

Galt Joint Union Elementary School District Board of Education

“Building a Bright Future for All Learners”

Special Board Meeting and Study Session
Wednesday, May 16, 2018
6:30 p.m. Open Session
8:00 p.m. Closed Session

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

AGENDA

Anyone may address the Board regarding any item that is within the Board's subject matter jurisdiction. However, the Board may not take action on any item which is not on this agenda as authorized by Government Code Section 54954.2.

Community members and employees may address items on the agenda by filling out a speaker's request form and giving it to the board meeting assistant prior to the start of that agenda item.

Comments are limited to no more than 3 minutes or less pending Board President approval.

A. Call Meeting to Order, Flag Salute

B. Public Comments for topics not on the agenda

Public comment should be limited to three minutes or less pending Board President approval. Community members who cannot wait for the related agenda item may also request to speak at this time by indicating this on the speaker's request form.

C. LCAP Board Study Session

1. LCAP Draft Executive Summary Overview
 - Greatest Progress: State Dashboard and Local Measures
 - Greatest Need: State Dashboard and Local Measures
 - Most Significant Efforts for High Needs Learners
 - 2018-19 Key Refinement Areas with 2018-19 Feedback Adjustments
2. GJUESD Facilities Efforts and Measure K Implementation
3. State and Local Resources with Budget Considerations
4. Board Discussion
5. Additional LCAP Meeting Dates:
 - May 23, 2018 LCAP Revisions Review & Input: District Committees
 - May 31, 2018 Post LCAP To District Website
 - June 13, 2018 LCAP Public Hearing
 - June 27, 2018 LCAP Adoption
6. Attachments:
 - a. GJUESD 2017-18 Logic Model
 - b. LCAP Draft Executive Summary with Key Refinement Areas
 - c. Additional 2018-19 LCAP Adjustments
 - d. LCAP Stakeholder Feedback Session: May 1, 2018
 - e. Listening Circle Themes

- f. Goal Advancement: Support Services & Programs for High Needs Learners
- g. Priority Support Services for High Needs Learners
- h. WestEd Study
- i. School Capacity and Boundaries Report
- j. Parent Survey District Summary Results
- k. School Bond Measure K Update
- l. Superintendent Letter of Commitment for Career Technical Education Initiative: Middle School Foundation Academies Planning Grant

D. Pending Agenda Items

- 1. School Furniture Analysis and Pilot Programs
- 2. School Facilities Capacity & Equity

E. Public Comments for topics not on the agenda

Public comment should be limited to three minutes or less pending Board President approval.

F. 8:00 p.m. - Closed Session: Adjourn Open Session, Announce Items to be Discussed in Closed Session, Adjourn to Closed Session

- 1. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6
Agency Negotiator: Karen Schauer, Tom Barentson, Donna Mayo-Whitlock, Claudia Del Toro-Anguiano
 - Employee Agency: (GEFA) Galt Elementary Faculty Association
 - Employee Agency: (CSEA) California School Employee Association
 - Non-Represented Employees
- 2. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE, Government Code §54957
- 3. PUBLIC EMPLOYEE PERFORMANCE EVALUATION, Government Code §54957
 - Superintendent

G. Adjourn Closed Session, Call Meeting to Order, Announce Action Taken in Closed Session

H. Adjournment

The next regular meeting of the GJUESD Board of Education: May 23, 2018

Board agenda materials are available for review at the address below.

Individuals who require disability-related accommodations or modifications including auxiliary aids and services in order to participate in the Board meeting should contact the Superintendent or designee in writing:

Karen Schauer Ed.D., District Superintendent
 Galt Joint Union Elementary School District
 1018 C Street, Suite 210, Galt, CA 95632
 (209) 744-4545



Board Meeting Agenda Item Information

Meeting Date: 5/16/18	Agenda Item: LCAP Study Session
Presenter: Karen Schauer	Action Item: Information Item: XX

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 - i. School Capacity and Boundaries Report
 - j. Parent Survey District Summary Results
 - k. School Bond Measure K Update
 - l. Superintendent Letter of Commitment for Career Technical Education Initiative: Middle School Foundation Academies Planning Grant
 - m. Farm to Futures Master Plan



Galt Joint Union Elementary School District

GROWING AND LEARNING TOGETHER

2017-2018

Implement a personalized learning and strength-based growth plan for every learner that articulates and transitions to high school learning pathways while closing the achievement gap.

GOAL
1

Processes and measures for continuous improvement and accountability are applied throughout the district, including personalized evaluation processes for educators.

GOAL
3

Inspire learners-
one plan at a time!

Implement California State Standards in classrooms and other learning spaces through a variety of blended learning environments while closing the achievement gap.

GOAL
2

School facilities are safe, healthy, hazard free, clean and equipped for 21st Century Learning.

GOAL
4

With a sustained vision of Growing And Learning Together, learner strengths, needs, interests and aspirations are acted upon to maximize personalized growth and achievement. The GJUESD Bright Future LCAP describes intentional, research-based efforts to prepare learners for college, career and life success. The school district recognizes capacity building, collaboration and continuous improvement as fundamental elements of educational improvement, with additional attention to curriculum coherence and the power of language.

I. 2018-19 LCAP Summary

"We all think differently, learn differently and we are all great in different ways..."

- Youth Learner, Galt Joint Union Elementary School District

The Galt Joint Union Elementary School District (GJUESD) Bright Futures initiative advances strengths-based education through personalized learning practices, technology tools, supports and opportunities. The school system is committed to a well-rounded and rigorous learner-centered education. The district serves 3,844 pre-kindergarten through grade eight learners at five elementary schools, one middle school and one school readiness center. 59.8% of learners come from socioeconomically disadvantaged homes (the percentages at our 6 schools ranging from 40%-87.2%). English language learners comprise 21.8% of the district's population (ranging from 8%-56% at our schools). 13.8% of our learners receive special education services.

The GJUESD reflects a commitment to learner growth and achievement through a vision of **Growing And Learning Together** by "inspiring learning- one plan at a time." Every GJUESD preschool through grade eight learner has a personalized learning and strengths-based growth plan that results in increased learner engagement, development of essential executive skills and capacity to "own learning." The powerful learner-centered model is woven within a positive district culture and climate fostering a growth mindset with the belief that "One Size Does NOT fit All."

Personalized learning approaches maximize each child's' strengths, needs, interests and aspirations. The positive changes in SBAC results along with social-emotional and engagement data demonstrate our ongoing focus and commitment to continuous improvement through shared responsibility. GJUESD nurtures and nudges learners not only to achieve but personally to grow as an individual. Through the Local Control Accountability Plan (LCAP) processes, youth and adult learners express and act upon ideas and actions to identify and cultivate "pockets of excellence" into a "harvest" of improvement and innovation.

The GALT Bright Futures initiative is described through four LCAP goals:

1. Implementing personalized strengths-based growth plans for every learner
2. Implementing California State Standards in a variety of blended learning environments
3. Process and measures for continuous improvement and accountability
4. Safe and healthy Next Gen school facilities

Key elements of the strengths-based personalized learning initiative include:

1. Personalized Learning Plans
2. Blended Learning and Integrated Technology Opportunities
3. Bright Future Learning Centers
4. Strengths-Related Assessments
5. Learning Management System
6. Educator Professional Learning Cycle
7. Extended Learning Opportunities and Project-based Service Learning

Throughout the three years of the LCAP development and implementation, GJUESD has moved from a student-centered proficiency model to a learner-centered growth and achievement model.

Along the way, many partners have collaborated with GJUESD to support learners. These partnerships include:

- * Federal Race-To-The-Top Innovation Grant to implement personalization
- * Central Valley Foundation English Language Learner grant
- * Kentucky Valley Educational Cooperative (KVEC)
- * CalEd Partners: The California Learning and Language Innovation collaboration (CALLI)
- * First 5 Sacramento to implement and expand our Pre-K School Readiness model
- * Stanford University and Open Up Education Resources in mathematics partnerships
- * San Joaquin Delta College and CSU Sacramento coursework for early childhood education and our College-to-Career initiative
- * WestEd/K-12 Alliance: Next Generation Science Standards Early Implementation Initiative
- * Cosumnes River Preserve: Outdoor Science and Service Learning
- * The Galt community, which supported a \$19.7 million facilities modernization bond

II. Highlights

In stakeholder Feedback Sessions this year Local and State Dashboard results were reviewed in a variety of stakeholder feedback sessions. **Participants in these sessions reviewed the current 7 Key Refinement Areas (KRAs) and refined them into 4 KRAs:**

KRA 1: Content Connections with Powerful Language Use

Use key instructional strategies to increase rigor and academic language use across content areas for meaningful learning impact. (LCAP Goals 1 & 2)

Clarifying Elements:

- Content connections through California Framework content integration model
- Foundational skills consistently addressed in reading, writing and math
- English Language Development
- NGSS implementation and use of notebooking

KRA 2: Educator Professional Learning Cycle

Teachers and administrators participate in a cycle of professional learning through reflection, collaboration, feedback and problem solving to strengthen classroom instruction and improve or innovate school supports and opportunities (Growing And Learning Together). (LCAP Goals 1-3)

Clarifying Elements:

- Rubric reflections
- Professional Learning Communities

- Problem of Practice
- SWVL video application
- Micro-credentials

KRA 3: Proactive, Strengths-based Supports & Opportunities

Strengthen and align proactive and strengths-based academic, behavioral, and social emotional support to better ensure every learner growing, achieving and thriving. (LCAP Goals 1-3)

Clarifying Elements:

- Multi-Tiered Systems of Support (MTSS) Implementation
- California Task Force on Special Education
 - o One System: Reforming Education to Serve All Students
- GALLUP Strengths, Restorative Practice & School Climate
- Maximize Individual Growth
- Coherent and personalized supports and opportunities
- Academic Conferences

KRA 4: Cradle To Career Articulation

Articulate and provide meaningful college and career education experiences through everyday classroom instruction, expanded learning environments, family learning opportunities and facilities improvements. (LCAP Goals 1, 2, 4)

Clarifying Elements:

- PreK- 8 PLP implementation
- Preschool and School Readiness
- Career Technical Education resources and articulation through SCOE
- Articulating Galt High School District pathways including agriculture and natural resources and engineering
- College partnerships, AVID
- NGSS Lesson Sequences with Career Connections
- Professional learning for Next Gen Classroom, BFLC, Maker Spaces, STEAM, Project-based Service Learning
- School Facilities Capacity and Equity

III. Review of Progress

Based on a review of performance on the state/local performance indicators, local self-assessment tools and stakeholder input, there are multiple areas of significant progress:

- ❖ 100% of Pre-K through grade eight learners have a PLP.
- ❖ Individual Goal Accomplishment Spring 2017:

- 70% met or exceeded individual growth targets for language arts
- 66% met or exceeded individual growth targets for mathematics
- 58% of English learners met English Language Development goals- 8% improvement from the previous year
- ❖ SBAC English Language Arts Three Years Positive Change: Grades 3, 5, 8
- ❖ SBAC Mathematics Three Years Positive Change: Grades 3, 4, 5, 6, 7, 8
- ❖ California Dashboard
 - Suspension: Rating Green
 - English Learner Progress: Rating Green
- ❖ Gallup Student Poll Hope and Engagement mean scores exceed U.S. scores (based on 2000 schools) for grades 5, 6, 7 and 8.
 - 92 % agree/strongly agree they will graduate from high school.
 - 90 % agree/strongly agree they have a great future ahead of them.
 - 91% agree/ strongly agree they will find a good job in the future.
- ❖ West Ed Impact Study reports the measured effect of the Galt Bright Futures strengths-based personalized learning model effective in supporting student learning in mathematics, reading and language usage. This includes achievement for students in high-poverty and English Learner student groups.

IV. Review of Needs

Students scored ORANGE in one of the state indicator performance categories.

(ORANGE) ELA Status Low- 18.2 points below level 3/maintained +0.6 points

Steps to address this area of need:

- * Continue to apply and support professional learning on the relationships and convergences implementation model as it relates to ELA/ELD with connections to mathematical understanding and NGSS science for meaningful and rigorous language development and informational text.
- * Implement ELA/ELD program district-wide: TK-6 Benchmark and Grades 7-8 Amplify and provided focused professional development to strengthen implementation
- * Implement the Educator Professional Learning Cycle rubric
- * Continue to provide ASES, extended day and other expanded learning opportunities for learners who need additional support and engagement in ELA
- * Continue to provide personalized instructional assistant support for high needs learners in ELA during the regular school day
- * Provide online learning courseware to supplement instruction in foundational reading and fluency. Ensure elementary learners have Chromebooks for check-out with internet access for home access.

Although student performance increased in Mathematics, the performance status for students is identified as LOW. Therefore Mathematics continues to be an area of need.

(YELLOW) Math Status Low- 35.6 points below level 3/Increased +10.9 points

Steps to address this area of need:

- * Continue to apply and support professional learning on the relationships and convergences implementation model as it relates to mathematics with more meaningful connections to language and NGSS science for content application.
- * Support coaching and on-going feedback for mathematics rigor and pacing through observations and pacing monitoring
- * Continue to provide ASES, extended day and other expanded learning opportunities for learners who need additional support and engagement in mathematics
- * Continue to provide personalized instructional assistant support for high needs learners in Mathematics during the regular school day.
- * Provide online learning courseware to supplement instruction in mathematics. Ensure elementary learners have Chromebooks for check-out with internet access for home access.

V. Summary of Performance Gaps

Referring to the LCFF Evaluation Rubrics, there are no state indicators for which performance for any student group is two or more performance levels below the “all student” performance.

VI. Review of Improved/Increased Services

Three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth:

1. Strengthening the professional learning growth cycle to align rigor and personalized instructional strategies.

This educator learning cycle will continue to expand the implementation of the GJUESD Continuous Learning and Reflective Rubric. The pilot teaching standards rubric is organized by four domains including: 1) Instructional, 2) Cognitive, 3) Interpersonal and 4) Intrapersonal. Additional refinement of the professional growth cycle will take place to ensure personalized support, clear reflection, additional peer observations, and additional platforms for professional learning delivery.

2. Continuing to build capacity through systems-wide leadership for equity, excellence, engagement and innovation.

This involves strategic staffing for capacity building involving academic coaches and lead teachers balanced with site and district administration reflecting a leadership team for coherence to advance 1) focused direction, 2) collaborative culture, 3) deepened learning and 4) internal/external accountability. The district will maintain and further improve personalized learning environments with research-based supports and opportunities for high-needs learners

to help foster college and career success. To maximize these outcomes requires a coordination of human and materials resources to reinforce appropriate and equitable access for all learners.

Continuing to focus on a “systems-wide” approach to leadership will support teachers through coaching and professional learning with a continued focus on more deeply integrating ELD in the core content areas of Mathematics and Next Generation Science Standards (NGSS). The instructional leadership of school principals to support and focus on-going implementation is strengthened for diverse learners with more than one administrator at each TK-8 school. Our principals play a key role as instructional leaders and oversee the development of Personalized Learning Plans (PLPs) for every learner while also ensuring strong first instruction practices occur in classrooms and other learning settings. In addition, growing school leadership capacity by developing lead teachers who have expertise in not only ELD but also Math and Science is a key implementation action.

3. Expanded and articulated (Pre-K- University) learning opportunities within and outside the regular school day and in other learning environments

These services will increase engagement with student voice & choice for college and career pathways success - Pre-K through College. Continue after school and summer supports and opportunities to inspire learning and strengths development. This includes more intentional parent engagement during and after school to develop curriculum understanding and application. In addition, strengthening pre-K through university partnerships and articulation supports the maximization of learner growth and achievement along the preschool through college and career pathway(s). The Career Technical Education planning grant will set the stage for more relevant learning and broadened knowledge, supports and opportunities for career paths in grades 5-8 at every GJUESD school.

ADDITIONAL 2018-19 LCAP ADJUSTMENTS
Pending California May Revise Budget Analysis and Final Feedback Processes

In addition to plan implementation through Key Refinement Area actions and resources, potential plan adjustments for 2018-19 may include:

1. Increase one social worker.
2. Increase resources to support bilingual communication needs.
3. Continue with five coaches (reduction of one) and no Principal On Special Assignment (POSA). These positions sustain a professional learning focus on 1) impactful personalization elements included in the Educator Professional Learning Cycle Rubric while 2) maximizing academic rigor through content connections and language use (ELA/ELD, Mathematics, and NGSS).
4. Summer 2018 BFLC services reduced in half with future year-round hours and services re-examined following the Career Technical Education Planning grant process.
5. Continue current School Resource Officer level (2 SROs) with agreement to share costs with the City of Galt and Galt High School District.
6. Implement current planning or implementation grants and partnerships resulting in resources that can further strengthen or expand learner services, capacity building and professional learning opportunities. Examples include: Central Valley Foundation, NGSS Early Implementation, Career Technical Education Middle School Grant and KVEC Collaboration opportunities.

GJUESD Local Control Accountability Plan

Feedback: DAC, SSC, DELAC, ELAC
May 1, 2018





Session Overview and Goals

1. Review Key Refinement Areas and Support Services Adjustments
2. Elicit additional LCAP feedback for 2018-19 implementation





Galt Joint Union Elementary School District

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Implement California State Standards in classrooms and other learning spaces through a variety of blended learning environments while closing the achievement gap.

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GJUESD Bright Futures Recent Recognition & Accomplishments

- o GJUESD Recognized as CA Exemplary District (one of twenty-two)
- o River Oaks selected as first CA Distinguished School with new California Content Standards
- o WestEd Research demonstrating significant impact of Galt Bright Future Learning initiative
- o Presented on state panel for California Content Standards implementation
- o Featured to keynote and provide Galt Bright Future initiative strengths-based education workshop to California State Psychologists
- o Pursuing funding and resources through grants or foundations: preschool, NGSS, Career Technical Education, advancing Professional Learning Cycle
- o NASA partnership with McCaffrey Middle School



State and Local Budget Considerations

- Slow local enrollment growth.
- Decrease in statewide enrollment.
- SELPA Special Education- project at least 50% budget reduction in 2019-20.
- Increases to employee retirement.
- State budget projected for approval in June.
- Current potential state budget model funds at the 2007-08 level. GJUESD has decreased approximately 500 students since the recession. Exemplary districts seek additional funding and partnerships.



Addressing GJUESD Goals and Key Refinement Areas

1. Current Support Services through Multiple Funding Sources
2. 2017-18 Supplemental Concentration with Possible Support Areas
 - Increasing social worker(s) services
 - Increasing bilingual communication support
 - Summer BFLC Services and youth development professional learning
 - School Resource Officer
 - Principal On Special Assignment
3. Continuing to grow resources partnerships and acquire additional funding
4. Revised Key Refinement Areas



Key Refinement Areas

1. Content Connections with Powerful Language Use
2. Educator Professional Learning Cycle
3. Proactive, Strengths-based Supports & Opportunities
4. Cradle To Career Articulation



GJUESD Schools Capacity Framework for Feedback

Guiding Elements:

- o Balanced elementary school sizes with 600 enrollment target.
- o Neighborhood schools.
- o Eastview development (5 to 10 years out) with an estimated 700 TK-8 students.
- o West side school(s) provide seventh and eighth grade services.

Considerations:

- o Modernization of west side schools and grade spans to maximize school capacity.
 - o Sample School Grade Spans: TK-6, Pre-K-6, Pre-K-3 & 4-8., K-8, Pre-K- 8, etc.
 - o Programmatic focus examples- STEM, STEAM, Dual Immersion, etc.
- o Preschool:
 - o Stay at Fairsite as part of future cradle to career center with City of Galt, Galt High School District, and County services.
 - o Move to school location(s).
 - o Remain at Fairsite while expanding at additional school locations.



Comments, Feedback, Ideas

- o 2018-19 Key Refinement Areas
- o Support Services Considerations
- o School Facilities Capacity & Equity



Next Meeting Date: Tuesday, May 22nd

- o LCAP Posted for Stakeholder Review by May 31st



Board of Trustees Meetings

o Special and Regular Board Meetings:

- Wednesday, May 16th, LCAP Study Session
- Wednesday, May 23rd, Regular Board Meeting
- Wednesday, June 13th, LCAP Public Hearing
- Wednesday, June 27th, Regular Board Meeting



Galt Joint Union Elementary School District
Listening Circles Themes for Improvement and Innovation
 Spring 2018

McCaffrey	Lake Canyon	River Oaks	Marengo	Greer	Valley Oaks
Relationships	Future Planning	Athletic After School Clubs	Older Students working with Younger Students (Mentors)	Career Building	Challenge/Rigor
Sports (Options)	Youth Choice and Voice	Quality Time	Technology	Safe Environment	Science
Quality Time	Active Learning Outdoors	Flexible Schedules/Goals	BFLC Expanded Learning Opportunities	Mentorship	Building Confidence
Expanded Learning Options	Flexible Schedules Environments	Academic Focus Clubs (Enrichment vs. Support)	Student Supports and Challenge	Learning/ Extension of Learning Opportunities	Positive Atmosphere and Attitudes
Future Goals (Career-Based)	Science	Growth Mindset	Preparing for College	Confidence/ Encouragement	College Career Opportunities
			Student Choice/Voice Opportunities	Youth Voice	Choice and Variety

SUPPORT SERVICES & PROGRAMS FOR HIGH NEEDS LEARNERS

Goal Area 1: Personalized Learning Pathways and Strengths-based Growth Plans for every learner... to close achievement gap				
Class Size Reduction	Further reduces TK-3 class size to 20:1 to more effectively personalize learning and support growth for high needs learners	District-wide	1,407 learners	Supplemental & Concentration (S&C)
Personalized Learning Plans (PLPs)	PLP Admin.& clerical provide additional monitoring and support of personalized learning for high needs learners; TK-8	District-wide	3,600 learners	S&C
ECE Home Visitor	Academic, social emotional Learning (SEL) for at-risk families with children 0-3	Fairsite	22 families	S&C
Preschool & School Readiness	Delivers academic and social emotional learning for high needs children and parenting ed. for their parents ages 3-5	Fairsite	210 learners	Migrant Ed, State Preschool, First 5, Title 1, SpEd,QRIS
Counselors & Social Workers	Social emotional learning, bullying prevention, behavior and academic support; PreK-8	VO- 1 , MRE/MMS- 2 GES/FS- 1 RO/LC- 1	3,600 learners	Title I, S&C, Mental Health
Instructional Assistants	Reading and Math academic support for high needs learners grades TK-6	VO- 7, GES- 4 RO- 4, MRE- 3 LC- 4, MMS- 0	Approx 1,407 learners	Title I, S&C
Bilingual Instructional Assistants	Additional academic support for beginning ELs; TK-3 & newcomers	VO- 7, GES- 4 RO- 4, MRE- 2 LC- 3, MMS- 2	Approx 800 learners	Title I, Title III, S&C
Newcomer Teacher	Additional academic support for ELs at the beginning level of English proficiency; 7-8th	MMS- .40 FTE	10 learners	S&C
Extended Day	Afterschool small group intervention by teacher or homework club by an IA; TK-8;	District-wide	415 learners	Title I, Migrant Education
BFLC Clubs Summer Academies & Youth Development coordinated by Extended Learning Supervisor	Classified & certificated staff provide Expanded and strengths-based learning opportunities for every learner- clubs and academies for TK-8th afterschool/ summer	District-wide	1680 learners	RTTT, S&C, Base
ASES Afterschool Program	Social emotional and academic support to learners afterschool; priority enrollment for high needs learners; 1st-8th	GES, VO, MMS	375 learners	ASES, Title I

