

Local Control Accountability Plan and Annual Update (LCAP)

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Garden Grove Unified School District		
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2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

OUR SHARED GGUSD VISION: We are committed to preparing all students to be successful and responsible citizens who contribute and thrive in a diverse society.

OUR SHARED GGUSD MISSION: To ensure student success, we will provide a rigorous and supportive academic experience that motivates all learners to meet high expectations.

Established July 1, 1965, Garden Grove Unified School District (GGUSD) has a strong reputation for providing outstanding instructional programs to a diverse student population. GGUSD prides itself on being innovative, fiscally responsible, and committed to providing a safe learning environment with a high level of support for all students and their parents.

The district encompasses 28 square miles of territory, serving most of Garden Grove and portions of six surrounding cities - Anaheim, Cypress, Fountain Valley, Santa Ana, Stanton, and Westminster. The 2017-18 budget is \$612,706,817 million, making the district the largest enterprise in Garden Grove.

With nearly 45,000 students, the district is the third largest among 28 public school districts in Orange County and ranks 14th in size of more than 1,000 school districts in California. The district employs more than 5,000 staff members and operates 68 schools: 44 elementary, 10 intermediate, seven high schools, one continuation school, one adult education center, one preschool family campus, one early childhood education center, one elementary dual language school, and two special education schools.

We are a large urban district, where one of our greatest assets is our ethnically and linguistically diverse student population. In 2016-17, the district served 17,047 English Learner (EL) students which was 38.5% of the student population. About 72% of our students are second language learners (English learners and reclassified fluent English proficient). GGUSD's five major primary language groups are English, Spanish, Vietnamese, Arabic, and Korean.

The GGUSD provides comprehensive educational services for K-12 students and adults in safe and well-maintained schools staffed by quality teachers and support staff meeting the highest professional standards. Adult education, preschool, English language development programs, ROP/career technical education, visual and performing arts education, Gifted and Talented Education, and special education are among the many support programs provided by the district. The district maintains the Class Size Reduction Program — with smaller classes in grades 1-3 and grades K-1 and 3-4 combination classes.

All schools in the district focus on a core curriculum of basic skills development in reading, writing, science, history-social science, and mathematics, while recognizing the importance of offering varied educational experiences through comprehensive music and visual arts instruction, electives, athletics, and leadership development. Computers and other technologies in classrooms, school libraries, and dedicated laboratories complement the delivery of the basic curriculum and provide the foundation for courses in computer applications and programming languages. All sites connect to the Wide Area Network, enabling classrooms, schools, and offices to exchange information electronically and have access to the Internet. The vision of GGUSD is for students to graduate prepared to contribute and thrive in a diverse community.

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

The GGUSD LCAP is designed to meet the needs of all students, including additional actions/services to support the unduplicated student population (educationally disadvantaged youth). The GGUSD LCAP is organized through the lens of our District's Strategic Plan goals -- Goal 1: Academic Skills, Goal 2: Personal Skills, and Goal 3: Lifelong Success. The LCAP describes the actions and services supporting these goals. Increased and improved services specifically supporting English Learners and Foster Youth are described in this LCAP through Goal 1, Action 1B and Goal 1A, Action 1A(7). Actions/Services targeting Low Income Youth are designated in the plan throughout, providing academic support, personal skills development, and improved college/career outcome measures.

Reflective of our stakeholder feedback, technology [Goal 1, Action 1C(2)] and facilities [Goal 2, Action 2C(4)] have been key areas of need, and our LCAP continues to support improvements in these areas. Parent involvement remains a key to our success and is represented in Goal 2, Action 2C(2). Support for the well-being of our students in Goal 2, Action 2B(1) has also become a high impact action/service, providing for mental health/counseling services, as well as numerous programs and practices to support socioemotional learning in schools. Goal 1C (Scholarly Habits) and Goal 2A (Motivation) will be addressed by a new districtwide framework, the FAR Model.

