



UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF THE DEPUTY SECRETARY

September 30, 2013

Superintendent Schauer  
Galt Joint Union School District  
1018 C Street Suite 210  
Galt, CA 95632

Dear Superintendent Schauer:

I am writing in response to Galt Joint Union School District's (GJUSD) request to amend its approved Race to the Top - District grant project. Between April 8 and September 24, 2013, the grantee held conversations with and submitted amendment requests to the U.S. Department of Education (Department). As you are aware, the Department has the authority to approve amendments to your approved application and budget, provided that such a change does not alter the scope or objectives of the approved proposal. On March 27, 2013, the Department provided the "Scope of Work Grant Amendment Submission Process" document to grantees Local Educational Agencies (LEAs) indicating the process by which amendments would be reviewed and approved or denied. To determine whether approval could be granted, the Department has applied the conditions noted in the document, and compared it with the Race to the Top - District *Principles*, which are also included in that document.

I approve the following amendments:

- In Project 1: Personalized Plan to Learning Pathways, decrease the contractual funds for Strengths Based Training Stipends from \$155,000 across three years to \$12,000 in Year 1. Due to an increased sales tax revenues approved in the State of California November election, Education received additional funding in 2012. This funding allowed GJUSD to decrease teacher furlough days allowing teachers to have four staff development days that were not available when the grant was submitted. The four staff development days became part of teacher salaries, decreasing the need for additional teacher time paid by stipends. GJUSD will use the \$143,000 in cost savings for the activities outlined below.
- In Project 1: Personalized Plan to Learning Pathways, use \$33,000 in cost savings from Strengths Based Training Stipends for personnel in Years 2-4 to support

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substitute teachers so teachers can be trained in small groups on the individual learning plan technology and implementation.

- In Project 1: Personalized Plan to Learning Pathways, use \$64,500 in cost savings from Strengths Based Training Stipends for personnel in Years 1 and 2 to support teacher stipends for additional time over the summer to plan curriculum units using Common Core State Standards for student personalized plans.
- In Project 1: Personalized Plan to Learning Pathways, hire a program coordinator to support the Early Steps to School Success program. GJUSD will use \$91,655.60 in Years 2-4 from the Early Steps to School Success contract to support this position. As a result, the Early Steps to School Success program will decrease the number of pre-kindergarten families served from 65 to 50 per year.
- In Project 2: Blended to Extended Learning Pathways, use \$13,530 in cost savings from Strengths Based Training Stipends for personnel in Year 2 to support substitute teachers so teachers can be trained in small groups on implementing virtual courses hosted by the Virtual Learning vendor.
- In Project 2: Blended to Extended Learning Pathways, use \$16,260 in cost savings from Strengths Based Training Stipends for personnel in Year 2 to support teacher stipends for training in the use of virtual learning software, programs, and curriculum.
- In Project 2: Blended to Extended Learning Pathways, decrease the number of teachers trained in virtual learning technology from 50 to 25 per year due to an updated analysis of how many teachers will want to participate in the training. GJUSD believes that the demand for the training will increase in Years 3 and 4. Additionally, GJUSD states that this will not impact the number of students served through the virtual courses.
- In Project 2: Blended to Extended Learning Pathways: 1) add a contract for \$555,000 across Years 2-4 to support Blended Learning Virtual Courses. After conducting research to support implementation of its plan, GLUSD determined that it needed two types of virtual learning to support personalized student learning: 1) virtual courses taught by a virtual teacher and 2) virtual courseware that would be based on each student's academic assessments and performance. The new contract will provide two online courses per grade per site for every student to access. Teachers will monitor and teach these courses for each student individually, according to the student's personalized learning plan. To support this contract, GJUSD will reduce the number of virtual courses taught by contracted teachers from 50 to 30 per year per site and the number of virtual courses taught by district teachers, resulting in cost savings of \$648,200 in Years 2-4; and 2) use \$22,000 in cost savings from the virtual courses to support staff development on the use and implementation of online personalized courses for students in Year 2.