SUPPORT SERVICES & PROGRAMS FOR HIGH NEEDS LEARNERS

AVID	Middle school exploratory class for high needs learners that focuses on college readiness	MMS	40+ learners	S&C
Migrant Summer Academy	4 week summer learning program for migrant learners PreK-8	District-wide	200 learners	Migrant Education
Program Specialist	Support site admin and all special education staff with curriculum, IEP, and program support PreK-8	District-wide- 1	530 learners	SCOE, Mental Health
SpEd Extended Year	Summer learning for learners in grades PreK-8 with services on IEPs	District-wide	114 learners	SpEd, Base
Behaviorists	Staff support teacher with student behaviors and teacher training; PreK-8	District-wide- 5	Ratio 1:730 learners	SpEd, Base, Mental Health
Psychologists	Assessing for learning disabilities, counselling, MTSS support; PreK-8	District-wide PreK-6 = 3 7-8 = 1	Ratio 1:900 learners	SpEd, Base, Mental Health
Speech & Language Pathologists	Assessing learners to identify speech/lang disability, small group therapy, RtI team support; PreK-8	PreK- 2, VO- 1.5 GES- 1, RO- 2 MRE- 1.5, LC- 1.5, MMS- 1	434 learners	SpEd, Base,
School Resource Officer	Promotes safety and youth development through relationship building & mentoring (also supports LCAP Goal 4)	District-wide- 1 (Office at MMS)	3600 Learners	General Fund, City Grant
Goal Area 2: Implementation of Common Core State Standards ...in a variety of blended learning environments while closing the achievement				
Principal On Special Assignment (POSA)	With a focus on High Needs learners: Building administrator capacity and coordinating the District's MTSS model	District-wide- 1	3,800 learners	S&C & CVF
Curriculum Coaches	Provide professional learning and coaching to all teachers in classroom management, CCSS implementation; PreK-8	District Coaches- 5.5	District-wide	Title I, Title II, NGSS, CVF, S&C
NGSS & EL Lead Teachers	Build site leadership capacity and support for ELD and NGSS curriculum TK-8	EL Leads: 7 NGSS Leads: 32	District-wide	CVF, NGSS, Title I
Mentor Teachers	Provide 144+ hours of support to Special Education Interns and Induction Program teachers TK-8	Mentors: 8	District-wide	Educator Effectiveness

SUPPORT SERVICES & PROGRAMS FOR HIGH NEEDS LEARNERS

Service & Environmental Learning Coordinator	Provides a variety of expanded outdoor learning opportunities to support CCSS and youth development for PK-8	District-wide-1	3,600 learners	General Fund, Grants
Online learning courseware	Provides blended learning opportunities to supplement CCSS (math, ELA); TK-8	District-wide	3,600 learners	S&C, Title I
Chromebook w/wifi check out	To support blended learning at home for learners without computer and/or wifi access; TK-8	District-wide	412 learners and all 7-8 graders	S&C, RTTT, Base
Preschool & School Readiness Supervisors	Coordinates preschool services & School Readiness; ages 0-5	Fairsite-2	208 learners 300 families	State Preschool, first 5
Bilingual Office Assistants	Increase parent access to school information and services for non-English speaking families; PreK-8	District-wide-7	1,200+ families	S&C, Title I
Parent Engagement and Involvement workshops	Empower parents to support their children through SSTs, family nights, parenting classes/workshops; PreK-8	District-Wide	Approx. 3,000 families	Title I, Title III, Migrant Ed., MOUs, First 5
Additional MMS Transportation	Provides transportation to/from MMS for learners living west of Hwy 99; 7-8th	McCaffrey	120 learners	S&C
Expanded Learning Transportation	Afterschool & summer routes to insure access to expanded learning; TK-8	District-wide	3,600 learners	S&C, Migrant Education
Teacher Professional Growth hours	24 hours principally directed to higher needs learners PreK-8	District-wide	3,600 learners	S&C

PRIORITY SUPPORT SERVICES

Class Size Reduction	Further reduces TK-3 class size to 20:1 to more effectively personalize learning and support growth for high needs learners	S&C
Personalized Learning Plan Staffing Support	PLP Admin.& PLP secretaries provide additional monitoring and support of personalized learning for high needs learners; TK-8	S&C
Counselors & Social Workers	Social emotional learning, bullying prevention, academic support, Restorative Practices; PreK-8	Title I, S&C, Mental Health
Lead Instructional Assistants (Proposed)	Under the guidance will train, model and support IAs; supports intervention	S&C
Bilingual Office Assistants (additional hours proposed)	Increase parent access to school information and services for non-English speaking families; PreK-8	S&C, Title I
BFLC Clubs, Summer Academies & Youth Development	Classified & certificated staff provide Expanded and strengths-based learning opportunities for every learner- afterschool/ summer	S&C, Base
School Resource Officer	Promotes safety and youth development through relationship building & mentoring	General Fund
Principal On Special Assignment (POSA)	With a focus on High Needs learners: Building administrator capacity and coordinating MTSS	S&C
5.5 Curriculum Coaches	Provide PD & coaching to all teachers in classroom management, CCSS implementation; NGSS, SpEd and MTSS support TK-8	Title I, Title II, NGSS, S&C
NGSS Lead Teachers	Build site leadership capacity and support for NGSS implementation TK-8	NGSS, Title I
1:1 Chromebooks	On-going technology needs to cover ongoing technology repair needs TK-8	Base
Chromebooks w/Wifi	Check out to support blended learning at home for learners without computer or internet TK-8	S&C
Expanded Learning Transportation	Afterschool & summer routes to insure access to expanded learning; TK-8	S&C
Teacher Professional Growth hours	24 hours principally directed to higher needs learners PreK-8	S&C
Preschool & School Readiness	Preschool for SpEd & high needs learners; parenting ed.; home visitation ages 0-5	State, First 5, Title 1, SpEd, QRIS, Migrant, S&C

Impact Study: Race to the Top District Personalized Learning in the Galt Joint Union Elementary School District

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Introduction

In 2012, Galt Joint Union Elementary School District (GJUESD) in Galt, California was selected as one of 16 districts in the U.S. to receive a federal Race to the Top-District (RTT-D) grant to implement personalized learning for its students and educators through a districtwide initiative. Located in California's San Joaquin Valley, the small to mid-sized district (~3,900 students) supports a diverse population of students. To implement the initiative, the district made profound, yet coordinated, changes to district, school, classroom, and out-of-school policies and practices. The efforts resulted in a unique and integrated strengths-based personalized learning model that is designed to support every student's strengths, aspirations and individual learning needs.

Personalized learning is broadly described as instructional practices where students' needs and goals are taken into account during design and implementation of instruction (see Pane, et al., 2017). Digital technologies show great promise in supporting personalized learning, as they include powerful tools to help identify needs and to support instruction to address those needs.

The practice of personalized learning is growing rapidly, in part, because digital technologies have become more available in schools (EdWeek, 2017; Project Tomorrow, 2018). In addition, policies and funding supporting personalized learning have grown significantly (U.S. Department of Education, 2017).

Personalized learning models often include the following components (Bill & Melinda Gates Foundation, 2014; EdWeek, 2014; Pane, et al., 2017; U.S. Department of Education, 2017):

- **Competency-based progressions:** Students' progress toward clearly defined goals is continually assessed.
- **Flexible learning environments:** Students' needs drive the design of each individualized learning environment.
- **Personal learning paths:** All students follow a customized path that responds and adapts based on their individual learning progress, motivations, and goals.
- **Frequently updated student profiles:** All students have up-to-date records of their individual strengths, needs, motivations, and goals.
- **Frequent informal and formal measurement of students' progress, areas of need, motivations, and goals.**

This report describes a personalized learning model developed by GJUESD, its implementation, and the results of an impact study focused on measuring its effectiveness. The impact study described in the report focuses on the Galt strengths-based personalized learning model, created and implemented over a four-year period, from 2013 to 2017. The study used longitudinal student achievement data from district students, along with data from a matched virtual comparison group, to measure the effect of the intervention on students in the areas of mathematics, reading, and language usage.

The Galt Model: Strengths-Based, Student-Centered Personalized Learning

One goal of the GJUESD RTT-D initiative was to move the district from a student-centered proficiency model to a learner-centered growth and achievement model as a basis for instruction and learning. The project allowed for transitional kindergarten (TK) to grade eight students to experience personalized learning in their classrooms and in multiple other environments, including: their school library, which

was transformed into a tech-rich, extended-hours community space called a Bright Future Learning Center; after-school clubs with activities focused on Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS); school-based and off-site outdoor service-learning activities; and students' homes where, starting in year three of the project, all TK-grade eight students had continuous access to technology, district learning platforms, and a host of other digital resources.

The Galt model includes research-based strategies that integrate best practices in education and human development with the affordances of technology. The model combines adaptive learning programs and assessments, digital resources for classroom and extended learning, and a learning management system, with the foundational principles of student self-efficacy, motivation, and universal design for learning. In addition to the foundations of personalized learning, the district focused on strength-based learning activities in its model, including, the measurement of strengths, individualization, affirming strengths with others, deliberate application of strengths, and intentional development of strengths (Lopez, & Louis, 2009).

The theoretical framework that guided planning and implementation of the district's initiative and its corresponding personalized learning model included implementing activities in three interconnected project areas:

1. *Personalized Plans to Learning Pathways: College, Career, and Life* Personalized learning plans reflect student goals, aspirations, and competency-based progressions aligned to CCSS and NGSS.
2. *Personalized Learning Options: Blended to Extended Learning Environments* Learning occurs in classrooms, school libraries, community settings, virtual platforms, homes, and other expanded learning environments.
3. *Systems Continuous Improvement* Processes, tools, and measures for continuous improvement and accountability that are applied throughout the system with personalized evaluation practices at every level.

Work in each project area led to the development of key mechanisms for implementing the Galt personalized learning model, which include:

- Personalized learning plans
- Blended and integrated technology opportunities
- Bright Future Learning Centers
- Strength-related assessments
- Computer-adaptive assessments
- A learning management system
- Personalized educator professional learning and growth cycle

- Extensive extended learning opportunities and annual project-based service learning

Personalized Learning Plans

Personalized learning plans (PLPs), stored and accessed via the district's data and learning management system, are a cornerstone of the Galt model. By the third year of the project, every student, TK through grade eight, had an individual PLP that was updated, at a minimum, each trimester to reflect changes in student information related to learning, goal setting, and grades. The PLP displays information in multiple sections, including:

- *Student profile*: A section focusing on learning information, including student growth data based on competency-based progressions that are aligned with Common Core State Standards (CCSS), district assessment data, and engagement information (e.g., students' strengths and attendance data).
- *Goal-setting*: A section that includes students' goal-setting in mathematics, reading, language usage, engagement, English language development, and project-based service-learning.
- *Performance progress*: A section that includes a grade report.

Educators and students frequently use PLPs to reflect on individual student data, participate in individualized goal setting, and blend digital learning resources with face-to-face instruction to work toward goals. Though broad goals are updated in the PLP at least once a trimester, student reflection and goal-setting activities occur as often as once per week. Early implementation of the PLP online platform includes menus with suggested activities, and the platform enables users to designate stakeholders (e.g., educators, parents, instructional assistants, school social workers, and afterschool staff) who support the student's goals and actions. As PLP implementation capacity and understanding increased, this feature was removed.

Through the PLPs, educators, parents, and students have weekly access to updates on students' progress and accomplishments. The PLPs represent a shift away from the "traditional" trimester report card to an ongoing growth and achievement model. The PLP is a goal-setting tool designed to facilitate frequent reflection and discussion. By capturing and reporting multiple sources of data at frequent intervals, students, as well as their educators and parents, can monitor growth and set goals for achievement in specific areas. The most recent PLP model more directly incorporates students' involvement in goal formulation, career, and life aspirations and reflection.

Blended Learning and Integrated Technology Opportunities

RTT-D grant funds brought new opportunities for blended, virtual, and other types of digital learning to GJUESD. Blended learning involves integrating various technology tools and platforms into the learning process, alongside "traditional" classroom instruction, in order to support learning by tapping into additional modalities. The district achieved a one-to-one student to device (laptop or tablet) ratio dis-

trictwide, and students took devices home with them to do homework and access district learning platforms during out-of-school hours. Starting in year two of project implementation, students without internet access at home were provided with a SIM card installed within the device. These cards allowed all students to access the internet and school and classroom resources, homework, and a district learning platform, which delivers courseware to support learning in mathematics, reading, language usage, science, and English language development. Learning platform courseware is adaptive, meaning it adjusts support and learning activities to best target students' specific learning needs.

Bright Future Learning Centers

In the first year of the initiative, all school libraries in GJUESD were transformed into Bright Future Learning Centers, or BFLCs. BFLCs are open daily—both after school and throughout the summer—at every school location to offer safe, caring, and connected learning support and opportunities. These resource- and technology-rich centers have become hubs for extended learning opportunities, virtual classes, and student and parent connectivity either at the BFLC or via borrowing technology for use at home.

Strength-Related Assessments

Educators, administrators, staff members, and students in grades four to eight in GJUESD take the Gallup Strengths assessments, which identifies each individual's three to five strongest strengths or talents. By identifying individual strengths, the survey supports the district's efforts toward personalization and building a culture that recognizes and maximizes each individual's strengths. Educators, administrators, and staff members often identify their strengths publically, for instance, on email signatures, nametags, and office signs.

For each student, the three strongest strengths or talents identified by the Gallup Strengths Explorer Survey become part of the student's PLP and they are included in the PLP information for parents. Students are also made aware of students' strengths and talents, and this awareness plays a part in the engagement goals that students make on their PLPs. Educators encourage students to apply their strengths and talents daily, and they provide activities to help develop and nurture students' strengths and talents.

Students in grades five to eight also take the Gallup Student Poll each year. The poll anonymously measures hope, engagement, entrepreneurial aspiration, and career/financial literacy. The survey is administered in the fall of each school year and supplies educators, administrators, and community leaders with actionable data. Results of the poll are disaggregated by school and district, and are discussed with district staff, the school board, and at annual community outreach meetings.

Computer-Adaptive Assessments

In each year of the initiative, all students from TK to grade eight took the CCSS-aligned NWEA Measures of Academic Progress (MAP) English language arts and mathematics assessments each trimester. The MAP assessments address mathematics, reading, and language usage. The assessments are accessed via

computers and are adaptive, meaning that the difficulty of each question is based on how well the student answered all of the previous questions.

The detailed MAP assessment data is valuable in measuring students' growth in English language arts and mathematics. Along with other district assessments, including the district reading and writing assessments and the Smarter Balanced assessments for English language arts and mathematics, the MAP assessment allows students, educators, and families to follow students' progress on specific academic skills. In addition, data from the adaptive assessments embedded in the district's learning platforms guide each student's individual blended learning experiences by allowing their online coursework to be adjusted based on current ability level.

Learning Management System

The district uses a comprehensive and integrated learning management system, which allows educators and administrators to create, store, and update PLPs. A parent portal provides anytime-access for parents and caregivers to view their children's ongoing classroom progress and accomplishments. All schools and educators are provided weekly student information online, using a single system for performance and engagement data. The management system stores portfolios of PLPs for each student.

Educator Professional Learning

In similar fashion to the students in their classrooms, educators also personalize their own professional growth along a competency-based continuum aligned with a district rubric. Educators set personal learning growth areas and create strategies to meet those focus-area goals. Specifically, each educator creates a professional growth plan that involves selecting a content or pedagogy focus area, indicating a district strategic plan goal and identifying a need. Based on their professional growth plans, educators take part in personalized learning experiences during the school year. Professional learning opportunities are available to educators via professional learning communities, online resources and courses, and opportunities to attend professional learning conferences. In addition, the district uses a reflection rubric adapted from the Educator Competencies for Personalized, Learner-Centered Teaching (Jobs for the Future) and the Council of Chief State School Officers. Using observations of practice, peers, administrators, and educators use the rubric to reflect and support each other as they deepen their personalized learning teaching practices. Educators respond to reflective questions from their administrator both mid-year and at the end of the school year. The year-end reflective conferences serve as a starting point for the professional learning cycle in the new school year.

In addition to personalized learning opportunities, all TK through grade eight educators in the district took part in professional learning related to the intervention. These included intensive training and collaboration focusing on 1) implementing CCSS, and 2) integrating English Language Development (ELD) across the curriculum. The district adopted the Stanford Relationships and Convergences Model to support ELD throughout the district (see Cheuk, 2013). With the support of the Central Valley Foundation and in partnership with researchers at Stanford University, educators reported growing in their capacity to use the model to implement ELD across the curriculum and to support the district's English learners. The figure shown in Appendix A illustrates the Stanford Relationships and Convergences Model, and the

intersection between CCSS and the Next Generation Science Standards (NGSS), which informs ELD in diverse student populations.

Extended Learning Opportunities and Project-Based Service Learning

The initiative promoted year-round learning beyond the classroom by offering a wide range of CCSS- and NGSS-focused after-school activities and clubs, school-based and off-site outdoor service-learning activities, and rich summer learning opportunities. This expanded learning program operates at every school across the district. After-school activities and summer camps include intentional connections to college and career planning, mathematics and reading components, and strengths-development by support staff trained in youth development principles.

Each year, nearly all TK-grade eight students participate in project-based service learning. Students engage in these service-learning projects in a range of learning spaces, including school-site outdoor nature areas, garden habitats, and the nearby Nature Conservancy preserve.

Each key aspect of the model was put into place over the first three years of the initiative, from fall 2013 to spring 2016. Table 1, below, shows when key aspects were developed and implemented.

TABLE 1
Timetable Showing Development and Implementation of Key Aspects of the Initiative

Year	Key Aspect
Year 1	<ul style="list-style-type: none"> • All GJUESD employees take StrengthsQuest Assessment identifying top five strengths or talents • All GJUESD educators receive a laptop • Early PLP created, tested, and used in TK-3 • Strengths assessment and Student Poll implemented • First wave of technology implementation in schools and BFLCs • First learning platforms put into place in some classrooms and BFLCs • Early after-school programming begins at schools • CCSS educator professional development • Project-based service-learning implemented in classrooms and after-school
Year 2	<ul style="list-style-type: none"> • First version of the PLP is fully functional for students TK-8 with ELD goalsetting • Technology and learning platform expansion begins to provide connectivity to all students at school, BFLCs, and home environments • After-school programming begins at schools • Preschool home visitations • CCSS professional development • Intensive ELD professional development and practice of the Stanford Relationships and Convergences Model (Cheuk, 2013)¹ across the curriculum begins • Learning management system gains functionality
Year 3	<ul style="list-style-type: none"> • Technology and learning platform expansion provides connectivity to all students at school, BFLCs, and home environments • Intensive ELD professional development and practice across the curriculum fully implemented across district • Educator personalized learning including goal-setting, planning, classroom visits and reflection with administrator, peer observation, and rubric reflection • CCSSO teaching standards for personalization • Personalized after-school and summer programming fully functional • Assessments and professional development for strengths-based learning • Learning management system fully functional • GJUESD Facilities Master Plan adopted by board aligning with personalization
Year 4	<ul style="list-style-type: none"> • Full Implementation of all aspects of the project

Appendix B includes a logic model illustrating the major activities and projected outcomes for the Galt personalized learning initiative.¹

By year four of project implementation, the Galt personalized learning model was fully in place throughout the district. In addition, the district was successful in using the model as a basis for the state's required Local Control Accountability Plan, or LCAP. Appendix C shows a representation of the district's 2017-2018 LCAP goals. Titled Growing and Learning Together, illustrates how key aspects of the Galt personalized learning model support efforts toward achieving their state LCAP goals.

The Impact Study

In the final year of the initiative, researchers conducted a rigorous study to test the effectiveness of the Galt personalized learning model to improve student achievement in mathematics, reading, and language usage. To assess the impact of the model on student achievement, we posed two research questions:

- **Research Question 1:** Is there any impact on students' academic achievement over the course of the building phase and after one year of full implementation of GJUESD's personalized learning model? If so, what is the magnitude? In addition, is there any impact for disadvantaged groups? In particular, we are interested in exploring the differential impact on the high-poverty (low socioeconomic status, or SES) and English language learner (ELL) subgroups. These primary research questions address the ultimate question, "is the Galt personalized learning model effective?" It was hypothesized that the Galt personalized learning model would enhance students' academic achievement.
- **Research Question 2:** What is the student growth trajectory during the years of implementation? This is intended to address the question of "how did the change occur longitudinally?" by tracking students' academic growth from the baseline, along the "building" years in which the implementation was rolled out in phases, and one year after the full implementation at which time the post-intervention outcomes were evaluated.

Method

Because the intervention was carried throughout the entire school district, it was impossible to conduct random assignment of different learning methods. Alternatively, we used a pre-post quasi-experimental design with a matched "business-as-usual" comparison group to evaluate the impact of the intervention.

¹ Appendix B show the logic model for the Galt Race to the Top District personalized learning initiative.

Data included GJUESD students' performance on the NWEA's Measures of Academic Progress (MAP) assessment. For the comparison group, we conducted the match via a national database of students' performance on MAP.

In our design, we considered fall 2013 as the baseline (prior to any intervention taking place), fall 2013 to spring 2016 (see years 1 to 3 in Table 1) as a "lagged period" as the intervention gradually took hold, and spring 2016 to spring 2017 as the "treated" period with full implementation. Therefore, our primary interest was the change from the baseline to the post-treatment evaluation. We also planned to explore the trajectory during the lagged period, because it might reflect any challenges that occurred during the possibly disruptive building phase.

The Intervention Sample

The treatment group included 2,304 students who were enrolled in kindergarten to fifth grade in GJUESD in fall 2013 and participated in the pre-test at the time. We chose this range of grade levels because younger students (e.g., pre-K) did not have valid pre-test scores, and older students (e.g., sixth to eighth graders) would have been moved out of the district before spring 2017 (i.e., not being able to participate in post-testing). Among them, 393 students (17.06%) were excluded because they either left the district during the intervention period, or did not participate in the post-intervention assessment. Compared to others on baseline characteristics, these students were less likely to be an English-language learner and less likely to be Hispanic. Overall, 1,911 students were analyzed in this study.

The analytic sample consisted of 50.65% females, as well as 32.86% white and 59.86% Hispanic students. Among all students, 63.74% were socioeconomically disadvantaged and 25.43% were English-language learners at the baseline. The composition of the starting grade levels was balanced across first through fifth grades, ranging from 16.17% to 18.73%, although slightly lower (11.36%) for those who began as kindergarteners. The students came from five elementary schools with a school-level Free and Reduced Lunch (FRL) eligibility rate between 0.43 to 0.87. The composition of the starting school was relatively balanced, ranging from 17.06% to 21.19%.

The MAP Suite of Assessments

The MAP assessment suite (NWEA, 2017) was used in this study to evaluate students' achievement in mathematics, reading, and language usage. MAP is a widely-used interim assessment system designed to measure continuous learning and growth for K-12 students. The test is typically administered three times per academic year—fall, winter, and spring, respectively—to track students' learning as instruction progresses. Its scale score, referred to as the RIT score, is aligned across the full spectrum of grade levels, and thus allows cross-grade comparison (Thum & Hauser, 2015). The test allows mapping into the CCSS.

In this study, MAP was administered to the treatment group three times per year from fall 2013 to spring 2017, except that the Language Usage assessment was not administered in the school year of

2016-2017.² We considered fall 2013 administration as the baseline or pre-test, and the latest available administration (i.e., spring 2017 for mathematics and reading, and spring 2016 for language usage) as the post-test. Nearly all students in the district were tested in all subjects, except kindergartener and first graders, who consisted of 28.26% of the analytic sample, did not take MAP language usage at the baseline.

Construction of Virtual Comparison Groups and the Reference Sample

Matching methods are frequently used to reduce bias in causal inference (Stuart, 2010). Post-hoc construction of a matching sample usually serves as an alternative way to obtain a control group when a randomized experiment is not viable. We used a $k:1$ nearest neighbor matching algorithm (Rubin, 1973) and relied on NWEA's national database of MAP test-takers to create such a reference sample, referred to as virtual comparison groups (VCGs; Ma & Cronin, 2009).

Specifically, for each student in the treatment group, potential matches were selected to match each treatment student on 1) the grade level, 2) the testing subject, and 3) the baseline RIT score. They were also required to come from a school that had the same urban/rural classification (i.e., locale classification) and a similar eligibility rate of the FRL program as the treatment students' school. Students from private or charter schools as well as other Race to the Top schools were excluded from the pool of potential matches. We also considered the possibility of including other critical background variables (e.g., student's ethnicity, SES, or ELL status) as matching variables. Either such information was not readily available in NWEA's database, or it placed too much restriction and led to an untenably small size for the VCGs.