GGUSD parents believe the "best things" about GGUSD include: our great teachers and well-trained staff, diversity and multicultural communities, opportunities for special programs, parent involvement and parent engagement, and strong school-district-home communication. GGUSD staff believe that the "best things" about GGUSD include: professional development, a supportive environment where staff feel valued, a focus on the Strategic Plan goals and continuous improvement, and a focus on doing what is best for students.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the California Dashboard (LCFF Evaluation Rubrics), progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Based on a review of performance on the state indicators from the California Dashboard, areas where GGUSD shows progress includes:

- Mathematics (3-8): All Students Performance (Green) – increased significantly +16.2 points
- English Language Arts (3-8): All Students Performance (Green) – increased +14.3 points
- Graduation Rate (9-12): All Students Performance (Green) – increased +2.8%

Additional areas highlighted in our 2016-17 Annual Report include:

- Increased scores on the California state standardized assessments at all grade levels
- Survey results that indicate that GGUSD staff (99%), students (93%), and parents (91%) are proud to be a part of GGUSD
- 2015 high school graduation rate of 91.8%, higher than Orange County (90%) and CA state (82.3%)
- Average Advanced Placement (AP) score of 2.97, higher than state (2.88), national (2.85), and global (2.87) averages

GGUSD invests in teacher professional development and support, instructional support personnel, student intervention and support programs, and parent engagement opportunities, all which have been validated through the feedback received through the annual Strategic Plan surveys.

GREATEST PROGRESS

Referring to the California Dashboard (LCFF Evaluation Rubrics), identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

GGUSD does not have any state indicators for which overall performance was in the "Red" or "Orange" performance category. GGUSD does not have any local indicators for which overall performance was not met.

Referring to the California Dashboard (LCFF Evaluation Rubrics), identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

The Garden Grove Unified School District has identified three indicators for which performance of a student group was two or more performance levels below “all student” performance: 1) Suspension Rate (K-12) for Pacific Islander student group, 2) English Language Arts (3-8) for Students with Disabilities student subgroup, and 3) Mathematics (3-8) for Students with Disabilities student subgroup.

In order to address the performance gap for the suspension indicator, the district will expand opportunities for schools to train staff on programs and practices aimed at improving outcomes related to school climate and non-punitive interventions, including Positive Behavior Interventions and Supports (PBIS) and Restorative Practices. PBIS will be included in the LCAP under Goal 2A, and Restorative Practices will be included in the LCAP under Goal 2C.

In order to address the performance gap for English Language Arts and Mathematics for grades 3-8, the district will use results from interim and summative assessments to identify areas of strength and areas of needed improvement. This information is then used to target student needs for instruction and intervention. The district will also continue to invest in professional development and support for teachers in the areas of English Language Arts and Mathematics, which is included in the LCAP under Goal 1A. The focus on the effective instruction framework and specific instructional strategies continue to improve outcomes for students. Additional training focused on the needs of students with disabilities will be provided for teachers and support staff. The district is also developing a new scope and sequence for our goals around scholarly habits and motivation, which will complement the academic goals of our district. This will be included in the LCAP under Goal 1C.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

The three most significant ways that GGUSD will increase/improve services for low-income students, English learners, and foster youth include:

- Provide students with expanded opportunities for extended day and extended year programs (inclusive of both enrichment and intervention programs) to foster academic success, socioemotional learning, self-regulatory skills, school connectedness, belongingness, and well-being. [Goal 1A(3)]
- The development of the GGUSD Family Resource Center to: provide families with resources; connect families and students with necessary support services, social services, and prevention/intervention programs; and promote parent involvement/education programs. [Goal 1B(4) and Goal 2C(1)]
- The implementation a comprehensive system of professional development for teachers, with an emphasis on supporting special populations, and the implementation of an updated district Technology Plan which includes enhancements to instructional technology and infrastructure. [Goal 1A(2) and Goal 1C(2)]

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$585,588,120

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$404,430,974

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Significant general fund expenditures not included in the LCAP are as follows:

- Federal Programs (\$51,084,770)
- State Programs (\$97,077,380)
- Local Grants (\$2,217,072)
- Costs related to employee leaves (\$3,421,105)
- Child Development contribution (\$356,819) to support children of the teen parent program
- Transfer into Fund 40, Special Reserve for Capital Projects (\$27 million)

\$429,806,340

Total Projected LCFF Revenues for LCAP Year

Goal 1A

ACADEMIC CONTENT: Students will demonstrate continued growth in all content areas, with an emphasis on critical thinking and problem-solving.

State Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

ANNUAL MEASURABLE OUTCOMES

Metric	Description	EXPECTED	ACTUAL
State Standardized Assessment* Proficiency Rates	Percent of students met or exceeded standards in English Language Arts	District Overall: 51%	2015-16 District Overall: 54%
	Percent of students met or exceeded standards in Math	District Overall: 41%	2015-16 District Overall: 45%
District Assessments (T3/Q3)	Percent of students at or above proficient on district benchmarks in English Language Arts	District Overall: 45%	2015-16 District Overall: 38.7%* <i>*District Benchmarks were redesigned.</i>
	Percent of students at or above proficient on district benchmarks in Math	District Overall: 42%	2015-16 District Overall: 37.6%* <i>*District Benchmarks were redesigned.</i>
Grade Point Average/Report Cards	Average 7-8 Grade Point Average (GPA)	greater than or equal to 2.9	2015-16: 2.95%
	Average 9-12 Grade Point Average (GPA)	greater than or equal to 2.7	2015-16: 2.80%
	High School Rate of Ds	less than or equal to 10%	2015-16: 8.82%
	High School Rate of Fs	less than or equal to 7%	2015-16: 5.90%
Special Education Identification Rates*	Overall districtwide rate (K-12 District of Service)	less than or equal to 10% <i>(with no over- or under-identification of subgroups)</i>	2015-16: 10.2%
Appropriate Teacher Assignment and Credentialing Rates *	NCLB Core Course Section Compliance	greater than or equal to 95%	2015-16: 99%
	Credentialing Rate	100%	2015-16: 100%
Access to Standards-Aligned Curriculum and Materials	Maintain full compliance with expected timelines and targets related to standards implementation and materials	Zero Williams Settlement findings related to curriculum materials	2015-16: 0

ACTIONS / SERVICES

Action 1A(1)	PLANNED	ACTUAL
Actions/Services	<p>SITE-LEVEL STAFFING: Teachers: Recruit and retain highly qualified teachers to work in Garden Grove USD. Class size in 2016-17 will be 25.5:1 in K-3, 29:1 in 4-12 (as detailed in the bargaining agreement). Effective 2016-17, GGUSD will implement full-day kindergarten. Ensure that teachers are appropriately assigned and fully-credentialed in subjects taught. Teachers will appropriately implement an effective instructional delivery model, instructional strategies, resources, and classroom routines to support all students toward meeting academic goals. Site Administrators: Recruit and retain highly effective site administrators (principals and assistant principals) to manage school operations and serve as instructional leaders. Site Classified Staff: Staff schools with efficient and reliable secretarial and clerical employees. Office staff will also support administrators to create a welcoming environment for students and parents. Instructional Support: Increase instructional support personnel to support student needs in the classroom, including instructional aides.</p>	No change to planned actions/services
Expenditures	BUDGETED	ESTIMATED ACTUAL
	\$245,161,320 (LCFF)	\$223,334,441 (LCFF)
Action 1A(2)	PLANNED	ACTUAL
Actions/Services	<p>CENTRALIZED STAFFING: District Certificated and Classified Staff: Coordinate centralized/district resources and personnel to support schools in providing quality programs and meet requirements for county, state, and federal regulations.</p>	No change to planned actions/services
Expenditures	BUDGETED	ESTIMATED ACTUAL
	\$12,344,899 (LCFF)	\$10,566,662(LCFF)
Action 1A(3)	PLANNED	ACTUAL
Actions/Services	<p>IMPLEMENTATION OF CA STATE STANDARDS AND TEXTBOOKS/CURRICULUM MATERIALS: Implement textbook and curriculum materials aligned to the CA State Standards. Provide training and support necessary for teachers to implement the CA state standards within an effective instructional delivery model. Provide training and support for all teachers on the board-adopted materials in math and English language arts (ELA).</p>	Textbooks were not purchased in this fiscal year as was originally included in the estimate for the plan. Last year's LCAP included \$16,335,914 of one-time funds for textbooks, but the purchase is not expected to be included in the 2016-17 fiscal year. This resulted in an adjustment in the 2016-17 Estimated Actual expenditures, which was reduced to