- In Project 2: Blended to Extended Learning Pathways, use \$90,000 in cost savings from across Projects 1 and 2 to support a contract in Years 2 and 3 to increase bandwidth to ensure all students are able to take online learning courses through GJUSD. This upgrade is critical to the success of the virtual learning component of GJUSD's Race to the Top - District grant.
- In Project 3: Continuous Improvement, use \$78,650,530 in cost savings from Strengths Based Training Stipends for personnel in Years 2-4 to support substitute teachers so teachers can be trained on highly effective teaching strategies to support on-going student growth.
- In Project 3: Continuous Improvement, use \$16,200 in cost savings from Strengths Based Training Stipends for personnel in Year 1 to support teacher stipends for training on the new data management program for assessing student performance.
- In the (A)(4) Student Outcome Measures, add grades and subgroups targets that were either missing from the application or not aligned with California's approved Accountability Workbook. See Appendix A for updated targets.

It is our understanding that this amendment will not substantially change the scope and objectives of the work. Please note that this letter will be posted on the Department's website as a record of the amendments.

If you need any assistance or have any questions regarding Race to the Top - District, please do not hesitate to contact GJUSD's Race to the Top - District program officer, Loveen Bains, at 202-453-5999 or [Loveen.Bains@ed.gov](mailto:Loveen.Bains@ed.gov).

Sincerely,

//s//

Ann Whalen  
Director, Policy and Program Implementation  
Implementation and Support Unit

Appendix A: Revised GJUSD Student Outcome Measures

Goal area	Subgroup	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Reading/ELA (Grades 2-8)	<b>OVERALL</b>						
	2nd Grade	252/414 = 60.86%	66.95%	73.65%	81.01%	89.11%	98.03%
	3rd Grade	210/402 = 52.23%	57.46%	63.20%	69.52%	76.48%	84.13%
	4th Grade	258/391 = 65.98%	72.58%	79.84%	87.82%	96.60%	96.60%
	5th Grade	257/415 = 61.92%	68.12%	74.93%	82.42%	90.66%	90.66%
	6th Grade	297/440 = 67.50%	74.25%	81.67%	89.84%	98.82%	98.82%
	7th Grade	267/416 = 64.18%	70.60%	77.66%	85.42%	93.96%	93.96%
	8th Grade	292/451 = 64.74%	71.21%	78.34%	86.17%	94.79%	94.79%
	<b>Latino (All students)</b>						
	2nd Grade	134/243 = 55.14%	60.65%	66.72%	73.39%	80.73%	88.80%
	3rd Grade	96/208 = 46.15%	50.76%	55.84%	61.43%	67.57%	74.33%
	4th Grade	137/225 = 60.88%	66.97%	73.67%	81.04%	89.14%	98.06%
	5th Grade	116/224 = 51.78%	56.96%	62.66%	68.92%	75.81%	83.40%

Goal area	Subgroup	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	6th Grade	137/238 = 57.56%	63.31%	69.65%	76.61%	84.27%	92.70%
	7th Grade	120/212 = 56.60%	62.26%	68.49%	75.33%	82.87%	91.16%
	8th Grade	125/234 = 53.41%	58.76%	64.63%	71.10%	78.21%	86.03%
<b>White (All students)</b>							
	2nd Grade	103/147 = 70.06%	77.07%	84.78%	93.26%	93.26%	93.26%
	3rd Grade	97/168 = 57.73%	63.51%	69.86%	76.84%	84.53%	92.98%
	4th Grade	100/133 = 60.24%	66.26%	72.89%	80.18%	88.19%	97.01%
	5th Grade	121/166 = 72.89%	80.18%	88.19%	97.01%	97.01%	97.01%
	6th Grade	139/174 = 79.88%	87.87%	96.66%	96.66%	96.66%	96.66%
	7th Grade	124/171 = 72.51%	79.76%	87.74%	96.51%	96.51%	96.51%
	8th Grade	140/185 = 75.67%	83.24%	91.56%	91.56%	91.56%	91.56%
<b>Low Socioeconomic (All students)</b>							
	2nd Grade	155/287 = 54.00%	59.40%	65.34%	71.88%	79.07%	86.97%
	3rd Grade	113/251 = 45.01%	49.52%	54.47%	59.92%	65.91%	72.50%