Once all eligible students were identified as potential matches for a treatment student, a random sample of up to 101 comparison students were drawn to construct the VCG. This VCG was followed longitudinally during the same time period in which the treatment student group had MAP data. Because not all students were tested along the four-year period, the size of the VCG decreases over the course of the four years. At each time point, the remaining VCG students' RIT scores were averaged as the aggregated match for the treatment student. This aggregated match intended to portray how a "business-as-usual" student would perform *on average* conditional to the matching criteria. Pane and his colleagues (Pane, Steiner, Baird, Hamilton, & Pane, 2017) used a similar algorithm to create a matched comparison group when investigating the efficacy of personalized learning. Because many schools in the national database were only tested in the spring, to maximize the size of the VCG, we constructed aggregated match data only for spring administration in addition to the baseline. Therefore, the MAP data analyzed in this study involved five time points at the baseline (fall 2013) and in springs 2014-2017.

For our analytic sample, 88.43% of the treatment students had a beginning VCG with a size of 101, which is the maximum possible size. Less than 1% had no VCG or a beginning size less than 10. These treatment students had extreme scores at the baseline, either very low or very high, and thus it was

² The district did not collect MAP language usage data in the 2016-17 school year because other assessments, including SBAC, provided the district with information related to student achievement in language usage.

very difficult to find potential matches. At the post-test, the ending VCG sizes had a median of 53, and about 2% had a size less than 10.

The Analysis Plan

Our choice of analytic techniques was based on three considerations. First, the treatment students were nested within district schools, which implied a hierarchical structure of the data. We calculated the intra-class correlation on MAP scores given the hierarchical structure, and all correlations were below 0.03, suggesting that the inter-school variability was almost ignorable compared to the intra-school and inter-individual variability. Therefore, we ignored the student-in-school structure in the analysis.

Second, although the VCG was constructed as a one-to-one match to each treatment student, we considered the two samples as being independent rather than being matched. Matched sample analytic techniques, though typically more powerful and more likely to detect significance, make a strong assumption of a high degree of similarity on both observed and unobserved characteristics. In our study, the matching was only based on a handful of student- and school- level variables, and there may likely be other risk factors that were not matched such as student-level SES and ELL statuses. In the analysis, we included all matching variables (such as student's grade level, baseline RIT score, and school-level eligibility rate of the FRL program) as covariates, except for school's locale classification because it was the same for all treatment and VCG students.

Lastly, for other individual-level background variables, such as student's ethnicity and ELL or SES status, the reference sample consisted of aggregated matches therefore it was not feasible to construct meaningful aggregation on such covariates.

To address Research Question 1, we conducted the ANCOVA analysis on post-intervention scores using ordinary least square estimation. We used the Benjamini-Hochberg (1995) to adjust for inflation in Type I error rate in multiple comparison, due to multiple testing subjects. In addition, we split the sample by SES or ELL status, and conducted the subgroup analysis. For individual-level background variables such as SES or ELL status, because the reference sample consisted of aggregated matches, it was not feasible to construct meaningful aggregation on such covariates. In other words, the entire reference sample were missing on these background variables, and consequently, popular missing data treatment that assumes "missing at random" was not applicable. We considered two solutions: (a) conduct the analysis without such covariates (referred to as Model 0), and (b) interact these variables with the treatment indicator, which was also the missingness indicator (referred to as Model 1). Though we could not assess the degree of imbalance in our samples, the typical test-taking population of MAP was different from the composition of the treatment group. Though we could not assess the degree of imbalance in our samples, the typical test-taking population of MAP was different from the composition of the treatment group. In general, GJUESD has a higher population of disadvantaged and ELL students compared to the national population of students who take MAP assessments. Leaving out the individual-level background variables may not only underpower the study (i.e., less likely to detect any meaningful treatment effect), but also potentially downward-bias the impact estimates (i.e., result in smaller or more negative effect than the true impact). Model 1 on the other hand, took into account the role of the missing pre-

dicators as if they were moderators since in our study the missing data indicator coincided with the treatment indicator. Therefore, we opted to use Model 1, in which the treatment status interacts with the student-level demographic variables for our analyses, and to examine growth trajectories to explain how the intervention affected students as it took hold over time.

For Research Question 2, we extended the primary model to a mixed effect model, using all waves of spring MAP data as the dependent variable. “Time” was factored into the model in two ways: (a) as a fixed effect that implied growth along the project period, and (b) to interact with the treatment status, which quantified the group difference at each time point. The model also included a random effect at the student level to account for the inter-individual differences. To appropriately account for the intra-personal dependency, we specified the residual to follow a lag-1 autocorrelation, which was allowed to differ across treatment groups. The model was estimated using the maximum likelihood estimation method.

Results

Table 2 shows the summary statistics of the MAP scores by treatment group at baseline. At the baseline (fall, 2013), the MAP scores were very balanced across treatment and control groups, suggesting that the matching was successful.

TABLE 2

Means and Standard Deviations of MAP Scores at Baseline

Time	Mathematics		Reading		Language Usage	
	Treatment	Control	Treatment	Control	Treatment	Control
Fall 2013	180.2 (26.2)	180.3 (26.0)	179.1 (25.6)	179.2 (25.4)	192.0 (19.3)	191.9 (18.9)

Study results are reported according to the research questions.

- **Research Question 1:** Is there any impact on students’ academic achievement over the course of the building phase and after one year of full implementation of GJUESD’s personalized learning model? If so, what is the magnitude? In addition, is there any impact for disadvantaged groups? In particular, we are interested in exploring the differential impact on the high- poverty (low socioeconomic status, or SES) and English language learner (ELL) subgroups. These primary research questions address the ultimate question, “is the Galt personalized learning model

effective?” It was hypothesized that the Galt personalized learning model would enhance students’ academic achievement.

Table 3 shows the impact of personalized learning after the building phase and one year of implementation. The impact was positively significant on all three subjects (mathematics, reading, and language usage), all with an effect size greater than 0.10. This suggests that the Galt personalized learning model intervention worked well.³

TABLE 3

Treatment Impact Estimates and Effect Sizes by Academic Subject for These Analyses

	n	R ²	b (S.E.)	p-value ³	beta	Hedge’s g ⁴
Mathematics	3,793	0.80	1.96 (0.42)	<0.001	0.06	0.13
Reading	3,748	0.75	1.69 (0.40)	<0.001	0.06	0.12
Language Usage	2,689	0.79	1.22 (0.37)	<0.01	0.05	0.11

In regard to the impact on the high-poverty and English language learner subgroups, the results of our analyses were inconclusive. For these subgroups there was a dip in scores in the early building phases, and then strong student growth occurring in years three and four. The trajectory analysis implemented to address Research Question 2 provides additional information around the effect of the personalized learning model on the high-poverty and English language learner populations.

- **Research Question 2: What is the student growth trajectory during the years of implementation?**

Results of the student growth trajectory analysis suggests that after an initial dip in scores in the early building phases of the initiative, particularly in mathematics, the treatment group scores in mathematics, reading, and language usage grew continuously and significantly in the remaining years. Table 4 indicates that compared to the comparison group, the performance of the treatment group improved over time. The table shows that for reading and language usage, academic achievement scores grew each

³ The p-value is the probability of obtaining a result at least as extreme as the one that was actually observed in a study, given that the null hypothesis is true.

⁴ Effect size is measured by Hedge’s g. In statistics, an effect size is a quantitative measure of the strength of a phenomenon.

year. For mathematics, achievement scores dropped slightly in 2014-15, then grew significantly in 2015-16 and 2016-2017.

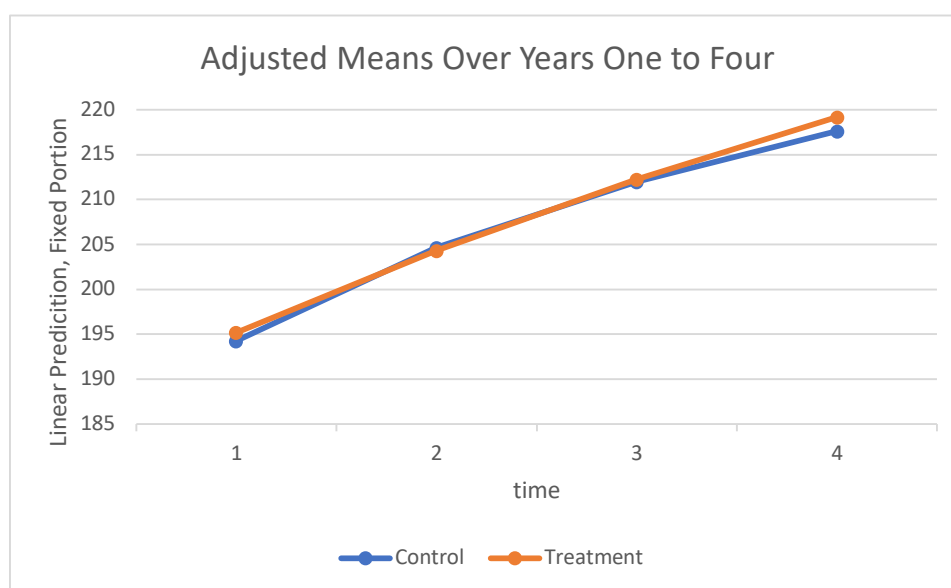
TABLE 4
Contrast of Treatment Group Differences Over Time

	Mathematics			Reading			Language Use		
	Est.	SE	p.	Est.	SE	p	Est.	SE	p
S15 vs. S14	-1.23	0.23	0.00	0.66	0.24	0.01	1.10	0.24	0.00
S16 vs. S15	0.59	0.23	0.01	0.26	0.24	0.29	0.50	0.24	0.04
S17 vs. S16	1.28	0.23	0.00	1.11	0.24	0.00			

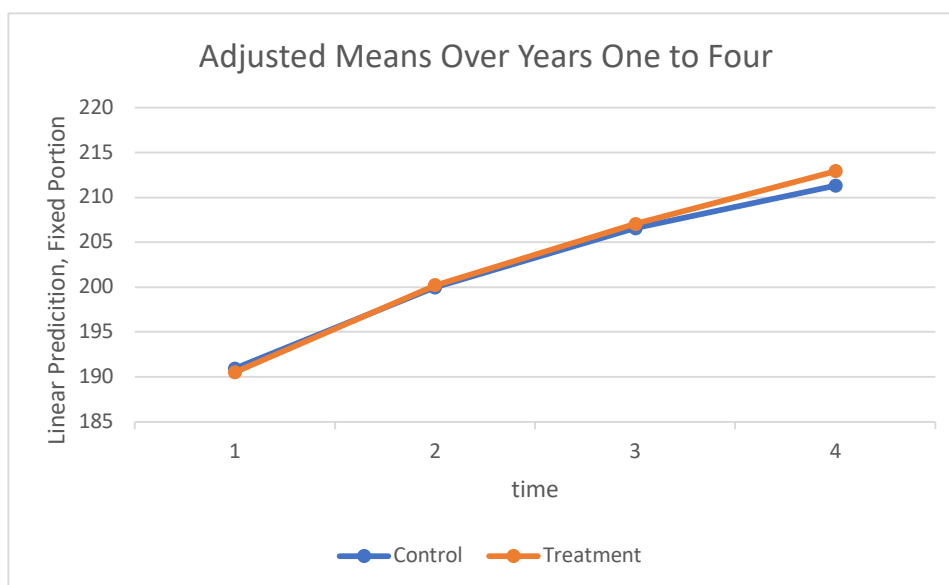
Figure 1 (below) shows the adjusted means for treatment and comparison groups over the four years of the building phase and full intervention (years one to four of the intervention) for mathematics, reading, and language usage.

FIGURE 1
Adjusted Means of Treatment (in red) and Comparison (in blue) Groups Over Years 1-4 of the Intervention for Mathematics, Reading, and Language Usage

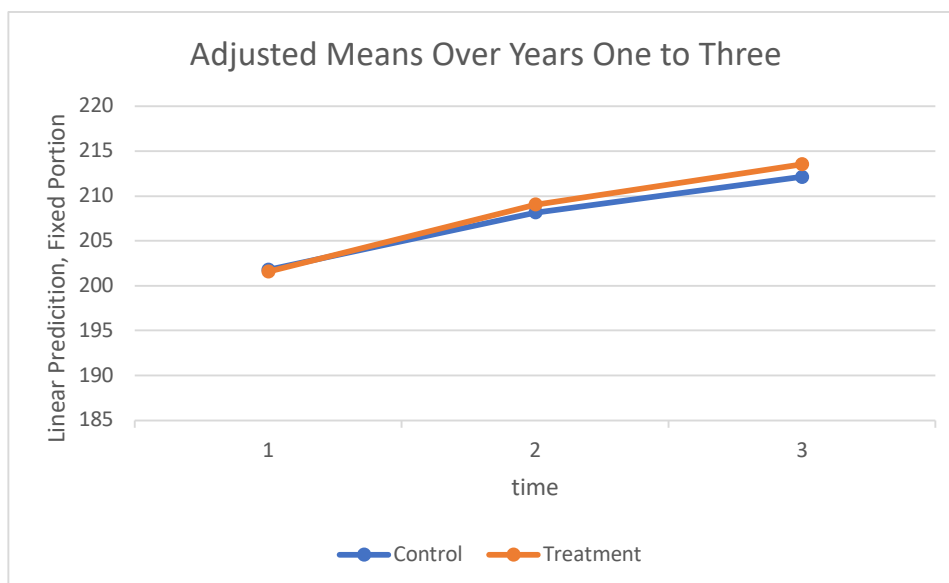
Mathematics



Reading



Language Usage

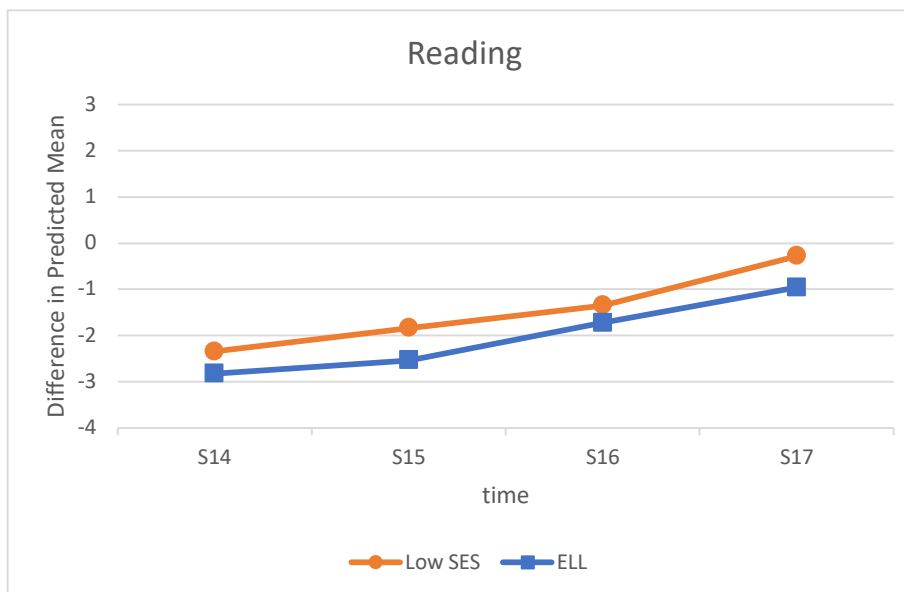
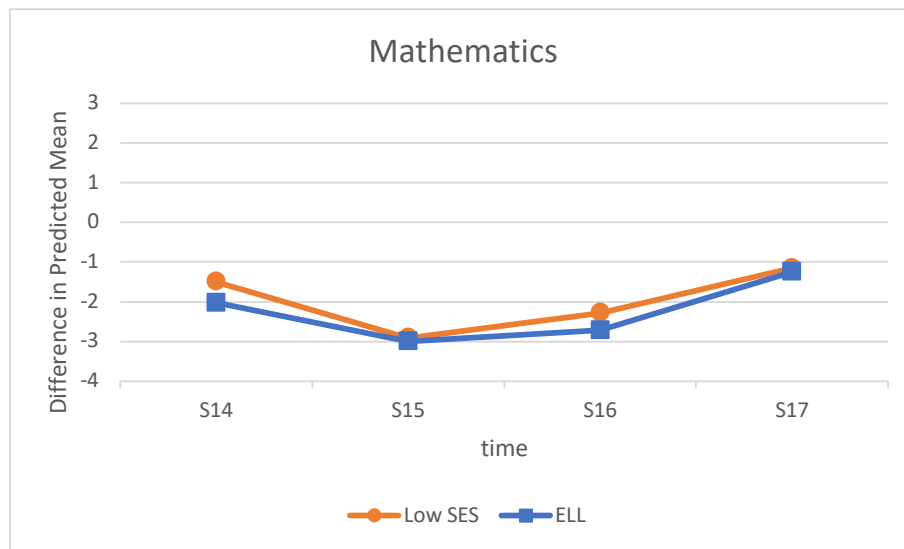


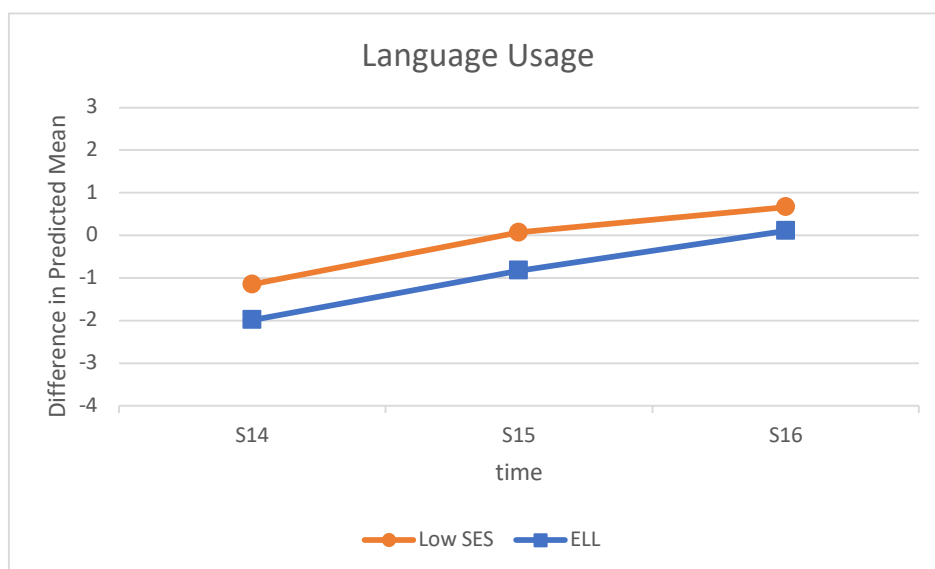
The pattern of growth for the high-poverty and English language learner subgroups showed similar trends. However, these groups' upward trend did not begin until the second year of the building phase, when many key aspects of the program were put into place. Starting in year three for mathematics, and year two for reading and language usage, these groups showed remarkable gains in achievement scores.

Figure 2 shows the upward growth score trajectories in mathematics, reading, and language usage for the high-poverty and English language learner subgroups.

FIGURE 2

Trajectories of Predicted Means Across Treatment High-Poverty and ELL Subgroups





Discussion

Over a five-year period, GJUESD created, implemented, and tested a unique personalized learning model as part of a federal Race to the Top District grant. The Galt model differs from many personalized learning models in that, in addition to including the more typical features of personalized learning such as competency-based progressions, flexible learning environments, personal learning paths, frequently updated student profiles, and frequent informal and formal measurement, the model includes a focus on strengths-based learning, which identifies and builds upon students' interests and aspirations to inform student goal-setting and learning experiences. In addition, the Galt model includes personalized learning for educators and district staff.

The effectiveness of the Galt model was tested in an impact study that took place during the final year of the Race to the Top District initiative. The study employed a rigorous research design that involved analysis of longitudinal student achievement data from GJUESD students, along with corresponding data from a matched virtual comparison group. The study measured the effect of the Galt model on student achievement in the areas of mathematics, reading, and language usage. In addition, the study explored the model's effect on students from high-poverty families and English learners.

Findings from the study suggest that the Galt strengths-based personalized learning model is effective in supporting student learning in the important academic areas of mathematics, reading, and language usage. Statistical analyses showed that over the period of the intervention, including the building phases in years two and three, and in year four, when all aspects of the model were in place, student achievement grew significantly. Statistically speaking, students in GJUESD outpaced their matched student counterparts (who did not experience the intervention) in academic growth by over ten percent in each content area. Findings for subgroup analyses also look promising for the model. After gaining full access to the curriculum and resources in year three of the initiative, when key features of the model were implemented (namely, curriculum-wide English Language Development activities and home access to the internet and GJUESD learning platforms), the trajectories for students in the high-poverty and English Learner subgroups turned markedly upward in all content areas, suggesting that the fully implemented model supports achievement for these subgroups.

The results of the current study are notable for several reasons. Millions of dollars are spent each year to develop interventions and strategies that will promote student learning in diverse student populations. In most cases, these efforts are not successful in significantly improving outcomes for students. The current study suggests that a personalized learning model can support student achievement in diverse and historically underperforming populations. Secondly, the study's results show improvement in multiple subject areas (mathematics, reading, and language usage). Many successful interventions focus on one particular subject area. The finding that growth occurred across all three academic domains suggests that something powerful may be occurring at the student level of interaction that affects the way students approach the curriculum. Galt's comprehensive model for addressing non-academic aspects of learning may be contributing to students' motivation and engagement in learning. Additionally, the district's focus on attending and responding to student voice, cycles of continuous improvement at multiple levels, and intentional use of student goal-setting may have each contributed to the students' access and response to curricula. The results suggest that further study is warranted to explore the key mechanisms in the model, and how they contribute to academic achievement in diverse and historically underperforming populations.

Conclusion

The current study contributes to the growing literature in the field of personalized learning by contributing evidence related to a successful personalized learning model. The study describes an innovative personalized learning model that builds on past models, which focused on individualized digital learning along with competency-based progressions, flexible learning environments, personal learning paths, and frequently updated student profiles. The successful Galt model builds on these earlier versions of personalized learning to include student- and

strength-focused features that may contribute to students' motivation, engagement, and ability to access and persevere in the curriculum. The findings of the current study will be valuable to educators, researchers, and policymakers.

Appendixes

APPENDIX A

The Stanford Relationships and Convergences Model

Relationships and Convergences

Found in:

1. CCSS for Mathematics (practices)
- 2a. CCSS for ELA & Literacy (student capacity)
- 2b. ELPD Framework (ELA "practices")
3. NGSS (science and engineering practices)

Notes:

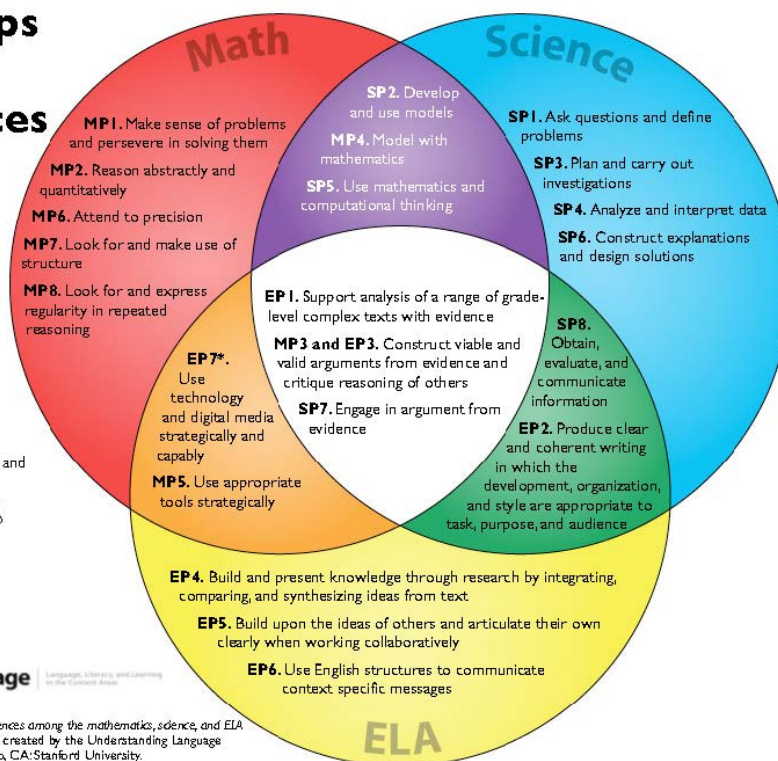
1. MP1–MP8 represent CCSS Mathematical Practices (p. 6–8).
2. SP1–SP8 represent NGSS Science and Engineering Practices.
3. EP1–EP6 represent CCSS for ELA "Practices" as defined by the ELPD Framework (p. 11).
4. EP7* represents CCSS for ELA student "capacity" (p. 7).