<ul style="list-style-type: none"> • Launch new English language arts textbook implementation, pacing guides, and assessments. This will be the first year of the ELA adoption. • Continue with transition to Next Generation Science Standards (NGSS) by focusing on shifts in NGSS practices and cross-cutting concepts. • Implement units of study aligned to and integrated with the CA State Standards and benchmarks. • Maintain quality practices that align to the CA State Standards through site level support. Connect practices with the CA State Standards by introducing specific instructional strategies and techniques through district level professional development. • Build long-term capacity in teacher leaders through research, consults, and collaboration. 	<p>\$2,381,206. Plans are still in place for the upcoming textbook adoptions, therefore one-time funds of \$14,404,149 has been assigned for textbooks in 2017-18. Funding levels allocated to this action/service is based on cycle of textbook adoptions and purchase of curriculum materials.</p>
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Expenditures

BUDGETED	ESTIMATED ACTUAL
\$21,905,313 (LCFF)	\$3,409,395 (LCFF)

Action 1A(4)

PLANNED	ACTUAL
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Actions/Services

<p>RESOURCES TO SUPPORT ALL CONTENT AREAS: Maintain/Increase site-level instructional supply budgets and/or resources to support classrooms needs in all content areas. Increased/Improved services to students will be principally directed to targeted students and increase hands-on learning opportunities and real-world application of concepts taught in content areas.</p> <ul style="list-style-type: none"> • Support program needs in all content areas to provide a well-rounded education, including, but not limited to: academic language/writing skills, science, history/social studies, world and heritage language programs, visual and performing arts, and career preparation (ROP/CTE) programs. Increase/Expand student access to programs. • Implement the Visual and Performing Arts (VAPA) Plan 2015-2020, which addresses the specific needs of a comprehensive arts program. • Provide supplemental support for students with special needs (including specialized program curriculum and support) and advanced learners. 	<p><i>No change to planned actions/services</i> Unspent funds allocated to sites will to carry over to next fiscal year.</p>
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Expenditures

BUDGETED	ESTIMATED ACTUAL
\$12,426,080 (LCFF)	\$7,014,773 (LCFF)

Action 1A(5)

PLANNED	ACTUAL
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Actions/Services

<p>PROFESSIONAL DEVELOPMENT: Continue to maintain a strong program of professional development for teachers to support strong instruction leading to increased student achievement.</p>	<p>In addition to Federal Programs, schools sites and District Instruction offices used Supplemental and Concentration LCFF funds for Professional Development during 2016-17. At this time that the LCAP is published, budgeting</p>
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<ul style="list-style-type: none"> • Provide Super Week and Summer Institute professional development opportunities (various topics covering all grade level, content areas, and a focus on effective instructional practices/ instructional strategies). • Provide site-based professional development tailored to site needs with increased opportunities for on-site coaching and support. • Increased opportunities for teacher collaboration. (Any changes to collaboration that would be subject to bargaining would be negotiated prior to implementation.) • Build teacher capacity and teacher leaders through opportunities such as the instructional leadership teams. • Allow for attendance at pre-approved conferences and other district-aligned professional development opportunities. • Professional development focused on the needs of advanced learners (including Advanced Placement, GATE/Gifted students) and other specialized district programs (e.g., AVID, etc.). • Support students with special needs, including training for teachers on how to effectively support special education students (students with disabilities/special needs), and collaboration between general education and special education teachers. • Continue to expand professional development in the area of instructional technology. • Bi-monthly Principals' Meetings and quarterly K-12 Administrators' Meetings. 	<p>instructions for Professional Development for the following school year do not include additional funding beyond the Federal programs. Professional development is budgeted annually in the spring for the next school year. Schools may provide additional opportunities based on needs.</p>
<p>Expenditures</p>	<p>BUDGETED</p>
<p>\$218,834 (LCFF)</p>	<p>ESTIMATED ACTUAL</p> <p>\$1,480,455(LCFF)</p>