Goal area	Subgroup	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	4th Grade	167/280 = 59.64%	65.60%	72.16%	79.38%	87.32%	96.05%
	5th Grade	122/246 = 49.59%	54.55%	60.00%	66.00%	72.60%	79.87%
	6th Grade	162/284 = 57.04%	62.74%	69.02%	75.92%	83.51%	91.86%
	7th Grade	147/257 = 57.19%	62.91%	69.21%	76.13%	83.74%	92.11%
	8th Grade	149/267 = 55.80%	61.38%	67.52%	74.27%	81.70%	89.87%
<b>English Learner (All students)</b>							
	2nd Grade	89/172 = 51.74%	56.91%	62.61%	68.87%	75.75%	83.33%
	3rd Grade	5/66 = 7.57%	8.33%	9.16%	10.08%	11.09%	12.20%
	4th Grade	25/81 = 30.86%	33.95%	37.34%	41.08%	45.18%	49.70%
	5th Grade	2/42 = 4.76%	5.23%	5.76%	6.33%	6.97%	7.66%
	6th Grade	5/42 = 11.90%	13.09%	14.40%	15.84%	17.42%	19.17%
	7th Grade	2/27 = 7.40%	8.14%	8.96%	9.85%	10.84%	11.92%
	8th Grade	2/21 = 9.52%	10.47%	11.52%	12.67%	13.94%	15.33%
<b>Disability (All students)</b>							

Goal area	Subgroup	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	2nd Grade	22/59 = 37.28%	41.01%	45.11%	49.63%	54.59%	60.05%
	3rd Grade	15/56 = 26.78%	29.46%	32.41%	35.65%	39.21%	43.13%
	4th Grade	13/41 = 31.70%	34.87%	38.36%	42.20%	46.42%	51.06%
	5th Grade	8/35 = 22.85%	25.14%	27.65% =	30.42%	33.46%	36.81%
	6th Grade	12/56 = 21.42%	23.57%	25.92%	28.52%	31.37%	34.51%
	7th Grade	7/38 = 18.42%	20.26%	22.28%	24.51%	26.97%	29.66%
	8th Grade	3/31 = 9.67%	10.64%	11.70%	12.88%	14.16%	15.58%
<b>Mathematics</b> (Grades 2-8)	<b>OVERALL (All students)</b>						
	2nd Grade	270/414 = 65.21%	71.73%	78.91%	86.80%	95.48%	95.48%
	3rd Grade	294/405 = 72.59%	79.85%	87.83%	96.62%	96.62%	96.62%
	4th Grade	274/400 = 68.50%	75.35%	82.88%	91.17%	91.17%	91.17%
	5th Grade	295/418 = 70.57%	77.63%	85.39%	93.93%	93.93%	93.93%
	6th Grade	276/441 = 62.58%	68.84%	75.72%	83.30%	91.63%	91.63%
	7th Grade	214/387 = 55.29%	60.82%	66.90%	73.60%	80.96%	89.05%

