 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 district will comply with Title 34 regulations 	<ul style="list-style-type: none"> Year 1 = \$0 Year 2 = \$14,500 Year 3 = \$10,000 Year 4 = \$10,000 • Total = \$34,500 	

Grantee Name: Galt Joint Union Elementary School District

Project Name:

Table 4-1: Continous Improvement: Student-Educator-Consortium

Cost Description	Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)	Total	Activity Reference <i>(optional)</i>
1. Personnel:			
<ul style="list-style-type: none"> • 3.6.3 Continuous improvement evaluation systems advisory guidance and support • Contractor will evaluate, analyze and support administration’s systems to reach continuous improvement goals. • Outside support and evaluation is critical to the growth of the overall continuous improvement system, bringing new and innovative ideas each year. • This will not become an on-going operational expense of the project • This contract could be awarded to two different vendors – one for program developmental support and one for program evaluation and advisory support 	<ul style="list-style-type: none"> • \$25,000 \$30,000 in year 1 per year • 4 years * \$25,000 \$70,000 in Years 2-4 & 3 • \$110,000 in Year 4 • 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 district will comply with Title 34 regulations 	<ul style="list-style-type: none"> Year 1 = \$30,000 Year 2 = \$70,000 Year 3 = \$70,000 Year 4 = \$70,000 • Total = \$240,000 	

Grantee Name: Galt Joint Union Elementary School District

Project Name:

Table 4-1: Continuous Improvement: Student-Educator-Consortium

Cost Description	Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)	Total	Activity Reference (<i>optional</i>)
1. Personnel:			
<ul style="list-style-type: none"> • 3.6.4 Online Evaluation software/licensing • Online evaluation and review at any time is critical to continuous improvement for teachers to strengthen their highly effective first teaching skills. • This will be an on-going operational cost 	<ul style="list-style-type: none"> • \$6,995 per site annually • 6 sites * \$6,995 per year 	Year 1 = \$41,970 Year 2 = \$41,970 Year 3 = \$41,970 Year 4 = \$41,970 Total = \$167,880	
<ul style="list-style-type: none"> • 3.6.5 Online Evaluation software training for administrators/coaches/trainer of trainers • Training of district wide leaders is key to the use and implementation of the online evaluation software • This is a one-time expense 	<ul style="list-style-type: none"> • \$2,895 per day in year 1 • 5 days of training in year 1 • \$2,175 per person in Year 2 for Training Summit • 2 administrators will be trained in Year 2 	Year 1 = \$14,475.00 Year 2 = \$4,350.00 Year 3 = \$0 Year 4 = \$0 Total = \$18,825	
<i>Add more rows as needed</i>			
7. Training Stipends			

Grantee Name: Galt Joint Union Elementary School District

Project Name:

Table 4-1: Continuous Improvement: Student-Educator-Consortium

Cost Description	Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)	Total	Activity Reference (optional)
1. Personnel:			
Explain what training is needed, and the purpose and relation to the project. NOTE: The training stipend line item only pertains to costs associated with long-term training programs and college or university coursework, not workshops or short-term training supported by this program. Salary stipends paid to teachers and other school personnel for participating in short-term professional development should be reported in Personnel (line 1).			
• 3.7.1 No training stipends are needed.			
<i>Add more rows as needed</i>			
8. Other			
Explain other expenditures that may exist and are not covered by other categories.			
• 3.8.1 No other costs are needed	•	•	
<i>Add more rows as needed</i>			
9. Total Direct Costs:			
Sum lines 1-8.			
n/a	n/a	• \$1,626,000.13	
10. Total Indirect Costs			
Identify and apply the indirect cost rate.			

Grantee Name: Galt Joint Union Elementary School District

Project Name:

Table 4-1: Continuous Improvement: Student-Educator-Consortium

Cost Description	Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)	Total	Activity Reference (optional)
1. Personnel:			
<ul style="list-style-type: none"> • 3.10.1 Indirect Cost rate of 3.63% 	<ul style="list-style-type: none"> • 3.63% • This rate is not applied to equipment and is only applied to the first \$25,000 of contractual services per vendor 	<ul style="list-style-type: none"> • Year 1 = \$9,766.04 • Year 2 = \$14,747.78 • Year 3 = \$13,707.59 • Year 4 = \$13,528.23 • Total = \$51,749.65 	
<i>Add more rows as needed</i>			
11. Total Grant Funds Requested			
Sum lines 9-10.			
n/a	n/a	<ul style="list-style-type: none"> • \$1,677,749.78 	
12. Funds from other sources used to support the project			
Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)			
<ul style="list-style-type: none"> • 3.12.1 Academic Coaches 	<ul style="list-style-type: none"> • Title I 	<ul style="list-style-type: none"> • Year 1 - \$275,370 • Year 2 = \$275,370 • Year 3 = \$275,370 • Year 4 = \$275,370 • Total = \$1,101,480.00 	

Grantee Name: Galt Joint Union Elementary School District

Project Name:

Table 4-1: Continuous Improvement: Student-Educator-Consortium

Cost Description	Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)	Total	Activity Reference (optional)
1. Personnel:			
<ul style="list-style-type: none"> • 3.12.2 Academic Coaches/Staff Development 	<ul style="list-style-type: none"> • Title II 	<ul style="list-style-type: none"> • Year 1 = \$111,441 • Year 2 = \$111,441 • Year 3 = \$111,441 • Year 4 = \$111,441 • Total = \$445,764.00 	
<ul style="list-style-type: none"> • 3.12.3 Student Data Assessment Contract 	<ul style="list-style-type: none"> • Unrestricted General Fund 	<ul style="list-style-type: none"> • Year 2 = \$22,000 • Year 3 = \$22,000 • Year 4 = \$22,000 • Total = \$66,000.00 	
<ul style="list-style-type: none"> • 3.12.4 Academic Coaches 	<ul style="list-style-type: none"> • EIA 	<ul style="list-style-type: none"> • Year 1 = \$24,257.32 • Year 2 = \$24,257.32 • Year 3 = \$24,257.32 • Year 4 = \$24,257.32 • Total = \$97,029.28 	
<i>Add more rows as needed</i>			

13. Total Budget

Sum lines 11-12.

Grantee Name: Galt Joint Union Elementary School District

Project Name:

Table 4-1: Continuous Improvement: Student-Educator-Consortium

Cost Description	Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)	Total	Activity Reference <i>(optional)</i>
1. Personnel:			
n/a	n/a	• \$3,363,615.02	