<p>Action 1A(6)</p>	<p>PLANNED</p>
<p>Actions/Services</p> <p>INSTRUCTIONAL OFFICES: Maintain strong support for teachers through the services provided by the Offices of Elementary and Secondary Education and Office of Personnel Services, including in-class support for teachers, co-planning/co-teaching, demonstration lessons, and ongoing instructional coaching.</p> <ul style="list-style-type: none"> • Coordinate and deliver professional development/training for district programs, including support for the implementation of CA State Standards and instructional materials. • Provide support in areas related to effective instruction, content, and instructional strategies. (Districtwide focus areas include: Effective Instruction, Content & Literacy Support, Professional Learning Communities, Effective Use of Technology, Strategy Support) • Support beginning teachers through the district-sponsored GGUSD Teacher Induction Program and provide training and mentoring for participating administrators (with funding from the Educator Effectiveness grant). • Assist principals and individual teachers in identifying and providing for the needs of gifted and talented students (GATE) and special education students. • Increase support for Program Improvement schools, which may also include additional TOSA time at site and training opportunities. 	<p>ACTUAL</p> <p>For 2017-18, the action listed for Instructional Offices will be combined with the action for Professional Development. The costs for these two areas overlap, as evidenced by the budgeted versus actual estimated expenditures.</p>

Expenditures	BUDGETED	ESTIMATED ACTUAL
	\$3,685,336 (LCFF)	\$2,770,978 (LCFF)

Action 1A(7)	PLANNED	ACTUAL
	<p>EXTENDED LEARNING PROGRAMS AND SPECIAL PROGRAMS: Expand and improve extended learning opportunities and special programs for both intervention and enrichment needs.</p> <ul style="list-style-type: none"> Continue to refine intervention/tutoring programs and offer evidence-based programs for students performing below grade-level standards. Include programs that focus on improving writing skills and academic language. Schools may extend library/media center access hours. Increase opportunities for tutoring to support students at all achievement levels. Include special enrichment programs (extended learning opportunities), such as the expansion of afterschool language enrichment programs at the elementary level, afterschool computer skills enrichment programs, STEM (science, technology, engineering, math), and increased opportunities for involvement in art and music programs. Provide Summer Bridge, Early Start, and Content Camp programs for students. Programs include the use of effective instructional delivery and research-based strategies in areas such as: 1) extra support in preparation for Advanced Placement, AVID, AVID Excel, or other special programs, 2) preview of material/content to facilitate building background knowledge, 3) scaffolding language support, and 4) transition support programs (particularly the transition to kindergarten, between sixth and seventh grade, or between eighth and ninth grade). Summer Bridge/Early Start programs should also include a parent component. Provide summer academic programs, including, 1) Summer Institute programs for students with targeted needs in grades K-8, 2) Summer School for credit recovery for students in grades 9-12, and 3) other credit-bearing summer courses for students in grades 9-12, including CTE/ROP. 	<p><i>No change to planned actions/services</i> GGUSD continues to offer after school intervention and summer programs and has expanded opportunities for enrichment programming.</p>

Expenditures	BUDGETED	ESTIMATED ACTUAL
	\$433,025 (LCFF) + <i>Additional costs captured in 2A(4) and 2B(3)</i>	\$906,174 (LCFF) + <i>Additional costs captured in 2A(4) and 2B(3)</i>