Goal area	Subgroup	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	8th Grade	227/463 = 49.02%	53.93%	59.32%	65.25%	71.78%	78.95%
	<b>Latino (All students)</b>						
	2nd Grade	146/243 = 60.08%	66.09%	72.69%	79.96%	87.96%	96.76%
	3rd Grade	142/209 = 67.94%	74.73%	82.21%	90.43%	90.43%	90.43%
	4th Grade	148/232 = 63.79%	70.17%	77.18%	84.90%	93.39%	93.39%
	5th Grade	144/224 = 64.28%	70.71%	77.78%	85.56%	94.12%	94.12%
	6th Grade	138/240 = 57.50%	63.25%	69.57%	76.53%	84.18%	92.60%
	7th Grade	92/192 = 47.91%	52.70%	57.97%	63.77%	70.15%	77.16%
	8th Grade	106/245 = 43.26%	47.59%	52.35%	57.58%	63.34%	69.67%
	<b>White (All students)</b>						
	2nd Grade	106/147 = 72.10%	79.31%	87.25%	95.97%	95.97%	95.97%
	3rd Grade	132/170 = 77.64%	85.41%	93.95%	93.95%	93.95%	93.95%
	4th Grade	102/135 = 75.55%	83.11%	91.42%	91.42%	91.42%	91.42%

Goal area	Subgroup	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)	
	5th Grade	129/169 = 76.33%	83.96%	92.36%	92.36%	92.36%	92.36%	
	6th Grade	120/172 = 69.76%	76.74%	84.41%	92.86%	92.86%	92.86%	
	7th Grade	107/166 = 64.45%	70.90%	77.99%	85.79%	94.37%	94.37%	
	8th Grade	103/185 = 55.67%	61.24%	67.36%	74.10%	81.51%	89.66%	
	<b>Low Socioeconomic (All students)</b>							
	2nd Grade	168/287 = 58.53%	64.39%	70.82%	77.91%	85.70%	94.27%	
	3rd Grade	175/254 = 68.89%	75.78%	83.36%	91.70%	91.70%	91.70%	
	4th Grade	188/287 = 65.50%	72.05%	79.26%	87.18%	95.90%	95.90%	
	5th Grade	157/247 = 63.56%	69.91%	76.91%	84.60%	93.06%	93.06%	
	6th Grade	155/286 = 54.19%	59.61%	65.57%	72.13%	79.34%	87.28%	
	7th Grade	112/233 = 48.06%	52.87%	58.16%	63.97%	70.37%	77.41%	
	8th Grade	118/277 = 42.59%	46.85%	51.54%	56.69%	62.36%	68.60%	
	<b>English Learner (All students)</b>							

Goal area	Subgroup	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	2nd Grade	97/172 = 56.39%	62.03%	68.23%	75.06%	82.56%	90.82%
	3rd Grade	36/67 = 46.26%	50.89%	55.98%	61.58%	67.74%	74.51%
	4th Grade	37/87 m= 42.52%	46.78%	51.45%	56.60%	62.26%	68.49%
	5th Grade	9/43 = 20.93%	23.02%	25.32%	27.85%	30.64%	33.70%
	6th Grade	7/42 = 16.66%	18.33%	20.16%	22.18%	24.40%	26.84%
	7th Grade	2/26 = 7.69%	8.46%	9.30%	10.23%	11.26%	12.38%
	8th Grade	3/20 = 15.00%	16.50%	18.15%	19.96%	21.96%	24.15%
	<b>Disability (All students)</b>						
	2nd Grade	25/59 = 42.37%	46.61%	51.27%	56.39%	62.03%	68.24%
	3rd Grade	31/59 = 52.54%	57.79%	63.57%	69.93%	76.92%	84.61%
	4th Grade	22/50 = 44.00%	48.40%	53.24%	58.56%	64.42%	70.86%
	5th Grade	14/38 = 36.84%	40.52%	44.57%	49.03%	53.94%	59.33%
	6th Grade	18/58 = 31.03%	34.13%	37.55%	41.30%	45.43%	49.98%
	7th Grade	5/11 = 45.45%	49.99%	54.99%	60.49%	66.54%	73.20%

<b>Goal area</b>	<b>Subgroup</b>	<b>Baseline SY 2011-12</b>	<b>SY 2012-13</b>	<b>SY 2013-14</b>	<b>SY 2014-15</b>	<b>SY 2015-16</b>	<b>SY 2016-17 (Post-Grant)</b>
	8th Grade	7/48 = 14.58%	16.04%	17.64%	19.41%	21.35%	23.48%