Understanding Language Language, Literacy, and Learning in the Content Areas

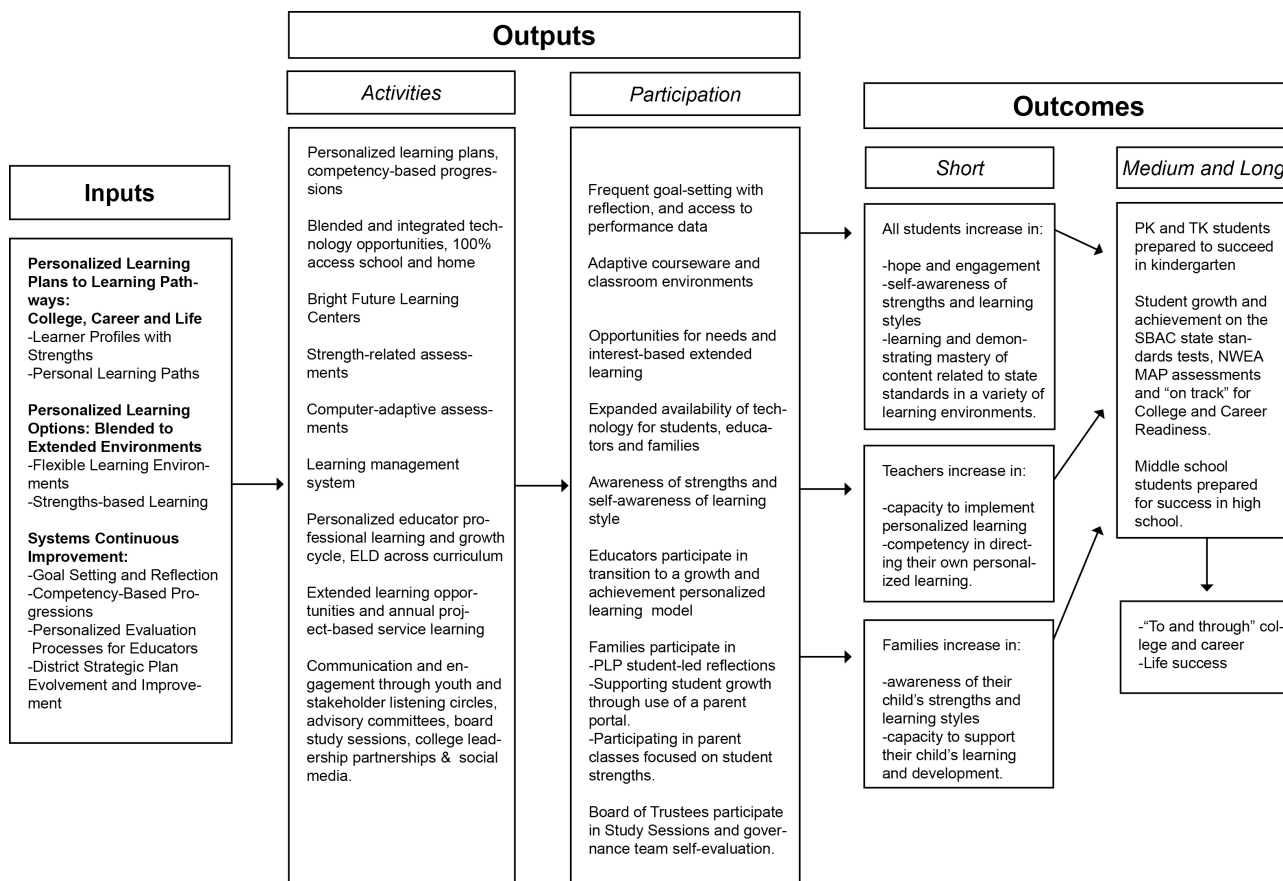
Suggested citation:

Cheuk, T. (2013). Relationships and convergences among the mathematics, science, and ELA practices. Refined version of diagram created by the Understanding Language Initiative for ELP Standards. Palo Alto, CA: Stanford University.

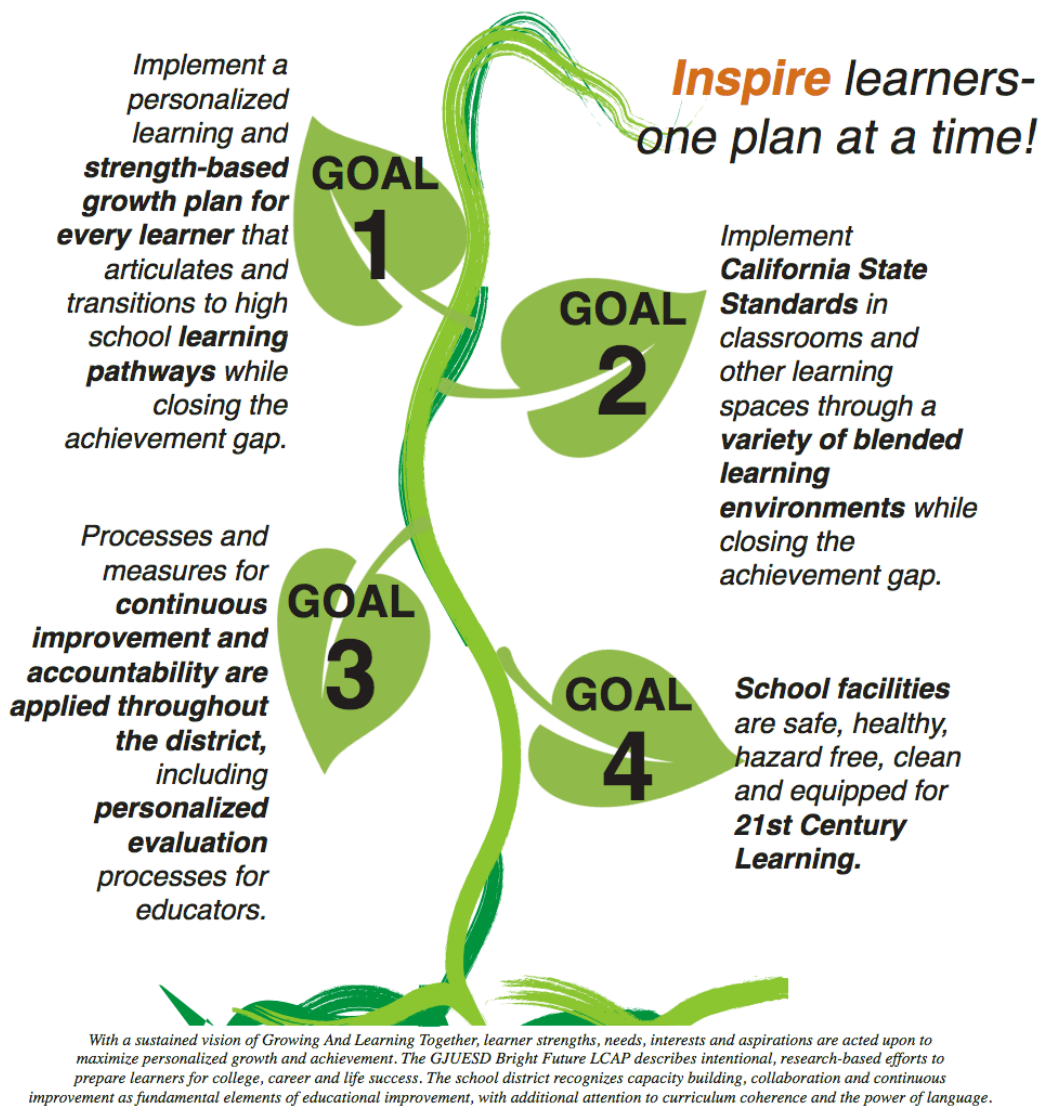


APPENDIX B

Includes the Logic Model Illustrating the Major Activities and Projected Outcomes for the Galt Personalized Learning Initiative



APPENDIX C
The Galt Growing and Learning Together Model



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Galt Joint Union Elementary School District Boundary Alternatives

February 2018



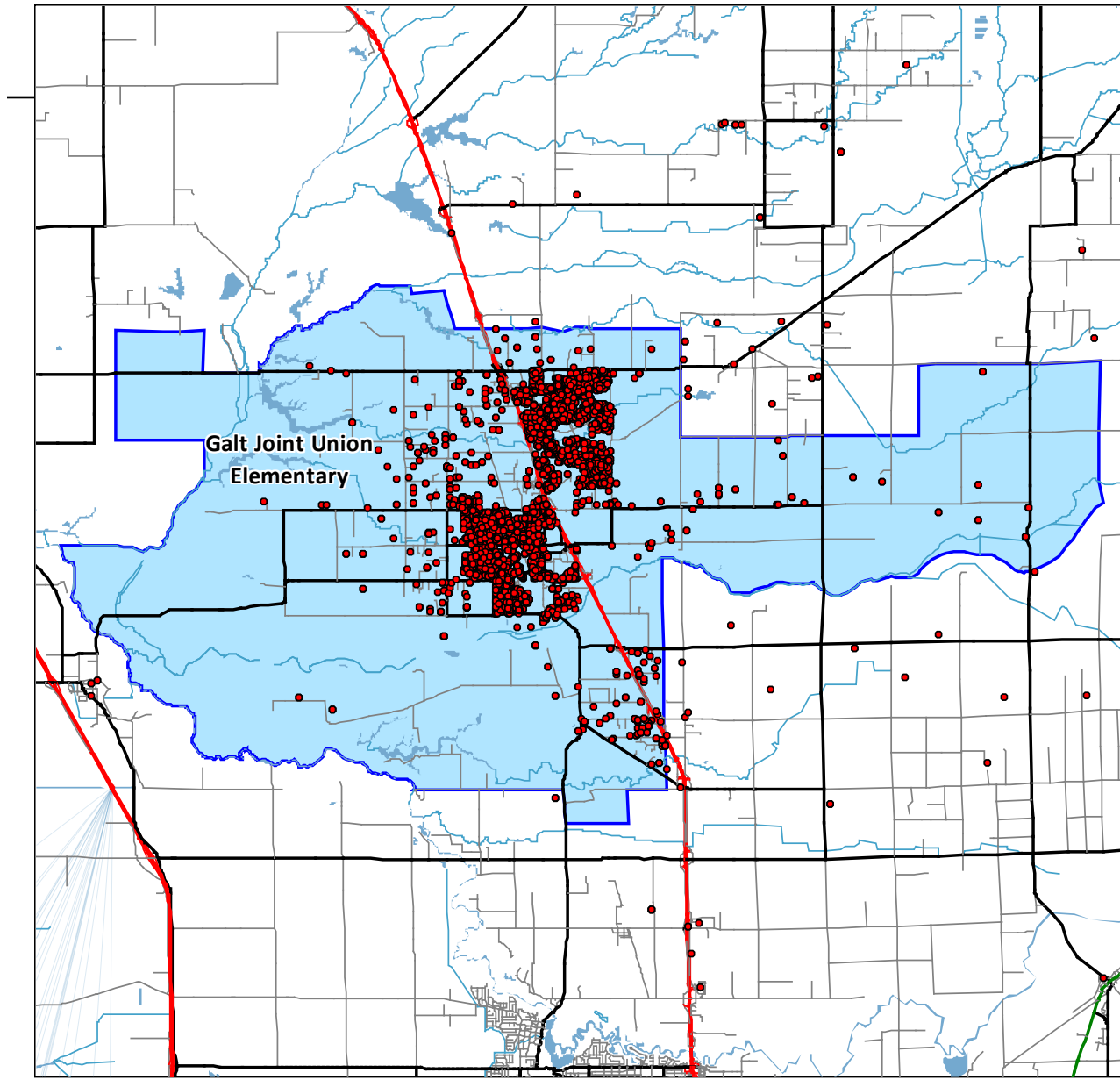
GALT JOINT UNION
ELEMENTARY SCHOOL DISTRICT



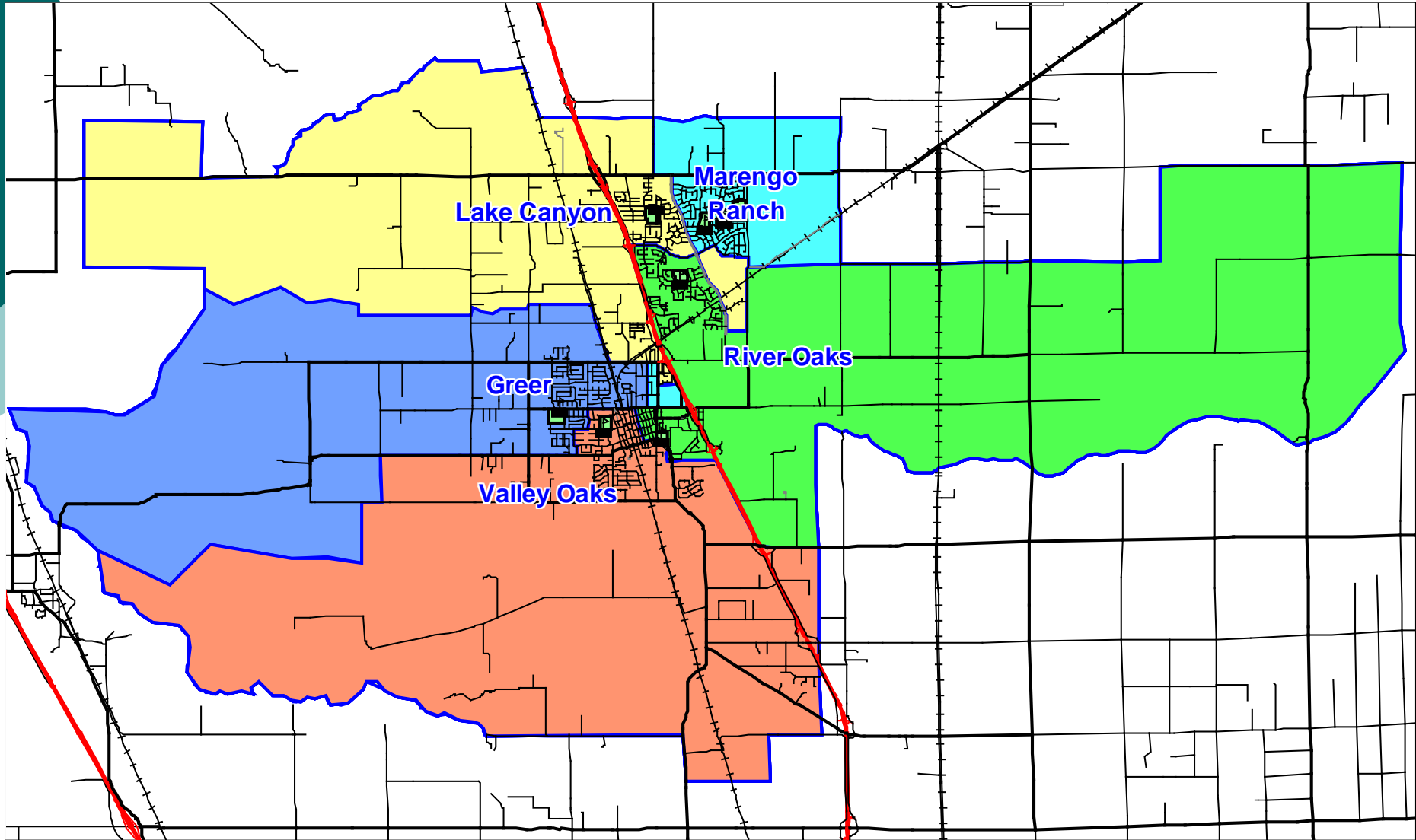
Facility Problem Solvers

SchoolWorks, Inc.
8331 Sierra College Blvd. #221
Roseville

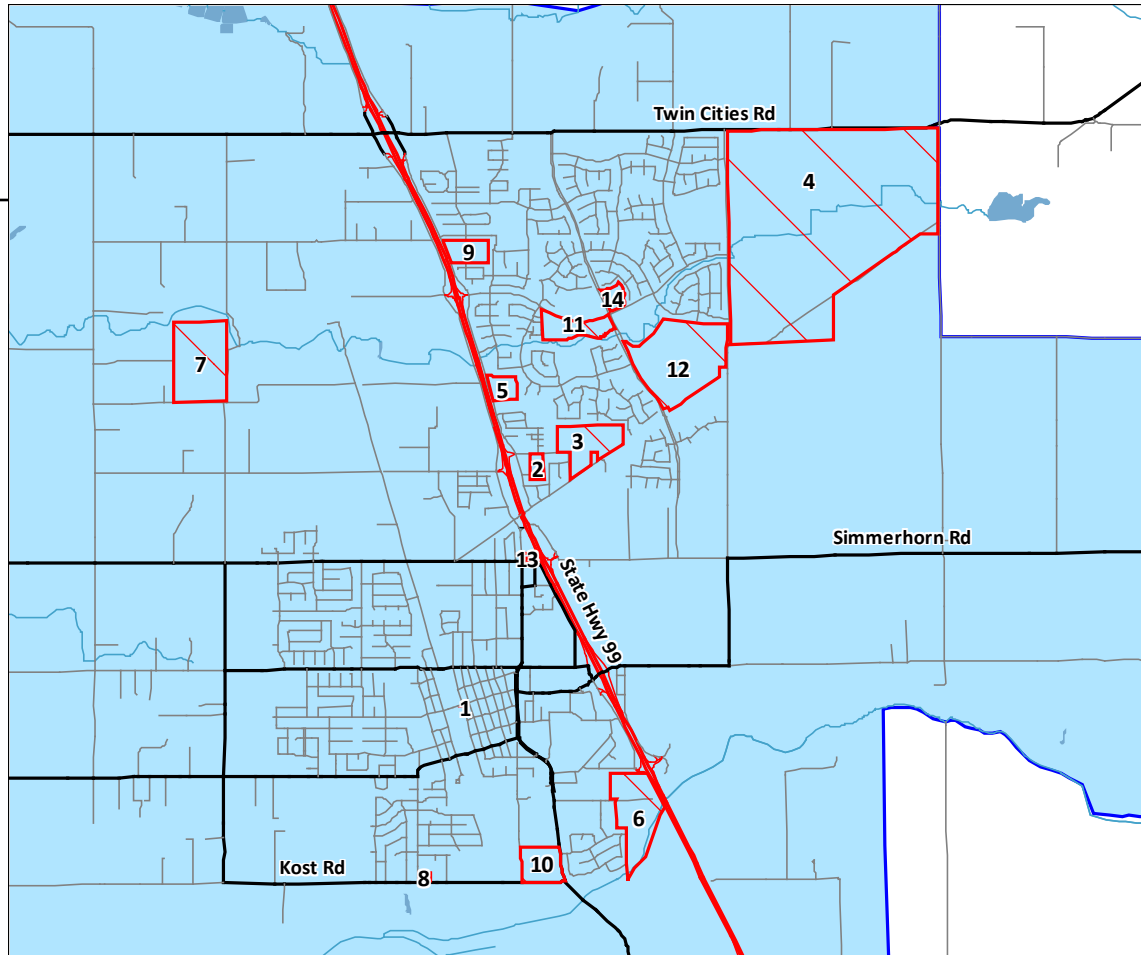
District Map



Current Boundaries



New Housing Developments



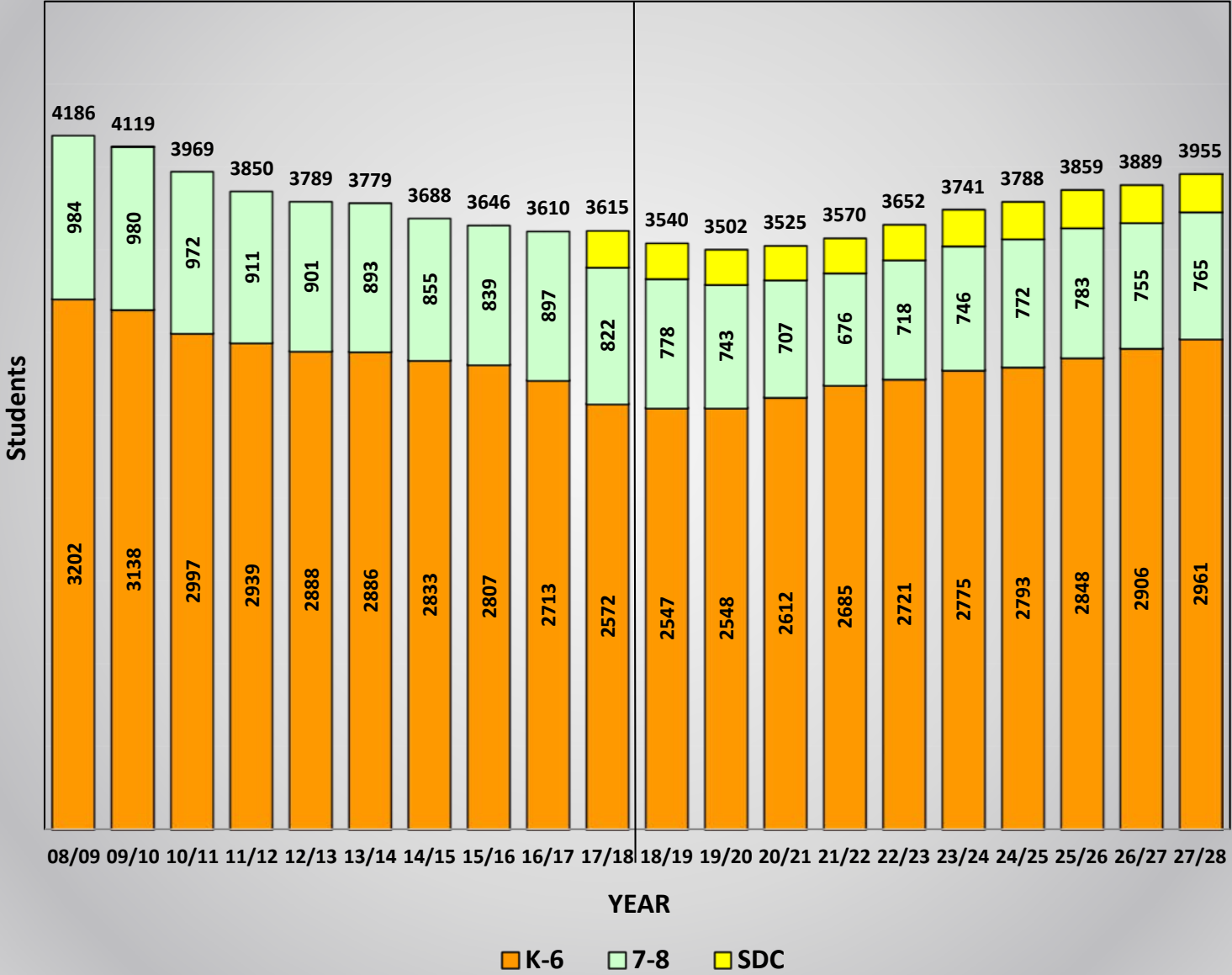
ID	Name	Remaining Units	6 Year Projection	ID	Name	Remaining Units	6 Year Projection
1	4th and C	9	9	9	Morali Estates	50	50
2	Ayers Lane Estates	22	0	10	Parker Creek II	9	9
3	Cedar Flat Estates	120	120	11	Parlin Oaks PUD	223	0
4	Eastview SP	1,745	405	12	River Oaks 3 Ph 2&3	108	108
5	Emerald Park 22	23	23	13	Trailridge Aparments	14	14
6	Fairway Oaks	100	100	14	Veranda at River Oak	60	60
7	Gold Creek Homes	15	15				
8	Legacy Estates	5	0	Totals		2,503	913