Action 1A(8)	PLANNED	ACTUAL
	<p>SUPPLEMENTAL SERVICES: Provide supplementary services for foster and homeless youth. Allocate funds for academic supports and remediation; transportation; and costs and fees for sports and extracurricular programs. Specific actions and services targeting the needs of foster and/or homeless youth may include opportunities for small group or one-on-one tutoring (in-home or at school site), mentoring, resources to support foster youth involved in the emancipation process, career planning and/or coaching for</p>	<p><i>No change to planned actions/services</i></p>

	independent living skills, individualized educational counseling, and parenting classes for parents of foster or homeless youth. Allow foster and homeless youth to remain for a 5th year, if necessary and appropriate, to complete A-G requirements.	
Expenditures	BUDGETED	ESTIMATED ACTUAL
	<i>Costs included in 2B(2)</i>	<i>Costs included in 2B(2)</i>

Action 1A(9)

PLANNED	ACTUAL
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Actions/Services

<p>ASSESSMENT AND DATA ANALYSIS: Provide evaluation services for the collection of test data and the completion of evaluation reports for local schools, district, and state. Use multiple types of assessments to measure achievement and use data to inform instruction and use data to identify students with targeted instructional needs.</p> <ul style="list-style-type: none"> • Provide district interim assessments (benchmark exams) in grades 2-12. • Provide guidelines and assistance to schools to meet the evaluation requirements and training for staff in the areas of research design, tests, measurements, and evaluation techniques. • Schedule and perform student skills testing at schools with the support of School Testing Assistants and other school personnel. • Present data to the Board of Education and stakeholders annually. 	<i>No change to planned actions/services</i>
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Expenditures

BUDGETED	ESTIMATED ACTUAL
\$1,186,977 (LCFF)	\$1,435,565(LCFF)

ANALYSIS

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

For 2016-17, the district provided guidelines for site-level LCFF expenditures, with a focus on increasing/improving actions/services for unduplicated pupils, including the development of additional extended day opportunities. The sites will continue to include Site-LCFF proposals and expenditures within the process of developing the Single Plan for Student Achievement (SPSA). GGUSD will continue to build a strong program of professional development for teachers to support strong instruction leading to increased student achievement. The Departments of Instruction continue to plan and deliver districtwide professional development for teachers and provide support at the school-site level.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

For Goal 1A, GGUSD has reviewed the CA Dashboard indicators.

For English Language Arts (3-8): A review of student subgroup data shows that every group has change scores that increased or significantly increased between 11.1 to 19.1 points. All students change score was 14.3 points.

For Mathematics (3-8): A review of student subgroup data shows that every group has change scores that increased or significantly increased between 9.6 to 23.8 points. All students change score was 16.2 points

Goal 1A indicators show that existing actions/services are effective and GGUSD is making adequate progress toward goals. The percent of students meeting and exceeding standards on the state standardized assessments (SBAC) increased from the previous year. Expected outcomes for the district benchmark assessments were not met as a result of the revision of benchmarks, in an effort to better align with the state standardized testing. Year to year comparisons could not be made due to these changes. Future expected outcomes for the district benchmark assessments will need to be reset based on new baseline data. Special education identification rates have increased by 0.1% since the previous year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

As referenced in Action 1A(3), textbooks were not purchased in this fiscal year as was originally included in the estimate for the plan. Last year's LCAP included \$16,335,914 of one-time funds for textbooks, but the purchase is not expected to be included in the 2016-17 fiscal year. This resulted in an adjustment in the 2016-17 Estimated Actual expenditures, which was reduced to \$2,381,206. Plans are still in place for the upcoming textbook adoptions, therefore one-time funds of \$14,404,149 has been assigned for textbooks in 2017-18. Funding levels allocated to this action/service is based on cycle of textbook adoptions and purchase of curriculum materials. As referenced in Action 1A(5), budgeting instructions for professional development for the following school year do not include Supplemental and Concentration LCFF at the time the LCAP is published. This is the reason the estimated actual is much higher than the amount originally budgeted in the prior year LCAP. Professional development is budgeted annually in late spring for the next school year. Schools may provide additional opportunities based on needs, from the site allocation of LCFF funds.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

GGUSD will continue to implement planned actions/services to maintain progress toward goals as our multi-year implementation plans will support student outcomes through a process of continuous improvement. School sites received an allocation of funding specifically reserved for extended day in 2016-17. This funding will be included as part of the regular school LCFF allocation in 2017-18, with updated guidelines. Professional development continues to be a major area of focus. To address the performance gap identified in the CA Dashboard around the subgroup for students with disabilities, the district is providing professional development on accommodations and modifications for both general education and special education teachers.