<b>(A)(4)(b) Decreasing achievement gaps (as defined in this notice)</b>								
<b>Goal area</b>	<b>Identify subgroup and comparison group</b>	<b>Baseline(s)</b>		<b>Goals</b>				
		<b>SY 2010-11</b>	<b>SY 2011-12</b>	<b>SY 2012-13</b>	<b>SY 2013-14</b>	<b>SY 2014-15</b>	<b>SY 2015-16</b>	<b>SY 2016-17 (Post-Grant)</b>
<b>English Language Arts California Standardized Test (CST) Standardized Testing and Reporting (STAR) percent Proficient and Advanced Grades 2-8</b>	<b>White/Latino (All students)</b>	18.4% gap	17.50%	14.88%	12.64%	10.75%	9.14%	7.77%
	2nd Grade	7.00%	5.95%	5.05%	4.29%	3.65%	3.10%	2.64%
	3rd Grade	22.00%	18.70%	15.89%	13.51%	11.48%	9.76%	8.29%
	4th Grade	19.00%	16.15%	13.72%	11.66%	9.91%	8.43%	7.16%
	5th Grade	26.00%	22.10%	18.78%	15.96%	13.57%	11.53%	9.80%
	6th Grade	16.00%	13.60%	11.56%	9.82%	8.35%	7.09%	6.03%
	7th Grade	21.00%	17.85%	15.17%	12.89%	10.96%	9.31%	7.92%
	8th Grade	13.00%	11.05%	9.39%	7.98%	6.78%	5.76%	4.90%
	<b>White/Socioeconomic Disadvantaged (All students)</b>	20.0% gap	17.60%	14.96%	12.72%	10.81%	9.19%	7.81%
	2nd Grade	16.00%	13.60%	11.56%	9.82%	8.35%	7.09%	6.03%
	3rd Grade	24.00%	20.40%	17.34%	14.73%	12.52%	10.64%	9.05%
	4th Grade	22.00%	18.70%	15.89%	13.51%	11.48%	9.76%	8.29%
	5th Grade	28.00%	23.80%	20.23%	17.19%	14.61%	12.42%	10.56%
	6th Grade	17.00%	14.45%	12.28%	10.44%	8.87%	7.54%	6.41%
	7th Grade	20.00%	17.00%	14.45%	12.28%	10.44%	8.87%	7.54%
	8th Grade	16.00%	13.60%	11.56%	9.82%	8.35%	7.09%	6.03%
	<b>White/English Learner (All students)</b>	25.0% gap	23.40%	19.89%	16.91%	14.37%	12.22%	10.38%
	2nd Grade	19.00%	16.15%	13.72%	11.66%	9.91%	8.43%	7.16%