**Galt Joint Union Elementary School District
New Development Construction**

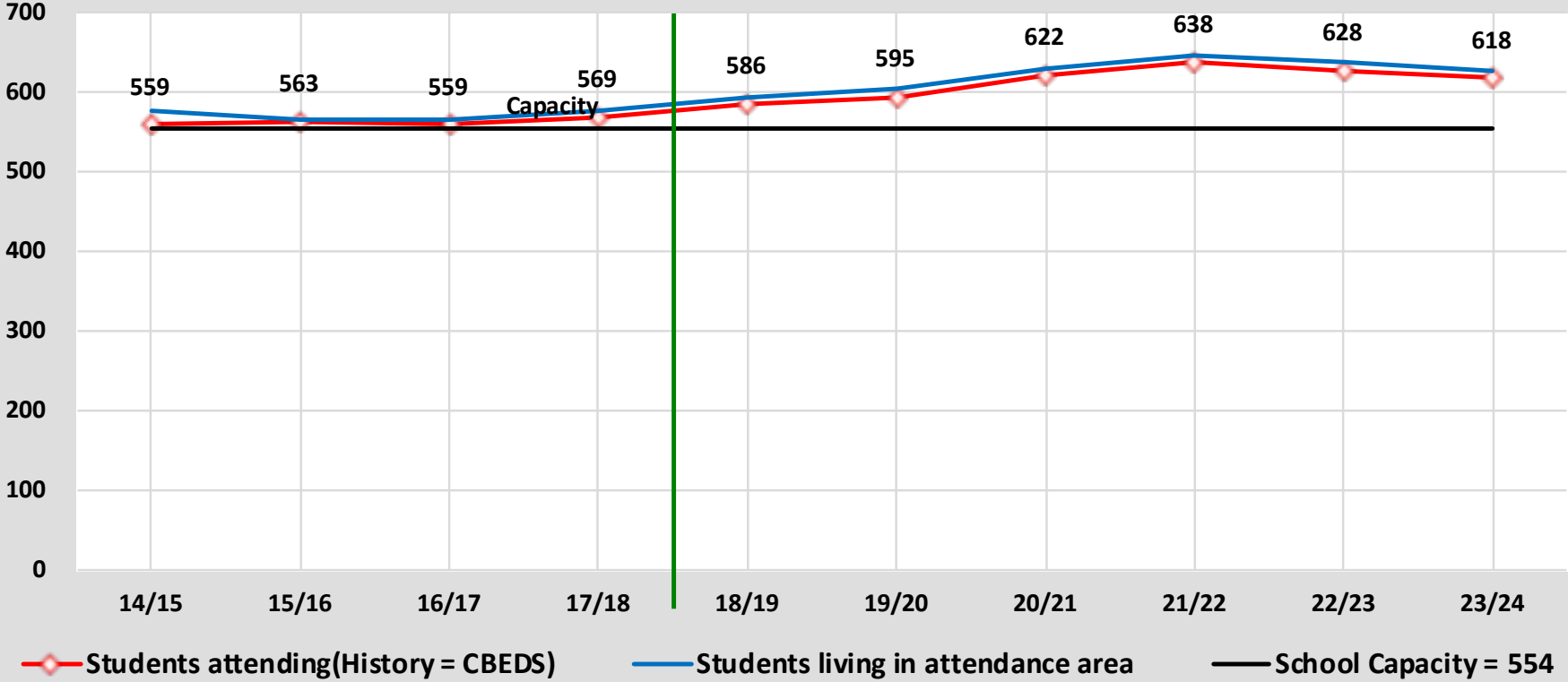
Housing Units per Year

<u>School</u>	<u>18/19</u> <u>Year 1</u>	<u>19/20</u> <u>Year 2</u>	<u>20/21</u> <u>Year 3</u>	<u>21/22</u> <u>Year 4</u>	<u>22/23</u> <u>Year 5</u>	<u>23/24</u> <u>Year 6</u>	<u>Totals</u>
Lake Canyon Elem	60	48	59	20	0	0	187
Marengo Ranch Elem	0	20	65	115	125	140	465
River Oaks Elem	11	12	0	30	40	50	143
Valley Oaks Elem	9	25	34	25	25	0	118
Greer Elem	0	0	0	0	0	0	0
Elementary Totals	80	105	158	190	190	190	913
McCaffrey Middle	80	105	158	190	190	190	913
Middle Totals	80	105	158	190	190	190	913

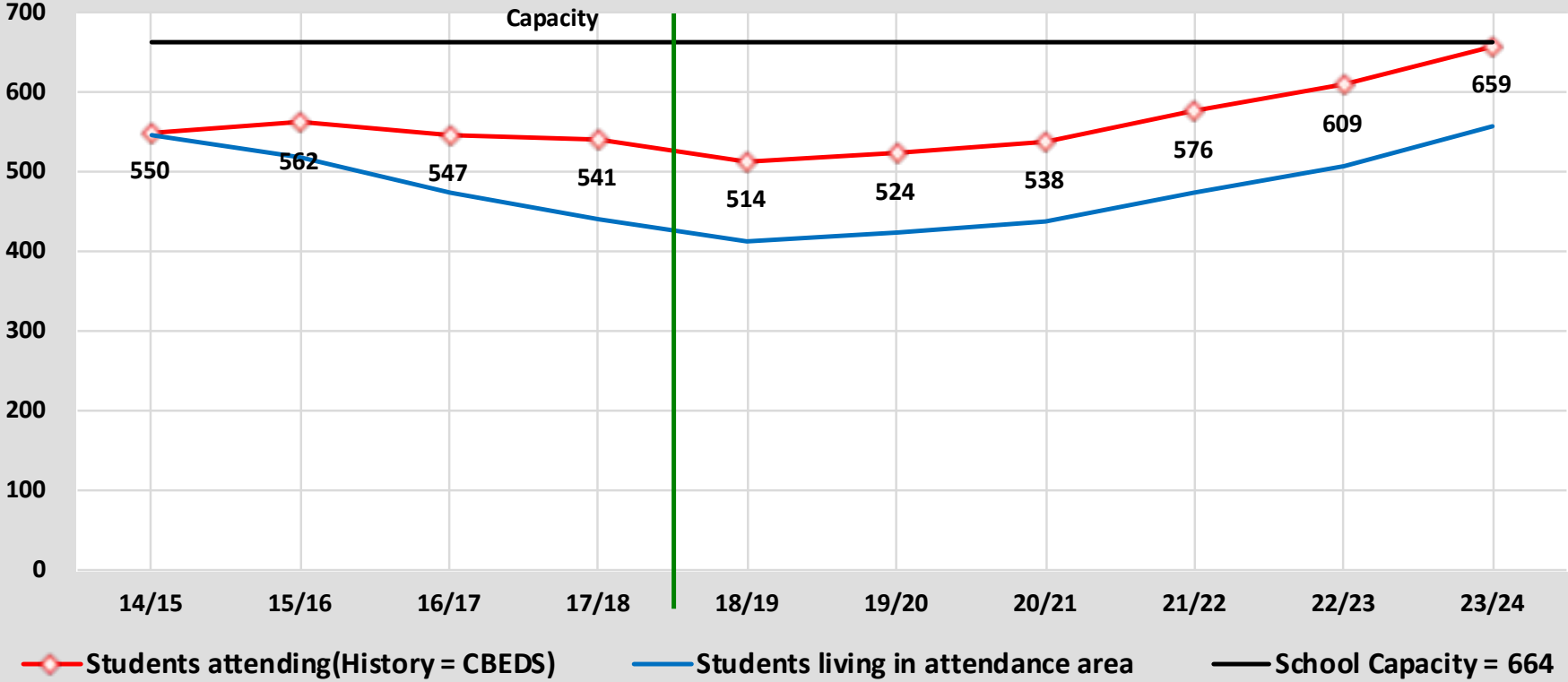
10 Year Enrollment History & 10 Year Enrollment Projection



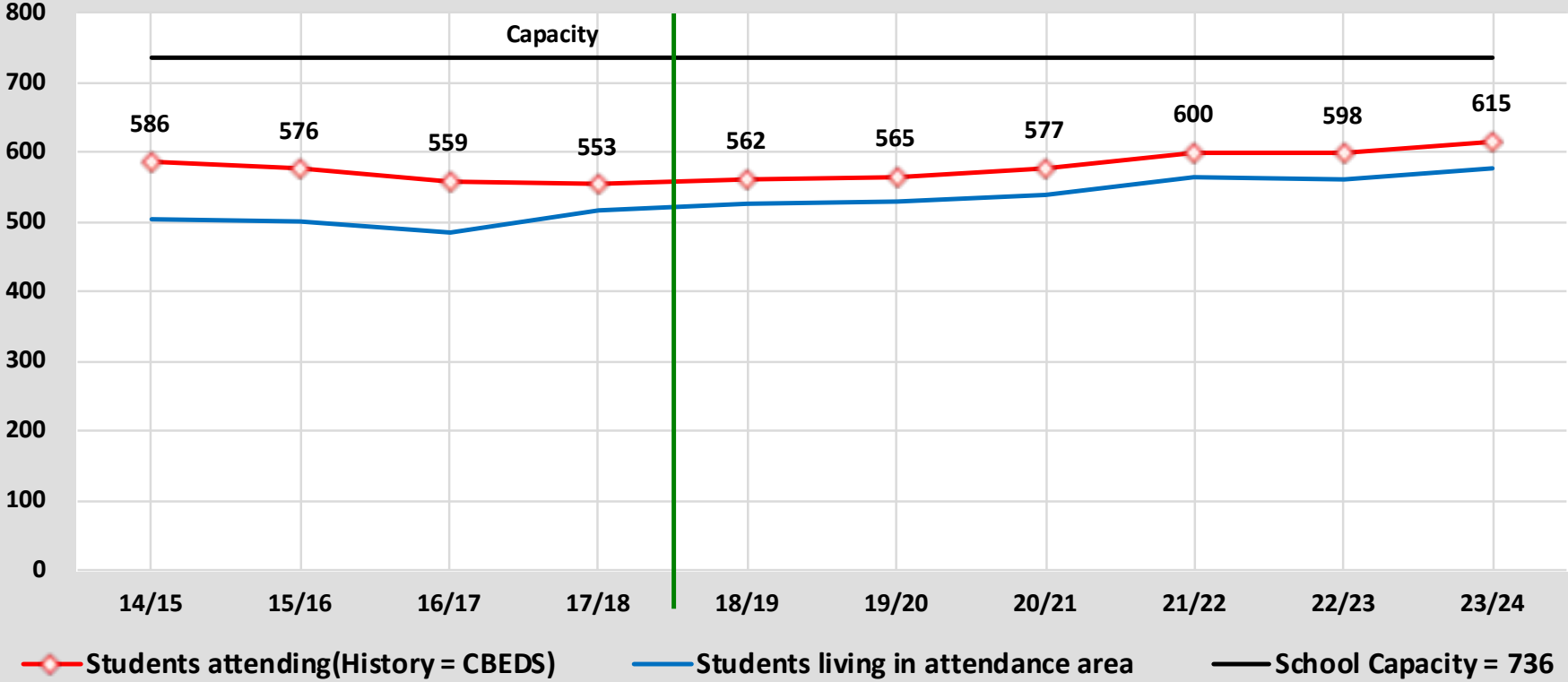
Capacity & Projected Enrollment Lake Canyon Elem



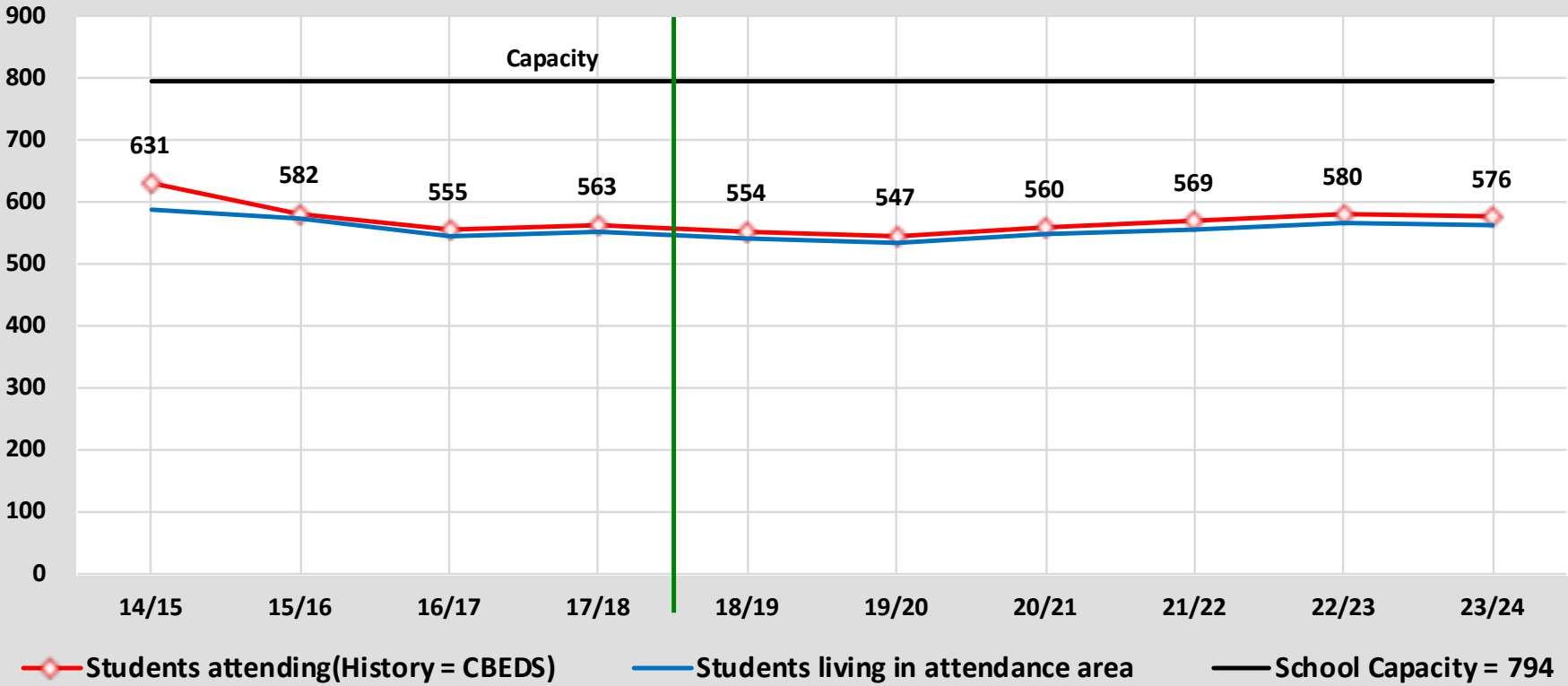
Capacity & Projected Enrollment Marengo Ranch Elem



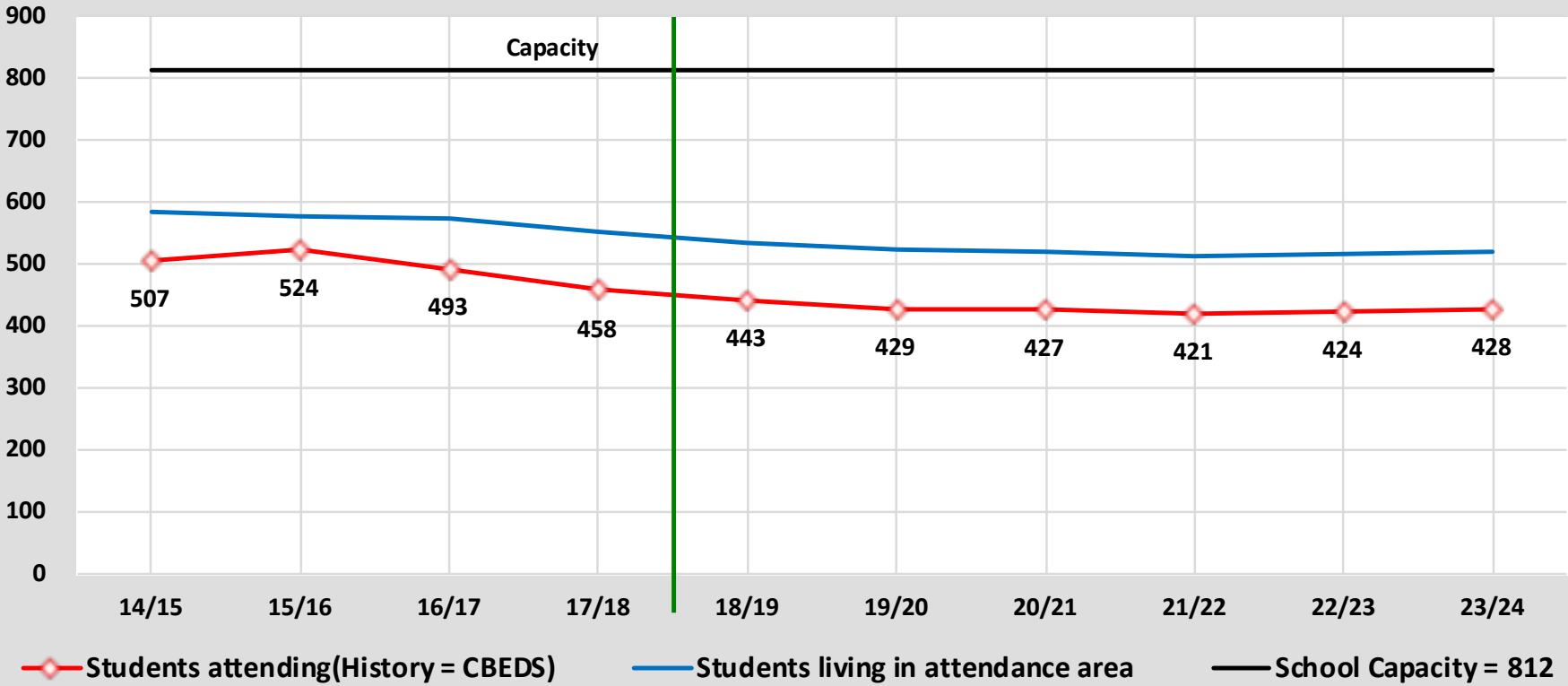
Capacity & Projected Enrollment River Oaks Elem



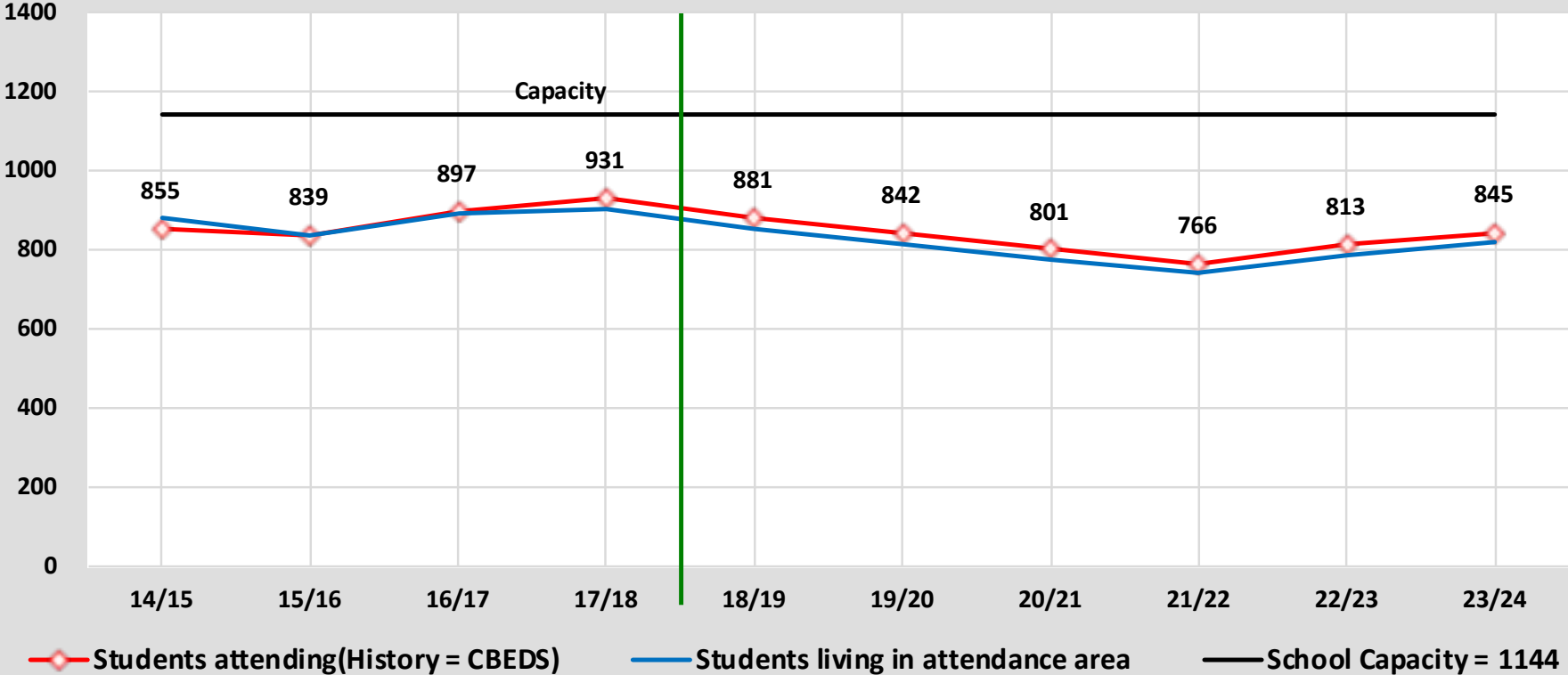
Capacity & Projected Enrollment Valley Oaks Elem



Capacity & Projected Enrollment Greer Elem



Capacity & Projected Enrollment McCaffrey Middle



Current Projections without any boundary changes

School Facility Utilization

			2017/18	2023/24	2017/18	2023/24
		District	Current	Projected	Current	Projected
<u>Elementary Schools</u>	<u>Classrooms</u>	<u>Capacity</u>	<u>Enrollment</u>	<u>Enrollment</u>	<u>Utilization</u>	<u>Utilization</u>
Lake Canyon Elem	25	554	569	618	102.7%	111.6%
Marengo Ranch Elem	30	664	541	659	81.5%	99.2%
River Oaks Elem	33	736	553	615	75.1%	83.6%
Valley Oaks Elem	35	794	563	576	70.9%	72.5%
Greer Elem	34	812	458	428	56.4%	52.7%
Sub-Totals	157	3,560	2,684	2,896	75.4%	81.3%
<u>Middle Schools</u>						
McCaffrey Middle	42	1,144	931	845	81.4%	73.9%
Sub-Totals	42	1,144	931	845	81.4%	73.9%
District Totals	199	4,704	3,615	3,741	76.8%	79.5%