	3rd Grade	46.00%	39.10%	33.23%	28.24%	24.01%	20.41%	17.34%
	4th Grade	56.00%	47.60%	40.46%	34.39%	29.23%	24.84%	21.12%
	5th Grade	66.00%	56.10%	47.68%	40.53%	34.45%	29.28%	24.89%
	6th Grade	65.00%	55.25%	46.96%	39.91%	33.93%	28.84%	24.51%
	7th Grade	62.00%	52.70%	44.79%	38.07%	32.36%	27.50%	23.38%
	8th Grade	69.00%	58.65%	49.85%	42.37%	36.01%	30.61%	26.02%
	<b>White/Student with Disabilities (All students)</b>	33.3% gap	31.40%	26.69%	22.69%	19.28%	16.39%	13.93%
	2nd Grade	23.00%	19.55%	16.61%	14.12%	12.00%	10.20%	8.67%
	3rd Grade	35.00%	29.75%	25.28%	21.49%	18.27%	15.52%	13.20%
	4th Grade	46.00%	39.10%	33.23%	28.24%	24.01%	20.41%	17.34%
	5th Grade	53.00%	45.05%	38.29%	32.54%	27.66%	23.51%	19.98%
	6th Grade	47.00%	39.95%	33.95%	28.86%	24.53%	20.85%	17.72%
	7th Grade	25.00%	21.25%	18.06%	15.35%	13.05%	11.09%	9.42%
	8th Grade	53.00%	45.05%	38.29%	32.54%	27.66%	23.51%	19.98%
Mathematics California Standardized Test (CST) Standardized Testing and Reporting (STAR) percent Proficient and Advanced Grades 2-8	<b>White/Latino (All students)</b>	16.0% gap	12.50%	10.63%	9.03%	7.68%	6.53%	5.55%
	2nd Grade	20.00%	17.00%	14.45%	12.28%	10.44%	8.87%	7.54%
	3rd Grade	16.00%	13.60%	11.56%	9.82%	8.35%	7.09%	6.03%
	4th Grade	10.00%	8.50%	7.22%	6.14%	5.22%	4.43%	3.77%
	5th Grade	16.00%	13.60%	11.56%	9.82%	8.35%	7.09%	6.03%
	6th Grade	19.00%	16.15%	13.72%	11.66%	9.91%	8.43%	7.16%
	7th Grade	24.00%	20.40%	17.34%	14.73%	12.52%	10.64%	9.05%
	8th Grade	2.00%	1.70%	1.44%	1.22%	1.04%	0.88%	0.75%
	<b>White/Socioeconomic Disadvantaged (All students)</b>	15.6% gap	12.60%	10.71%	9.10%	7.74%	6.58%	5.59%
	2nd Grade	19.00%	16.15%	13.72%	11.66%	9.91%	8.43%	7.16%
3rd Grade	14.00%	11.90%	10.11%	8.59%	7.30%	6.21%	5.28%	

4th Grade	12.00%	10.20%	8.67%	7.36%	6.26%	5.32%	4.52%
5th Grade	17.00%	14.45%	12.28%	10.44%	8.87%	7.54%	6.41%
6th Grade	20.00%	17.00%	14.45%	12.28%	10.44%	8.87%	7.54%
7th Grade	18.00%	15.30%	13.00%	11.05%	9.39%	7.98%	6.78%
8th Grade	1.00%	0.85%	0.72%	0.61%	0.52%	0.44%	0.37%
<b>White/English Learner (All students)</b>	17.5% gap	15.30%	13.01%	11.05%	9.40%	7.99%	6.79%
2nd Grade	18.00%	15.30%	13.00%	11.05%	9.39%	7.98%	6.78%
3rd Grade	29.00%	24.65%	20.95%	17.80%	15.13%	12.86%	10.93%
4th Grade	33.00%	28.05%	23.84%	20.26%	17.22%	14.64%	12.44%
5th Grade	44.00%	37.40%	31.79%	27.02%	22.96%	19.52%	16.59%
6th Grade	60.00%	51.00%	43.35%	36.84%	31.32%	26.62%	22.62%
7th Grade	57.00%	48.45%	41.18%	35.00%	29.75%	25.29%	21.49%
8th Grade	10.00%	8.50%	7.22%	6.14%	5.22%	4.43%	3.77%
<b>White/Student with Disabilities (All students)</b>	26.9% gap	21.70%	18.45%	15.68%	13.33%	11.33%	9.63%
2nd Grade	23.00%	19.55%	16.61%	14.12%	12.00%	10.20%	8.67%
3rd Grade	27.00%	22.95%	19.50%	16.58%	14.09%	11.98%	10.18%
4th Grade	32.00%	27.20%	23.12%	19.65%	16.70%	14.19%	12.06%
5th Grade	50.00%	42.50%	36.12%	30.70%	26.10%	22.18%	18.85%
6th Grade	48.00%	40.80%	34.68%	29.47%	25.05%	21.29%	18.10%
7th Grade	16.00%	13.60%	11.56%	9.82%	8.35%	7.09%	6.03%
8th Grade	25.00%	21.25%	18.06%	15.35%	13.05%	11.09%	9.42%