Loading Factors

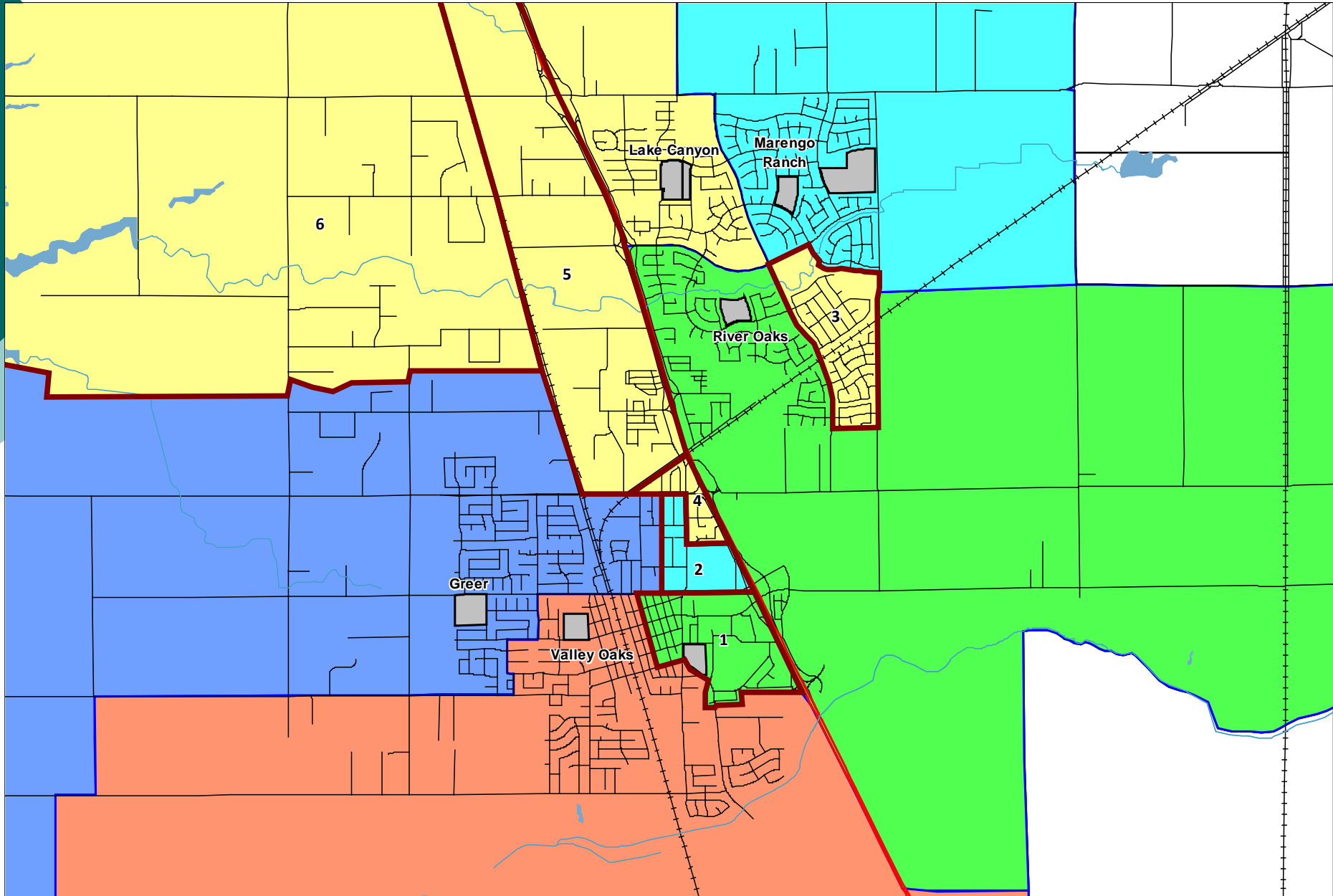
TK-3 = 20 students/CR

4-6 = 30 students/CR

7-8 = 32 students/CR

Overcrowding at Lake Canyon

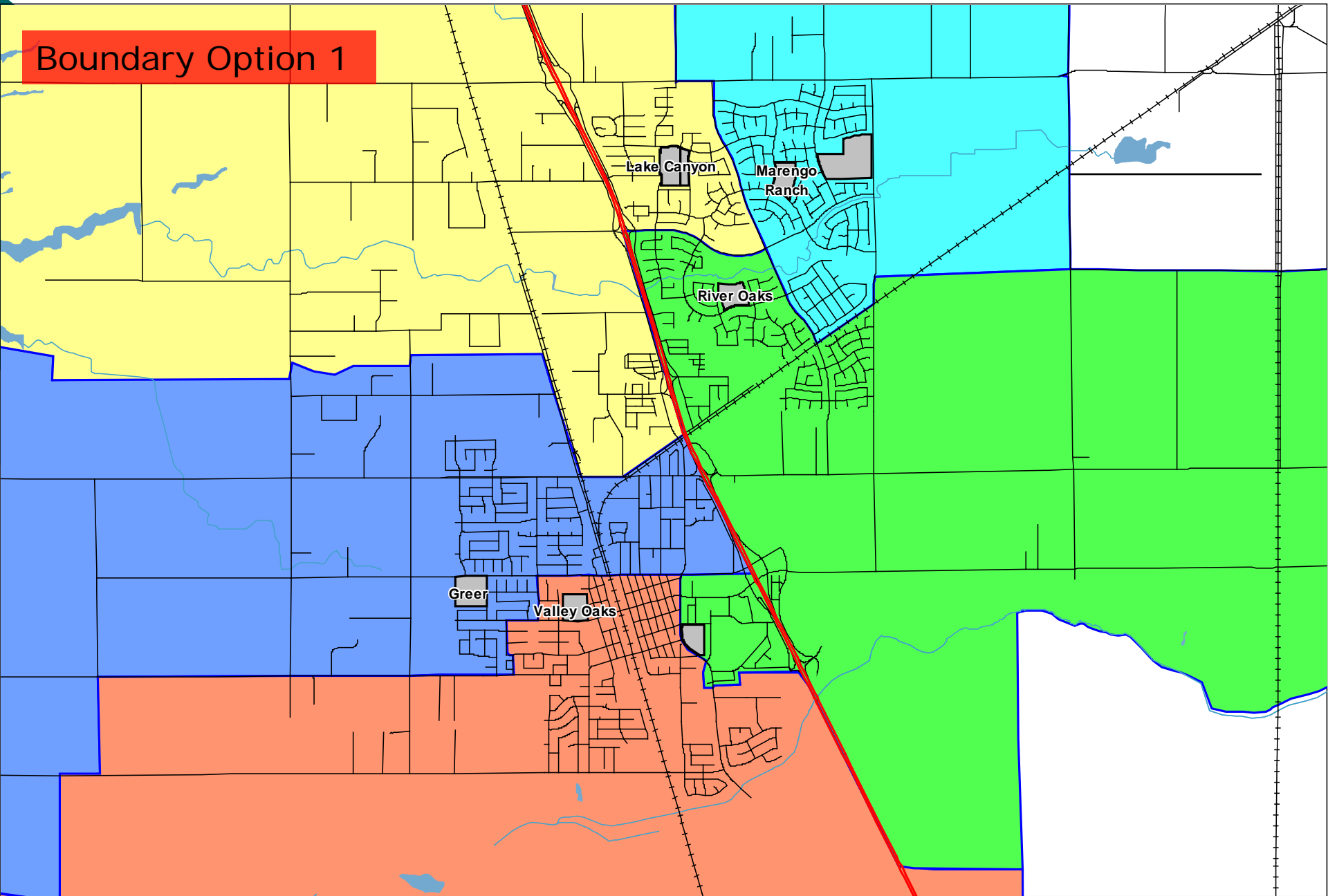
Study Areas



Study Area Counts

○ Area	Boundary	Count
○ 1	River Oaks	50
○ 2	Marengo Ranch	11
○ 3	Lake Canyon	71
○ 4	Lake Canyon	34
○ 5	Lake Canyon	41
○ 6	Lake Canyon	33

Boundary Option 1



Boundary Option 1

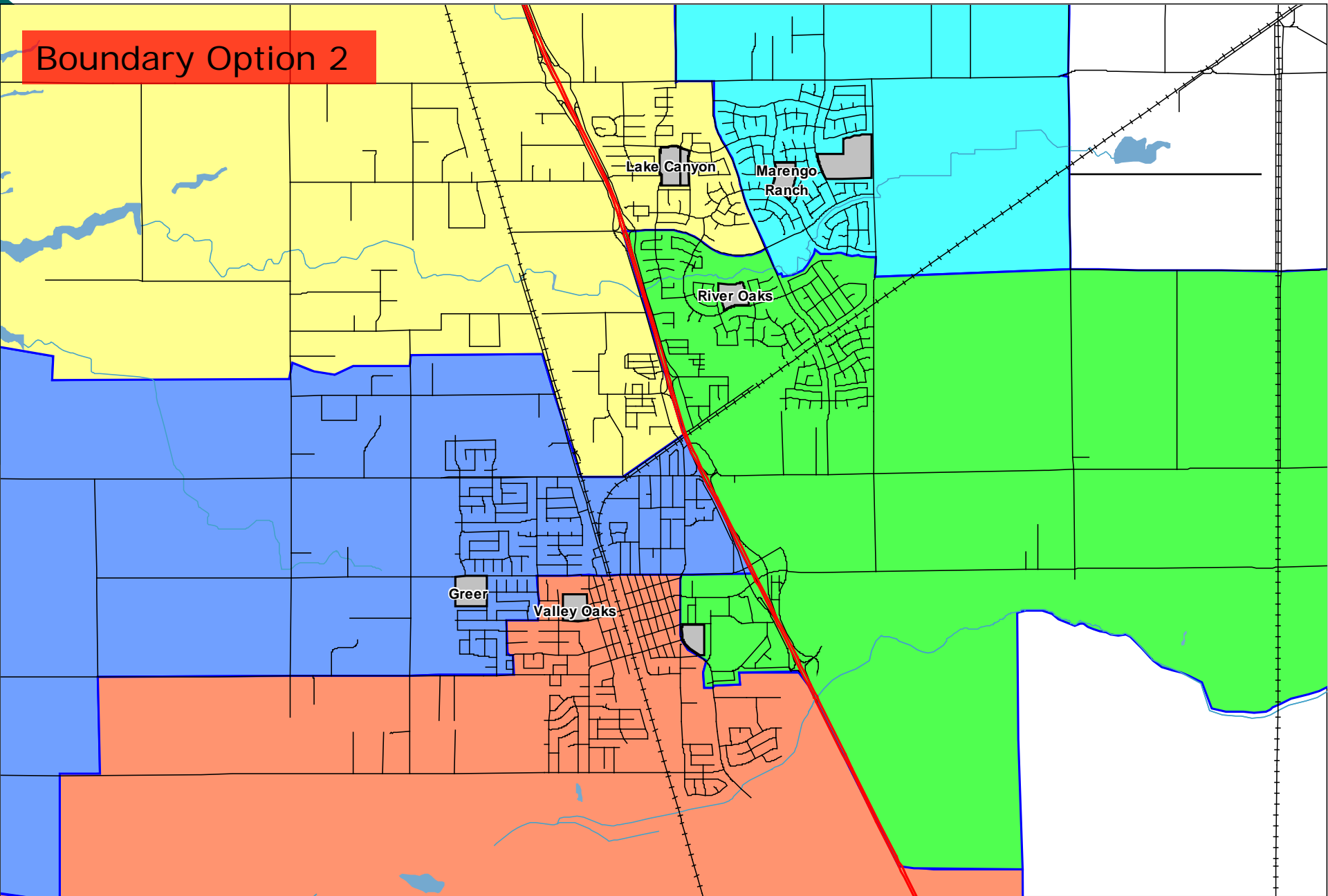
School Facility Utilization

			2017/18	2023/24	10 Year	2017/18	2023/24	10 Year
			Current	Projected	Projected	Current	Projected	Projected
<u>Elementary Schools</u>	<u>Classrooms</u>	<u>District Capacity</u>	<u>Enrollment</u>	<u>Enrollment</u>	<u>Enrollment</u>	<u>Utilization</u>	<u>Utilization</u>	<u>Utilization</u>
Lake Canyon Elem	25	554	569	501	511	102.7%	90.4%	92.2%
Marengo Ranch Elem	30	674	541	697	854	80.3%	103.4%	126.7%
River Oaks Elem	33	736	553	598	621	75.1%	81.3%	84.4%
Valley Oaks Elem	35	794	563	627	653	70.9%	79.0%	82.2%
Greer Elem	34	792	458	501	495	57.8%	63.3%	62.5%
Sub-Totals	157	3,550	2,684	2,924	3,134	75.6%	82.4%	88.3%
<u>Middle Schools</u>								
McCaffrey Middle	42	1,144	931	845	866	81.4%	73.9%	75.7%
Sub-Totals	42	1,144	931	845	866	81.4%	73.9%	75.7%
District Totals	199	4,694	3,615	3,769	4,000	77.0%	80.3%	85.2%

A new elementary school would need to be opened within 6 years.

Space is available at Greer to consider adding grades 7-8.

Boundary Option 2



Boundary Option 2

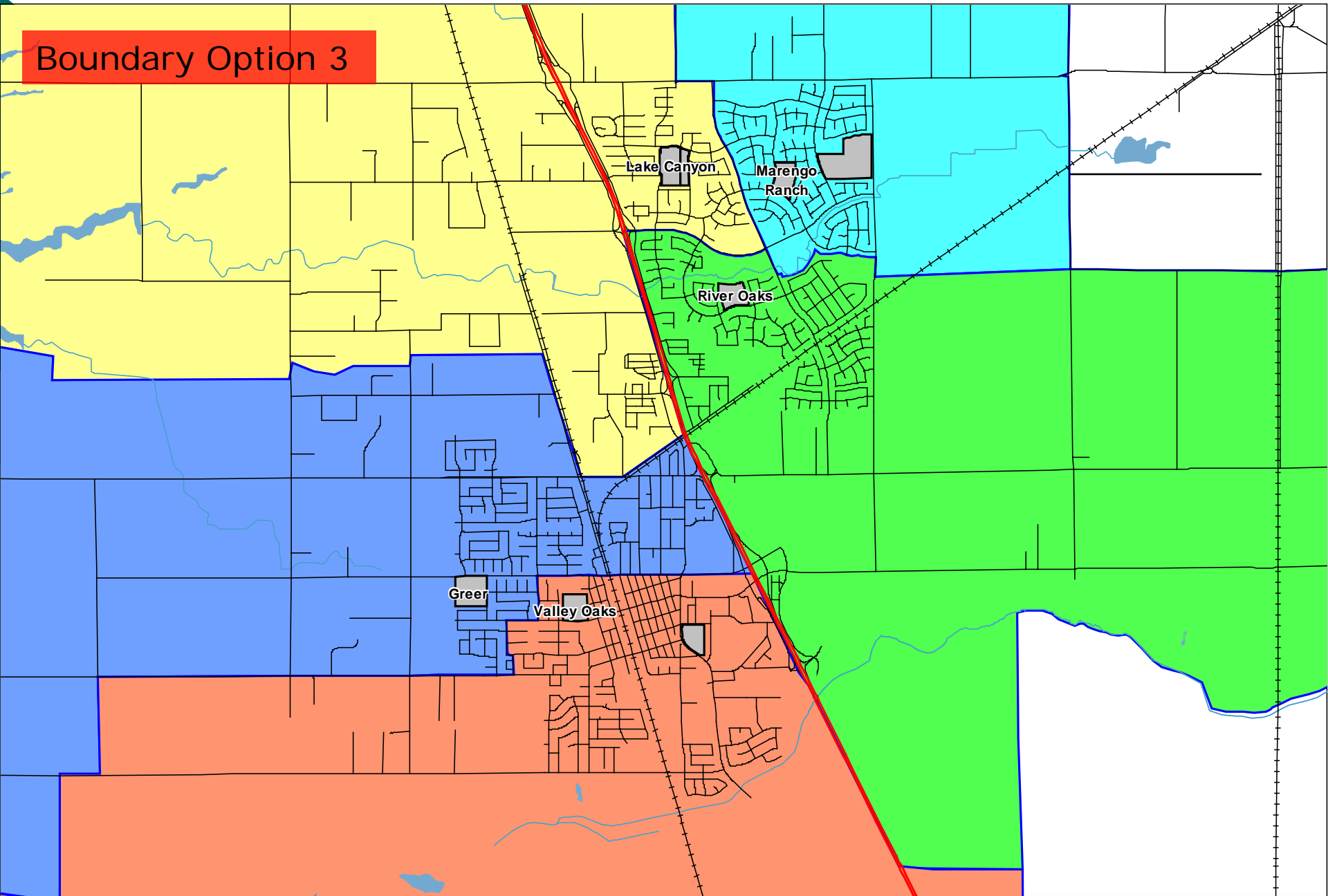
School Facility Utilization

			2017/18	2023/24	10 Year	2017/18	2023/24	10 Year
			Current	Projected	Projected	Current	Projected	Projected
<u>Elementary Schools</u>	<u>Classrooms</u>	<u>District Capacity</u>	<u>Enrollment</u>	<u>Enrollment</u>	<u>Enrollment</u>	<u>Utilization</u>	<u>Utilization</u>	<u>Utilization</u>
Lake Canyon Elem	25	554	569	501	511	102.7%	90.4%	92.2%
Marengo Ranch Elem	30	674	541	638	765	80.3%	94.7%	113.5%
River Oaks Elem	33	736	553	648	680	75.1%	88.0%	92.4%
Valley Oaks Elem	35	794	563	627	653	70.9%	79.0%	82.2%
Greer Elem	34	792	458	501	495	57.8%	63.3%	62.5%
Sub-Totals	157	3,550	2,684	2,915	3,104	75.6%	82.1%	87.4%
<u>Middle Schools</u>								
McCaffrey Middle	42	1,144	931	845	866	81.4%	73.9%	75.7%
Sub-Totals	42	1,144	931	845	866	81.4%	73.9%	75.7%
District Totals	199	4,694	3,615	3,760	3,970	77.0%	80.1%	84.6%

A new elementary school would need to be opened within 8 years.

Space is available at Greer to consider adding grades 7-8.

Boundary Option 3



Boundary Option 3

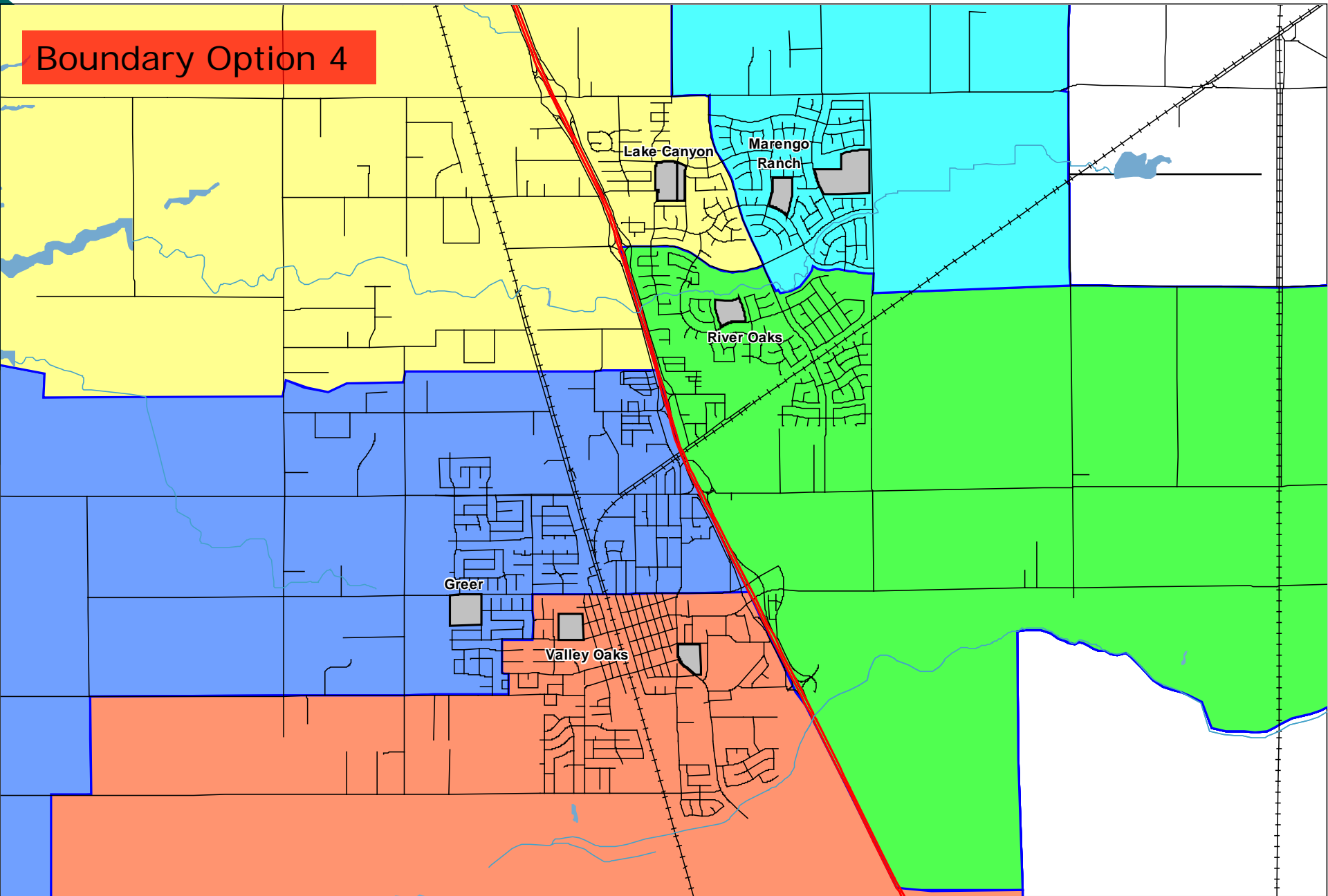
School Facility Utilization

School Facility Utilization			2017/18	2023/24	10 Year	2017/18	2023/24	10 Year
<u>Elementary Schools</u>	<u>Classrooms</u>	District <u>Capacity</u>	<u>Current</u> <u>Enrollment</u>	<u>Projected</u> <u>Enrollment</u>	<u>Projected</u> <u>Enrollment</u>	<u>Current</u> <u>Utilization</u>	<u>Projected</u> <u>Utilization</u>	<u>Projected</u> <u>Utilization</u>
Lake Canyon Elem	25	554	569	501	511	102.7%	90.4%	92.2%
Marengo Ranch Elem	30	674	541	638	765	80.3%	94.7%	113.5%
River Oaks Elem	33	736	553	616	644	75.1%	83.7%	87.5%
Valley Oaks Elem	35	794	563	660	682	70.9%	83.1%	85.9%
Greer Elem	34	792	458	501	495	57.8%	63.3%	62.5%
Sub-Totals	157	3,550	2,684	2,916	3,097	75.6%	82.1%	87.2%
<u>Middle Schools</u>								
McCaffrey Middle	42	1,144	931	845	866	81.4%	73.9%	75.7%
Sub-Totals	42	1,144	931	845	866	81.4%	73.9%	75.7%
District Totals	199	4,694	3,615	3,761	3,963	77.0%	80.1%	84.4%

A new elementary school would need to be opened within 8 years.

Space is available at Greer to consider adding grades 7-8.

Boundary Option 4



Boundary Option 4

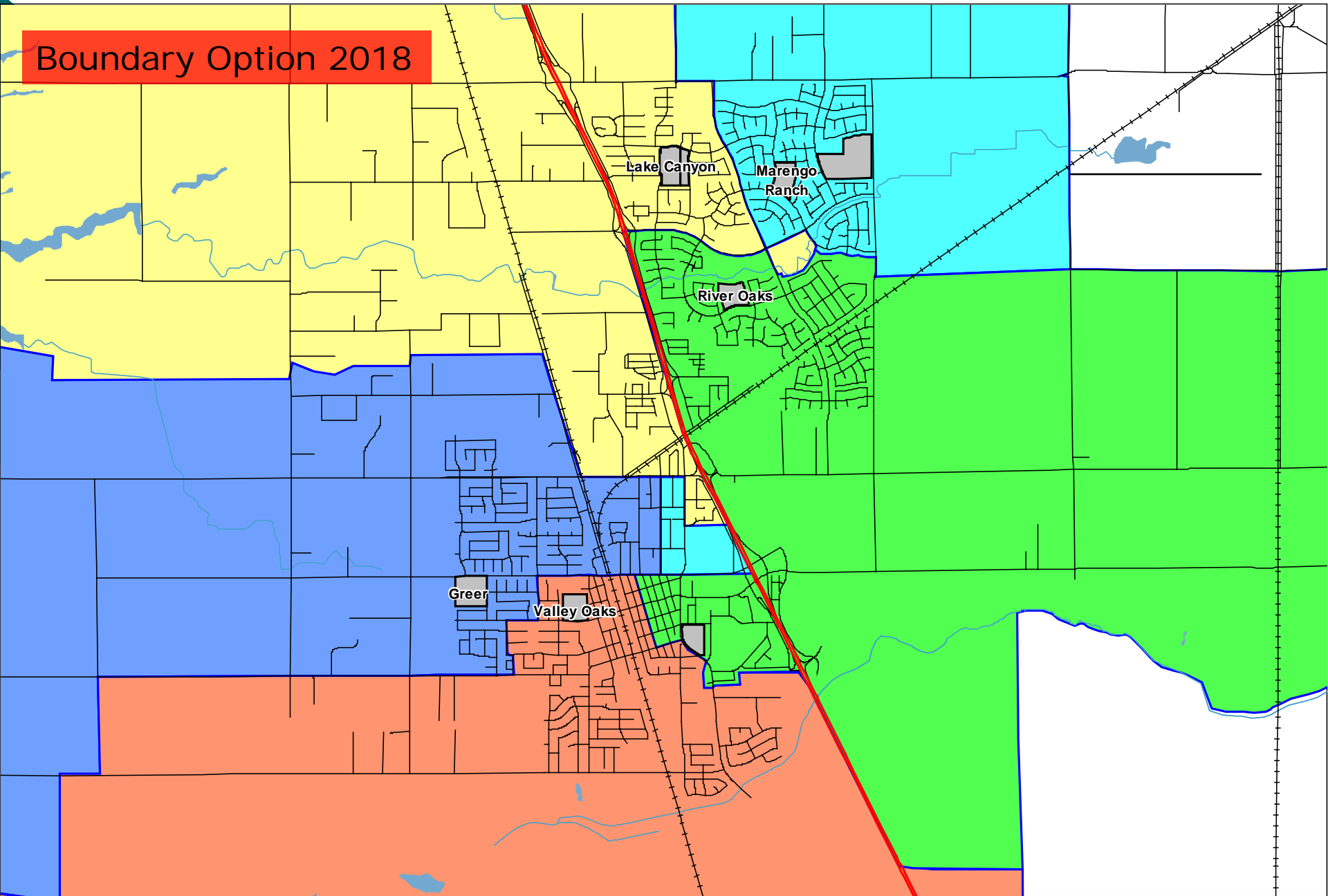
School Facility Utilization

School Facility Utilization			2017/18	2023/24	10 Year	2017/18	2023/24	10 Year
<u>Elementary Schools</u>	<u>Classrooms</u>	District <u>Capacity</u>	<u>Current</u> <u>Enrollment</u>	<u>Projected</u> <u>Enrollment</u>	<u>Projected</u> <u>Enrollment</u>	<u>Current</u> <u>Utilization</u>	<u>Projected</u> <u>Utilization</u>	<u>Projected</u> <u>Utilization</u>
Lake Canyon Elem	25	572	569	488	481	99.5%	85.3%	84.1%
Marengo Ranch Elem	30	674	541	638	765	80.3%	94.7%	113.5%
River Oaks Elem	33	736	553	616	644	75.1%	83.7%	87.5%
Valley Oaks Elem	35	794	563	660	682	70.9%	83.1%	85.9%
Greer Elem	34	782	458	526	514	58.6%	67.3%	65.7%
Sub-Totals	157	3,558	2,684	2,928	3,086	75.4%	82.3%	86.7%
<u>Middle Schools</u>								
McCaffrey Middle	42	1,144	931	845	866	81.4%	73.9%	75.7%
Sub-Totals	42	1,144	931	845	866	81.4%	73.9%	75.7%
District Totals	199	4,702	3,615	3,773	3,952	76.9%	80.2%	84.0%

A new elementary school would need to be opened within 8 years.

Space is available at Greer to consider adding grades 7-8.

Boundary Option 2018



Boundary Option 2018

Lake Canyon

Reduction in TK/K of 12 students

Drops one year projection from 586 to 574

River Oaks

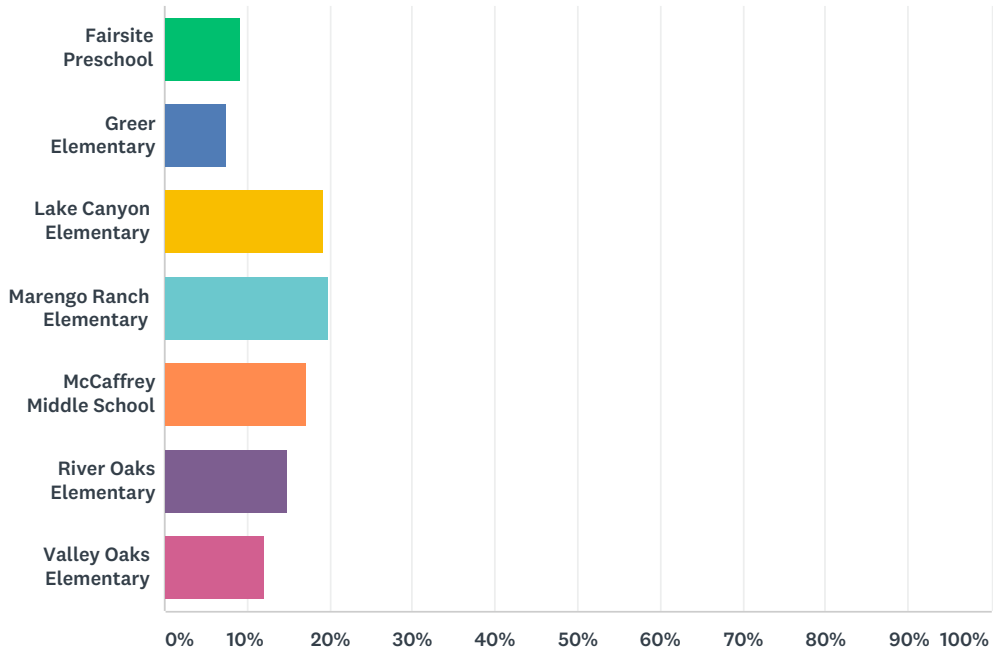
Increase in TK/K of 12 students

Increases one year projection from 562 to 574

Parent Survey

Q1 Please select your child's school of attendance.

Answered: 689 Skipped: 1

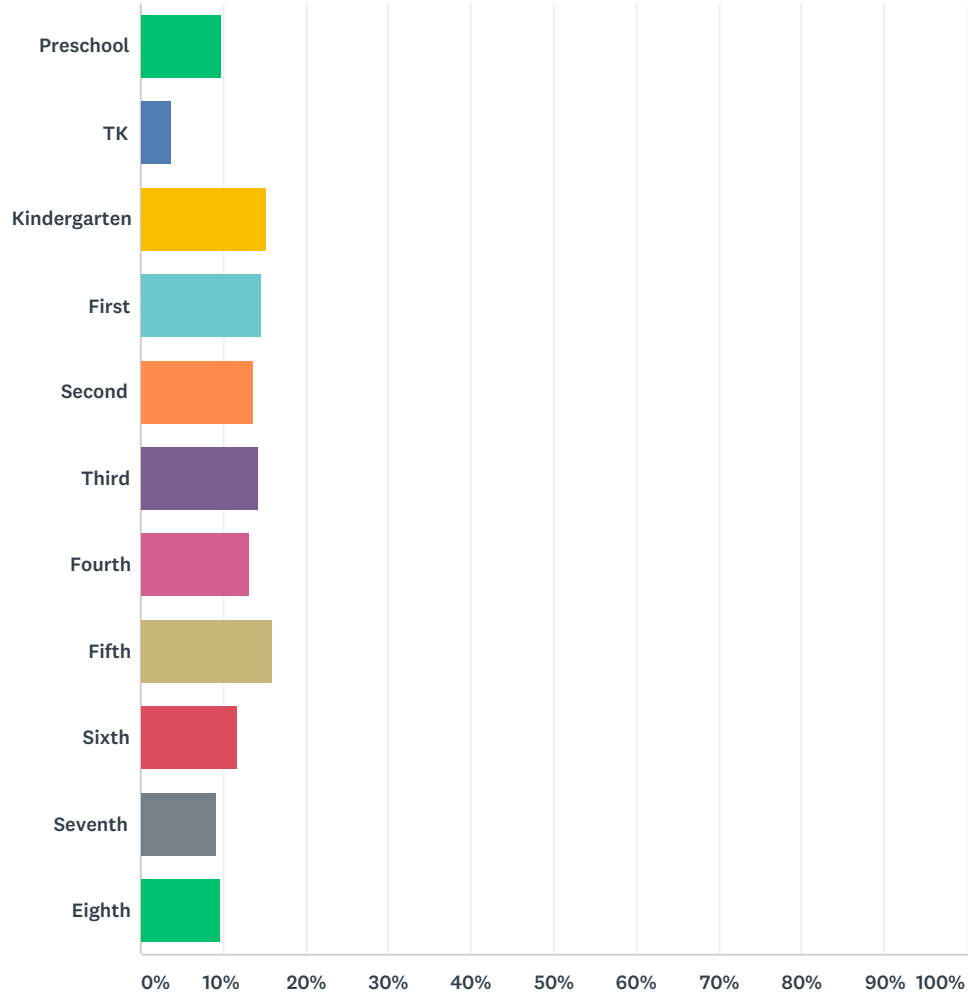


ANSWER CHOICES	RESPONSES
Fairsite Preschool	9.14% 63
Greer Elementary	7.55% 52
Lake Canyon Elementary	19.30% 133
Marengo Ranch Elementary	19.88% 137
McCaffrey Middle School	17.13% 118
River Oaks Elementary	14.80% 102
Valley Oaks Elementary	12.19% 84
TOTAL	689

Parent Survey

Q2 What grade is your child in? (If you have multiple children in the school, please select all grades that apply)

Answered: 688 Skipped: 2



ANSWER CHOICES	RESPONSES	
Preschool	9.74%	67
TK	3.78%	26
Kindergarten	15.26%	105
First	14.68%	101
Second	13.66%	94
Third	14.24%	98
Fourth	13.08%	90
Fifth	15.99%	110
Sixth	11.77%	81

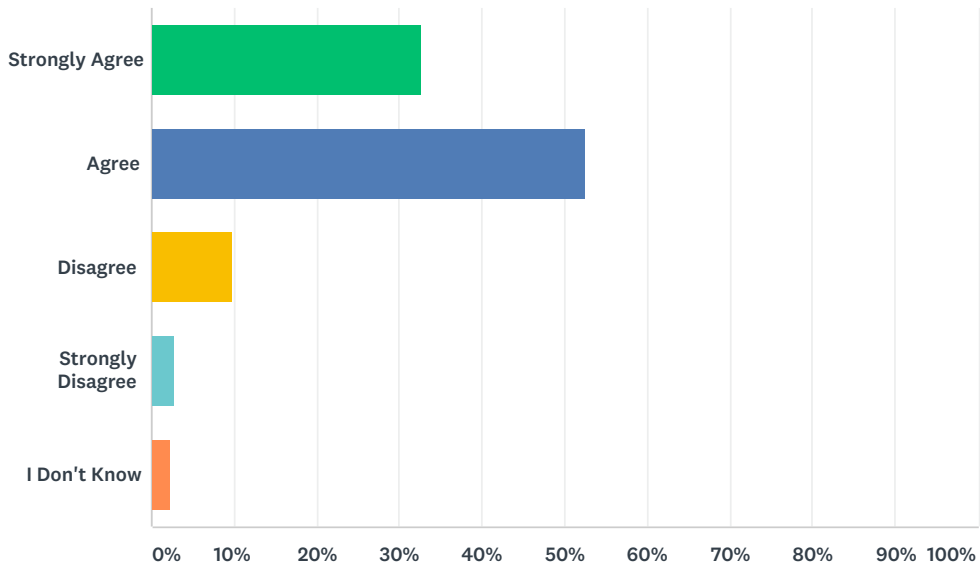
Parent Survey

Seventh	9.30%	64
Eighth	9.59%	66
Total Respondents: 688		

Parent Survey

Q3 My child's school provides high quality instruction to my child.

Answered: 688 Skipped: 2

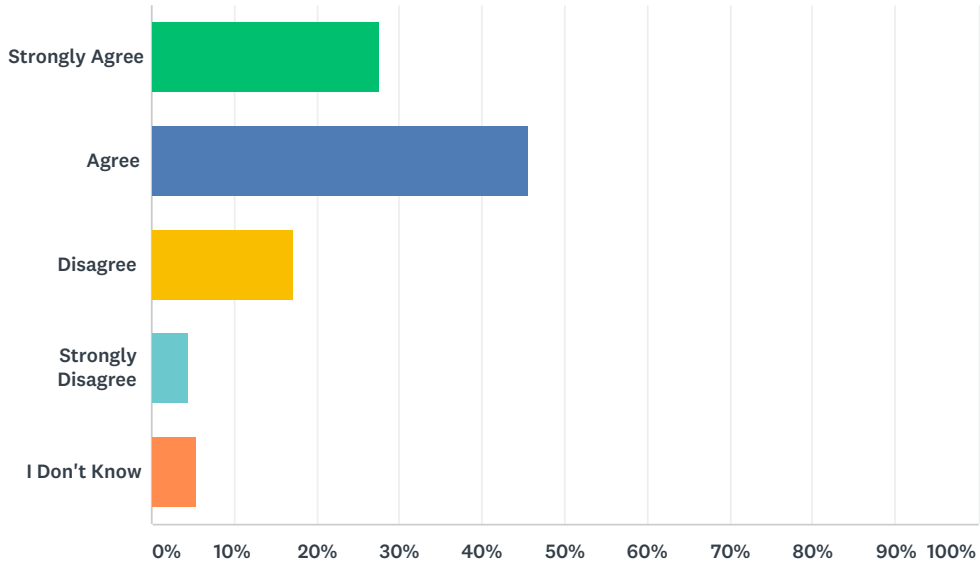


ANSWER CHOICES	RESPONSES
Strongly Agree	32.70% 225
Agree	52.47% 361
Disagree	9.74% 67
Strongly Disagree	2.76% 19
I Don't Know	2.33% 16
TOTAL	688

Parent Survey

Q4 My child's school personalizes learning to meet my child's talents, interests and emotional needs.

Answered: 685 Skipped: 5

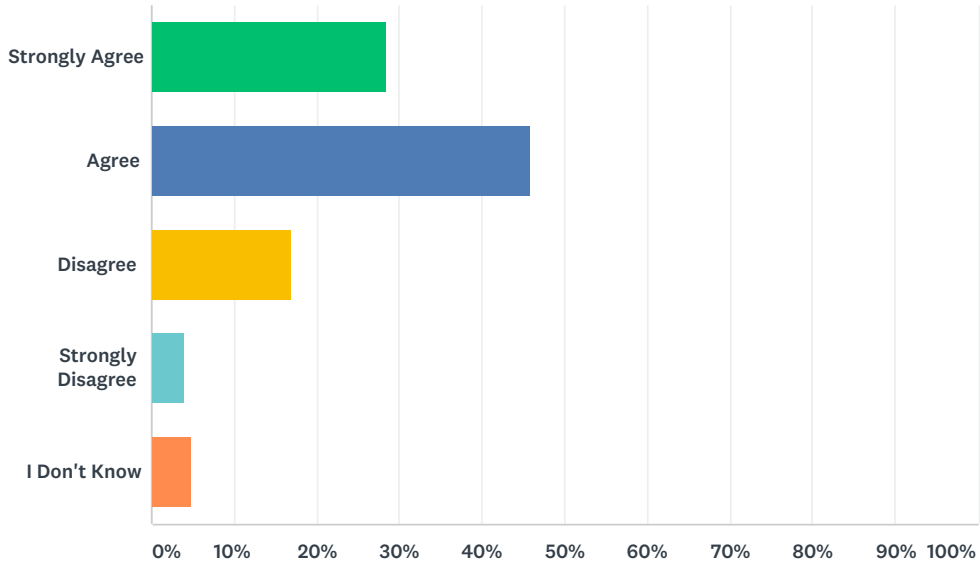


ANSWER CHOICES	RESPONSES
Strongly Agree	27.59% 189
Agree	45.55% 312
Disagree	17.08% 117
Strongly Disagree	4.38% 30
I Don't Know	5.40% 37
TOTAL	685

Parent Survey

Q5 My child's school personalizes learning to meet my child's academic strengths and needs.

Answered: 688 Skipped: 2

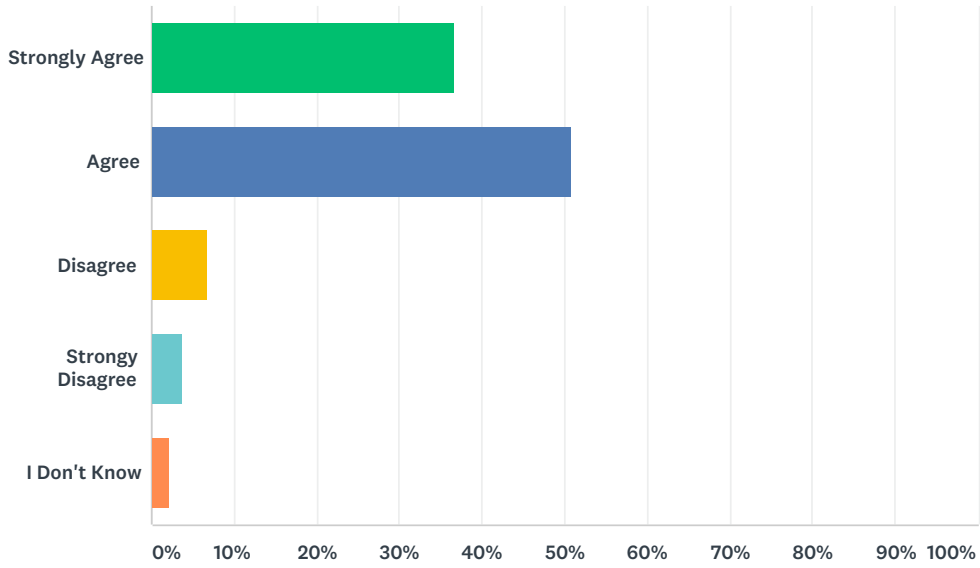


ANSWER CHOICES	RESPONSES	
Strongly Agree	28.49%	196
Agree	45.78%	315
Disagree	17.01%	117
Strongly Disagree	3.92%	27
I Don't Know	4.80%	33
TOTAL		688

Parent Survey

Q6 My child's school treats students with respect.

Answered: 688 Skipped: 2

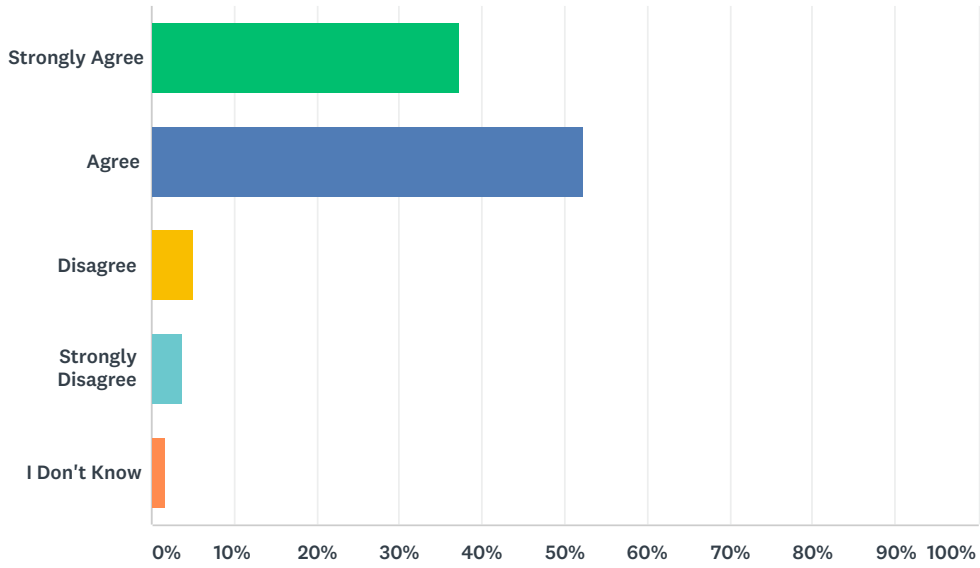


ANSWER CHOICES	RESPONSES
Strongly Agree	36.63% 252
Agree	50.87% 350
Disagree	6.69% 46
Strongy Disagree	3.78% 26
I Don't Know	2.03% 14
TOTAL	688

Parent Survey

Q7 My child's school treats parents with respect.

Answered: 688 Skipped: 2

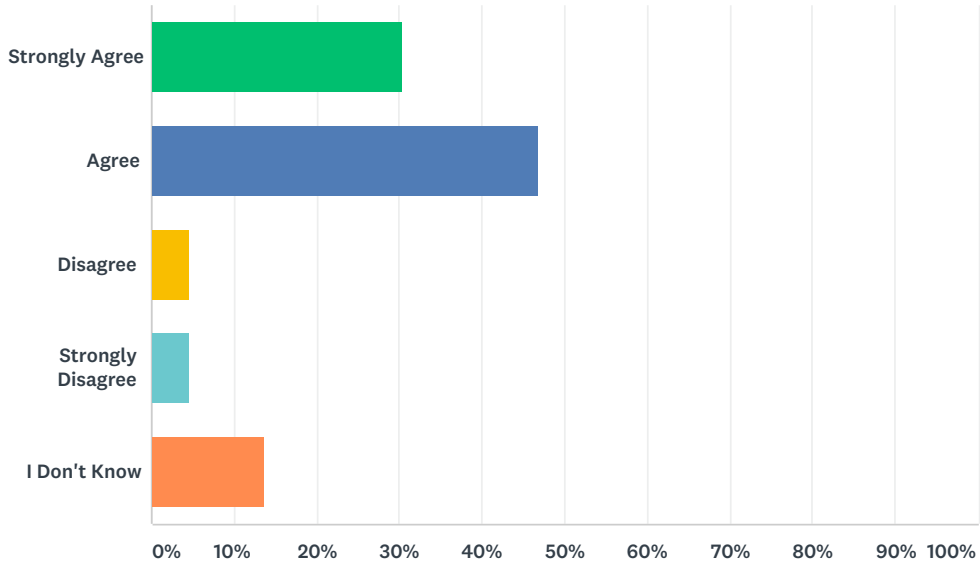


ANSWER CHOICES	RESPONSES
Strongly Agree	37.21% 256
Agree	52.33% 360
Disagree	4.94% 34
Strongly Disagree	3.78% 26
I Don't Know	1.74% 12
TOTAL	688

Parent Survey

Q8 My child's school communicates the importance of respecting all culture beliefs and practices.

Answered: 689 Skipped: 1

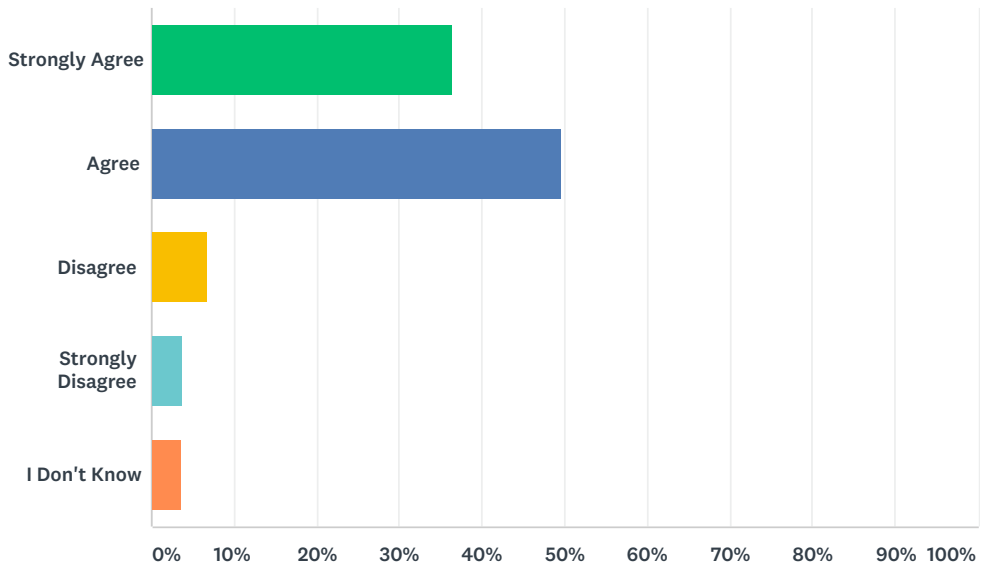


ANSWER CHOICES	RESPONSES	
Strongly Agree	30.33%	209
Agree	46.88%	323
Disagree	4.64%	32
Strongly Disagree	4.64%	32
I Don't Know	13.50%	93
TOTAL		689

Parent Survey

Q9 My child's school is a caring and inviting place for students to learn.

Answered: 689 Skipped: 1

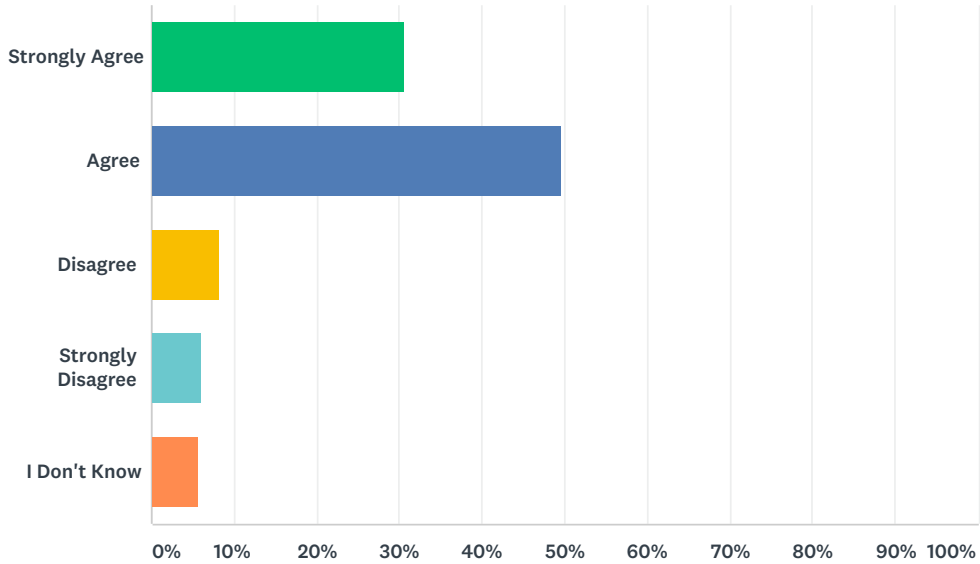


ANSWER CHOICES	RESPONSES
Strongly Agree	36.43% 251
Agree	49.64% 342
Disagree	6.68% 46
Strongly Disagree	3.77% 26
I Don't Know	3.48% 24
TOTAL	689

Parent Survey

Q10 My child's school helps students understand the consequences of their behavior and how to make better choices.

Answered: 687 Skipped: 3

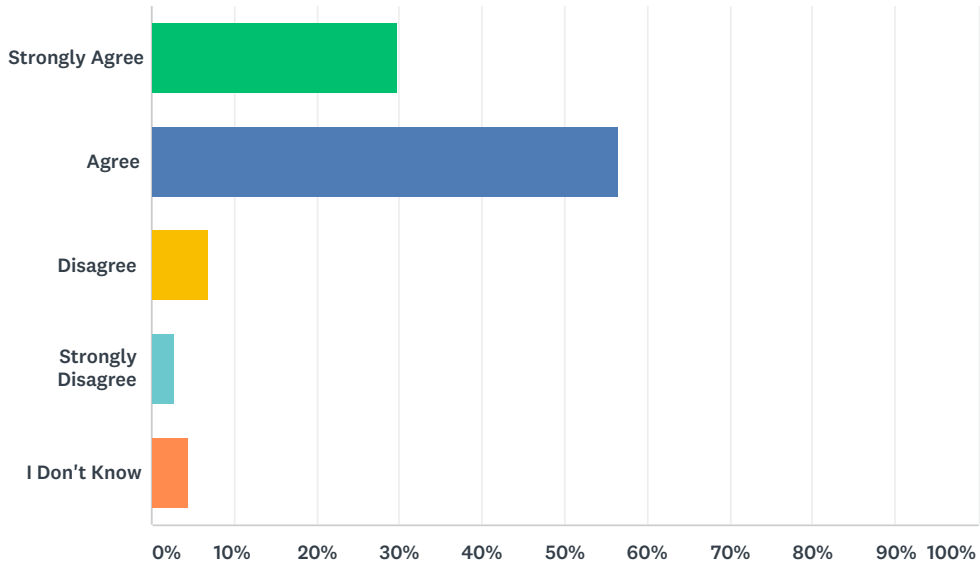


ANSWER CHOICES	RESPONSES	
Strongly Agree	30.57%	210
Agree	49.49%	340
Disagree	8.15%	56
Strongly Disagree	6.11%	42
I Don't Know	5.68%	39
TOTAL		687

Parent Survey

Q11 My child's school is a safe place for my child.

Answered: 688 Skipped: 2

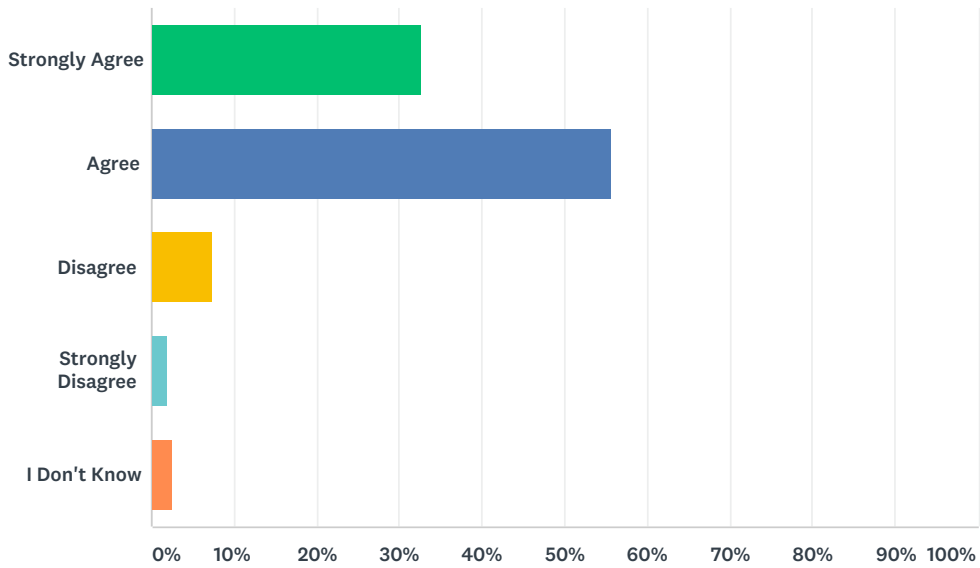


ANSWER CHOICES	RESPONSES
Strongly Agree	29.80% 205
Agree	56.40% 388
Disagree	6.83% 47
Strongly Disagree	2.62% 18
I Don't Know	4.36% 30
TOTAL	688

Parent Survey

Q12 My child's school is clean and the facilities are well-maintained.

Answered: 686 Skipped: 4

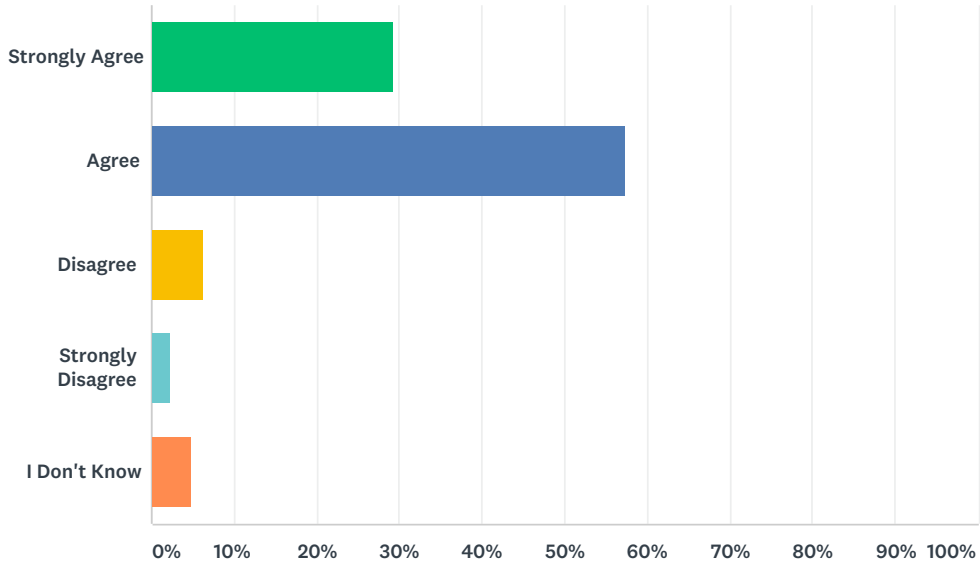


ANSWER CHOICES	RESPONSES
Strongly Agree	32.65% 224
Agree	55.69% 382
Disagree	7.29% 50
Strongly Disagree	1.90% 13
I Don't Know	2.48% 17
TOTAL	686

Parent Survey

Q13 My child's school reflects classrooms and other learning spaces that support high quality instruction.

Answered: 685 Skipped: 5

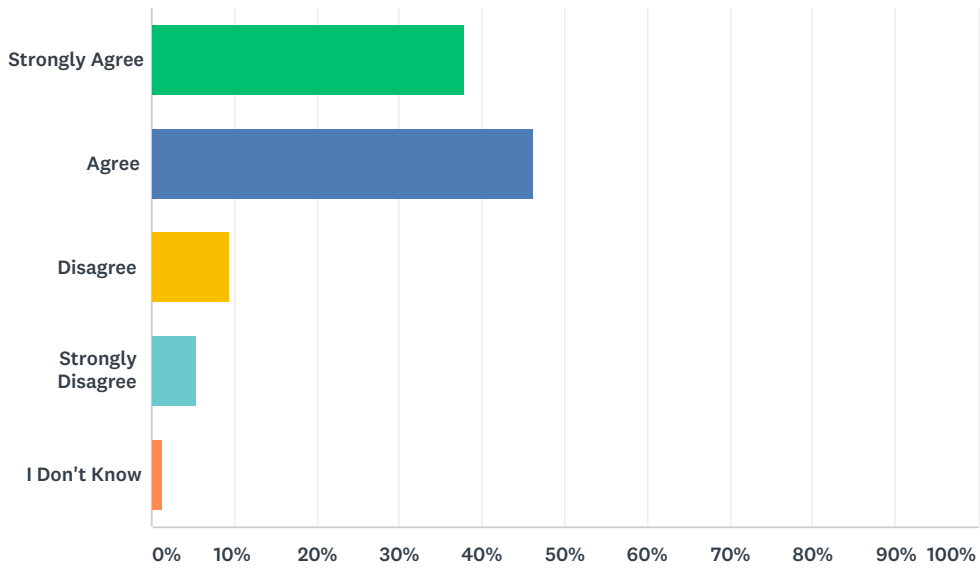


ANSWER CHOICES	RESPONSES	
Strongly Agree	29.34%	201
Agree	57.23%	392
Disagree	6.28%	43
Strongly Disagree	2.34%	16
I Don't Know	4.82%	33
TOTAL		685

Parent Survey

Q14 My child's school keeps me well-informed about school activities.

Answered: 685 Skipped: 5

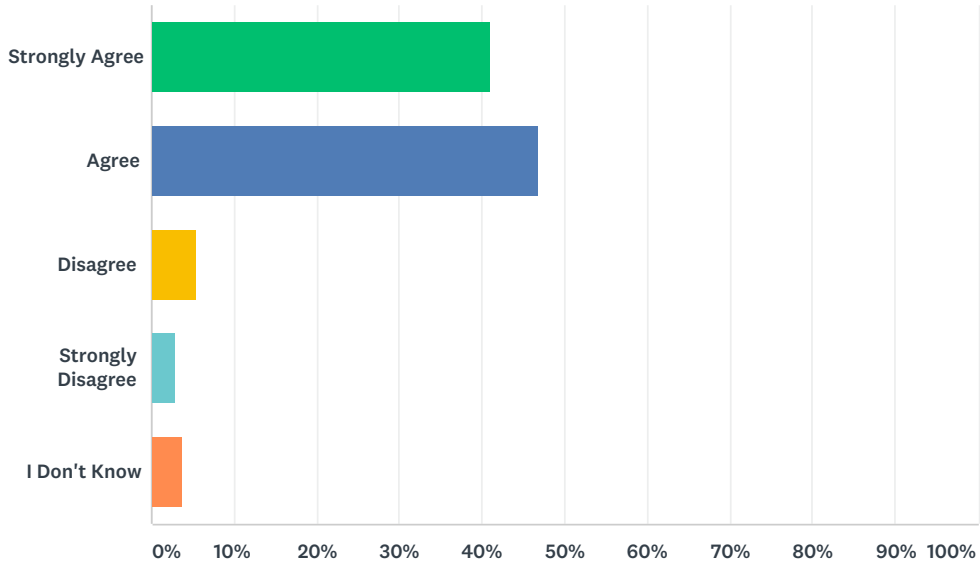


ANSWER CHOICES	RESPONSES
Strongly Agree	37.96% 260
Agree	46.13% 316
Disagree	9.34% 64
Strongly Disagree	5.40% 37
I Don't Know	1.17% 8
TOTAL	685

Parent Survey

Q15 My child's school responds to my phone calls, messages or email in a prompt manner.

Answered: 686 Skipped: 4

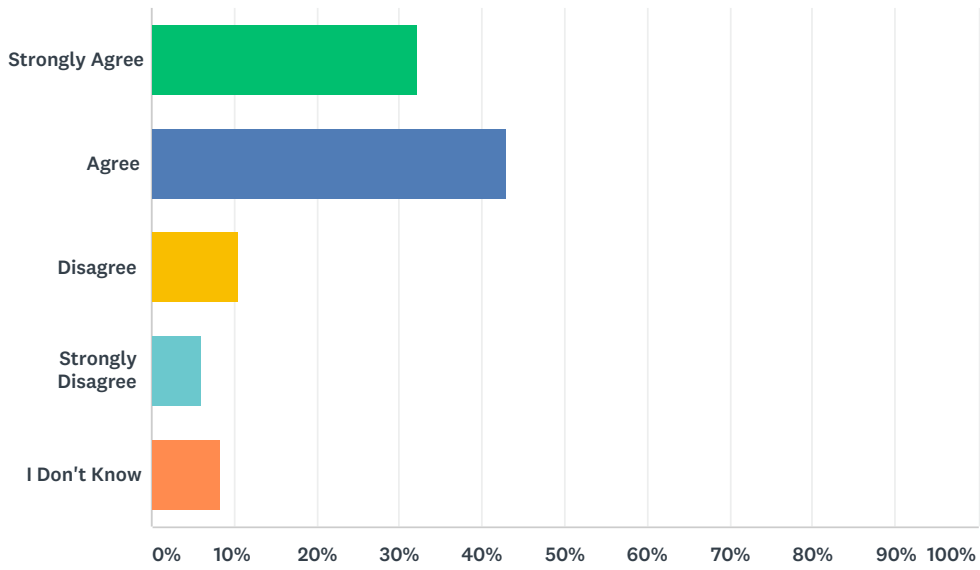


ANSWER CHOICES	RESPONSES	
Strongly Agree	40.96%	281
Agree	46.79%	321
Disagree	5.54%	38
Strongly Disagree	2.92%	20
I Don't Know	3.79%	26
TOTAL		686

Parent Survey

Q16 My child's school takes parent concerns seriously.

Answered: 685 Skipped: 5

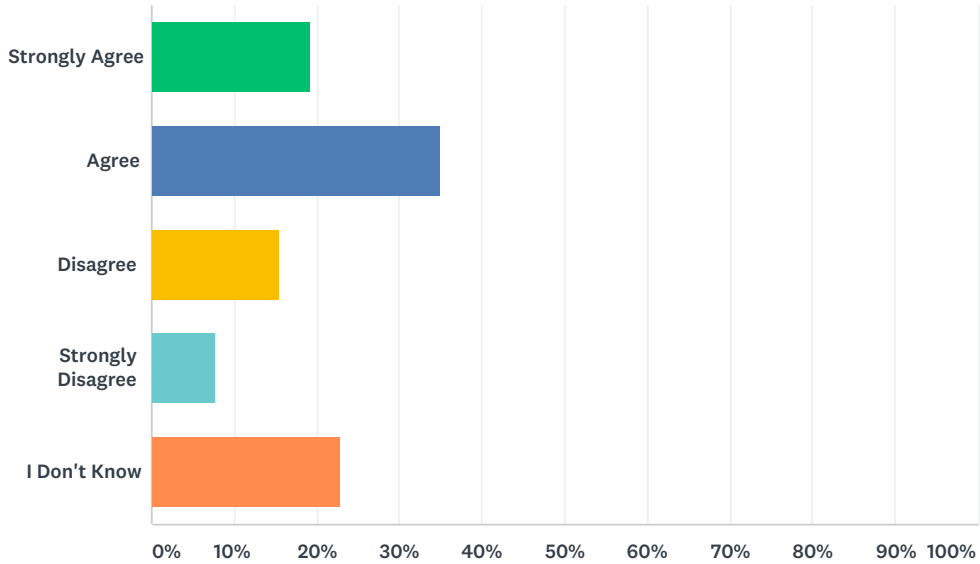


ANSWER CHOICES	RESPONSES
Strongly Agree	32.26% 221
Agree	42.92% 294
Disagree	10.51% 72
Strongly Disagree	5.99% 41
I Don't Know	8.32% 57
TOTAL	685

Parent Survey

Q17 My child's school seeks the input of parents before making important decisions.

Answered: 686 Skipped: 4



ANSWER CHOICES	RESPONSES	
Strongly Agree	19.24%	132
Agree	34.84%	239
Disagree	15.45%	106
Strongly Disagree	7.73%	53
I Don't Know	22.74%	156
TOTAL		686

GJUESD MEASURE K FACILITIES IMPROVEMENT PRIORITIES: MULTI-YEAR ROLL-OUT

Progress Update 4.25.2018

Funding Per School	Valley Oaks	Greer	Marengo Ranch	River Oaks	Lake Canyon	McCaffrey
<u>Estimated and Potential Funding</u>						
• Measure K	\$5M	\$3M	\$5M	\$2M	\$0.5M	\$1,000,000
• Proposition 39	\$122,100	\$85,154	\$318,464	\$230,849	\$0	\$48,280
• Proposition 51						
○ Modernization	\$2.8M	\$2.1M	Not eligible (until 2022)	\$2.5M	Not eligible	Not eligible
○ New	\$3.0M	TBD		TBD		
• Developer Fees	\$200,000	\$200,000	\$200,000	\$200,000	\$100,000	\$100,000
• TOTAL	\$11,122,100	\$ 5,385,154	\$5,584,464	\$4,730,849	\$600,000	\$1,148,280
• Current Projects Summer 2018-19 thru 2019-2020	MP/Cafeteria Renovation, Permanent Buildings Renovation, Security system	Permanent Building Modernization, Portable Upgrades, Kinder Playground & Bathroom renovations. Security system,	Marengo ES brick veneer to be replaced on all portable buildings. Bathroom modifications. Security system	Site Water Pump Replacement Permanent building modernization, Security system	Shade Structures, Playground Fencing, Security system,	BFLC Innovation Center modification, Security system
<u>Progress</u>	Design completed (DCA)	Design Completed (DCA)	Design Completed (PBK)	Water Pump Contractor Selected (Board approval May)	Substantially completed	Substantially completed
	LLB Pre-Construction Services Contractor submitted for Board Approval	LLB Pre-Construction Services Contractor submitted for Board Approval	Proposals for LLB Contractor to be submitted/ selected to Board in May	Design Completed (PBK)	Additional Projects tbd	Additional Projects tbd
	LLB Contracts submitted to Board in May	LLB Contracts submitted to Board in May		Proposals for LLB Contractor to be submitted/ selected to Board in May		



Galt Joint Union Elementary School District

1018 C Street, Suite 210, Galt, CA 95632
209-744 4545 / 209-744-4553 fax / www.galt.k12.ca.us

March 22, 2018

Middle School Foundation Academies Planning Grant
High School Innovations and Initiative Office
Career and College Transition Division
California Department of Education
1430 N Street, Suite 4202
Sacramento, CA 95814-5901

To Whom It May Concern:

After 39 years as an educator in the Galt Joint Union Elementary School District and ten years as GJUESD Superintendent, I know our school system possesses the capacity, commitment and collaboration skills to implement the **GALT Bright Futures Middle School Foundation Academies Planning Grant** proposal.

Indicators of our readiness are evidenced in three examples:

- 1) LCAP goals to develop personalized pathways for college, career and life success, including increased articulation with the high school district and area colleges,
- 2) Personalized Learning Plans for every GJUESD student in grades Pre-Kindergarten through eighth grade (3844 learners) and
- 3) Student demands for more meaningful connections to careers at every GJUESD school.

In February 2018, grade 4-8 students representing every GJUESD school responded to the following prompt: ***Every student at your school has a Personalized Learning Plan (PLP) with goals. How can we support you to help you achieve your personal goals and future dreams?*** A sampling of youth feedback themes included:

1. **Career building:** *"I want to know more about careers in science, entertainment and sports."*
2. **Confidence and encouragement building:** *"The words my teacher uses can inspire me to try harder and learn. I like the extra time my teacher spends with me to help me learn and grow."*
3. **More choice and variety:** *"I want my teacher to survey my class so he can make learning more interesting and fun."*
4. **Cross-age mentoring:** *"I think my school needs to find more ways for older kids to help the younger kids at my school."*
5. **Challenge and rigor:** *"I want to have harder activities to learn and grow even more."*

As superintendent, I have an obligation to listen carefully to our youth and more importantly, take responsible and responsive action for their NextGen needs, because they cannot wait for education to catch up to the futures they deserve to prepare for NOW. In our school system, I am blessed to work with youth, staff, community leaders, volunteers and external partners who collaborate deeply to **dream with their eyes open** for each and every learner in Galt, California.

The body of documentation supporting our proposal demonstrates a sampling of our desire to make our proposal come true for Galt's learners and beyond-- from every student to every school principal to regional college presidents. This is an extraordinary community commitment to continuous learning, improvement and innovation.

We commit to **Grow And Learn Together** to further develop and share our cradle to career efforts to advance impactful career technical education opportunities for each and every learner. We are ready to make this grant proposal a reality for Galt's middle school learners and beyond.

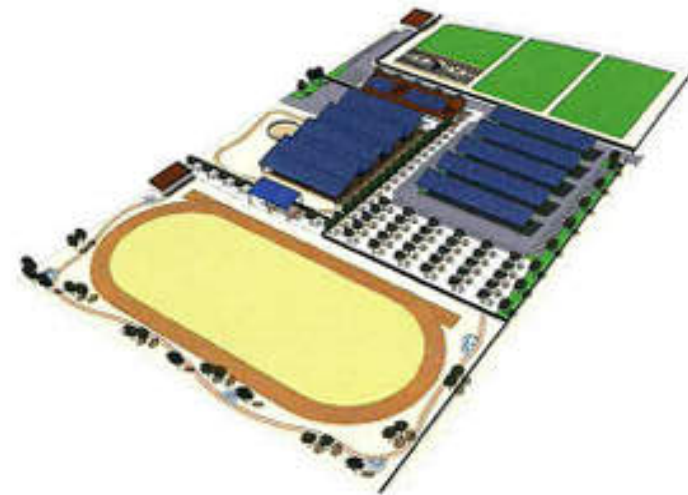
Sincerely,

Karen Schauer, Ed.D.
GJUESD Superintendent

*Gallup Strengths: *Learner *Ideation *Intellecion *Achiever *Adaptability*

Karen Schauer Ed.D., District Superintendent ~ Thomas Barentson, Business Director
Claudia Del Toro-Anguiano, Curriculum Director ~ Donna Mayo-Whitlock, Educational Services Director

Board of Trustees: John Gordon, Grace Malson, Matthew Felix, Wesley Cagle, Kevin Papineau



SITE INFORMATION

PARCEL 230 CHD
ESTABLISHED/REDEVELOPED
 18.6

- 100' Frontage - 200' Depth
- 100' Frontage - 200' Depth
- 100' Frontage - 200' Depth
- 100' Frontage - 200' Depth
- 100' Frontage - 200' Depth

ADDITIONAL

- 100' Frontage - 200' Depth
- 100' Frontage - 200' Depth
- 100' Frontage - 200' Depth

GALEP CENTER
 100' FRONTAGE x 200' DEPTH
 100' x 200'



Board Meeting Agenda Item Information

Meeting Date: 5/16/18	Agenda Item: Closed Session
Presenter: Karen Schauer	Action Item: Information Item: XX
<ol style="list-style-type: none">1. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6 Agency Negotiator: Karen Schauer, Tom Barentson, Donna Mayo-Whitlock, Claudia Del Toro-Anguiano<ul style="list-style-type: none">▪ Employee Agency: (GEFA) Galt Elementary Faculty Association▪ Employee Agency: (CSEA) California School Employee Association▪ Non-Represented Employees2. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE, Government Code §549573. PUBLIC EMPLOYEE PERFORMANCE EVALUATION, Government Code §54957<ul style="list-style-type: none">▪ Superintendent	