Goal 1B

ACADEMIC ENGLISH: English Learners will demonstrate continued growth towards mastery of Academic English and being designated English language proficient.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

ANNUAL MEASURABLE OUTCOMES

Metric	Description	EXPECTED	ACTUAL
State English Learner Assessment * California English Language Development Test (CELDT)	English Proficiency Level (EPL): Annual Measurable Achievement Objectives (AMAO 1): Percentage of ELs Making Annual Progress in Learning English	greater than or equal to 63%	2015-16: 65.2%
	Reclassification rates: Number and Percent of Students Redesignated to Fluent English Proficient (FEP)	greater than or equal to 10%	2015-16: 9.6%
State Standardized Assessment* Proficiency Rates (EL subgroup)	Percent of students met or exceeded standards in English Language Arts	greater than 18%	2015-16 District English Learners: 20%
	Percent of students met or exceeded standards in Math	greater than 17%	2015-16 District English Learners: 21%
District Assessments (T3/Q3) (EL subgroup)	Percent of students at or above proficient on district benchmarks in English Language Arts	greater than 16%	2015-16 District English Learners: 13%* <i>*District Benchmarks were redesigned.</i>
	Percent of students at or above proficient on district benchmarks in Math	greater than 28%	2015-16 District English Learners: 27%* <i>*District Benchmarks were redesigned.</i>

ACTIONS / SERVICES

Action 1B(1)

Actions/Services

PLANNED	ACTUAL
<p>ENGLISH LANGUAGE DEVELOPMENT PROGRAM AND PROFESSIONAL DEVELOPMENT: Implement a research-based English language development program designed to meet the instructional needs of English Learners. Ensure that English learners acquire full proficiency in English as rapidly and effectively as possible to attain parity with native speakers of English and achieve the same rigorous standards that are expected of all native speakers of English. Implement the 2014 Board Approved Plan to support English Learners and the preservation of heritage language.</p> <ul style="list-style-type: none"> Provide appropriate services for English learners in Structured English Immersion (SEI) and English Language Mainstream (ELM) programs through Designated and Integrated ELD. Based on parent/ guardian interest, continue to develop heritage language enrichment programs. Implement effective instruction for English learners, including the use of language and content objectives, background building, comprehensible input, and structured interaction. Teach the forms and functions of English through daily instructional time utilizing Systematic English Language Development and Constructing Meaning. Identify and implement high-leverage strategies and differentiated expectations for English learners. 	<p><i>No change to planned actions/services</i></p> <p>Continued to convene an EL Advisory group of school and district administrators to plan and guide the work of supporting EL programs. Developed a plan to support access to core and program evaluation efforts as a result of the Federal Programs Monitoring review.</p>

Instructional Materials and Supplies: Provide standards-based ELD curricular materials and other resources to facilitate teacher success in the implementation of appropriate and effective ELD instruction and research-based strategies to support progress toward English language proficiency.

Expenditures

BUDGETED

ESTIMATED ACTUAL

\$2,627 (LCFF) + Additional costs included in 1A(5)

\$3,582 (LCFF) + Additional costs captured in 1A(5)

Action 1B(2)

PLANNED

ACTUAL

Actions/Services

EXTENDED LEARNING/TUTORING/SUMMER PROGRAMS FOR ENGLISH LEARNER SUPPORT: Provide students with opportunities for English language development programs in afterschool or summer programs.

- These programs may include Summer Institute programs to support the development of English academic language development; Summer School, including Intensive ELD course for students newly enrolled in US schools; afterschool programs specifically designed to support the needs of English learners; and AVID Excel programs.
- Programs and activities should focus on increasing availability of early learning opportunities, access to rigorous academic content, and participation in enrichment and extended learning.

No change to planned actions/services
School sites coordinate site-level afterschool tutoring/intervention programs based on site needs. Costs for site level expenditures are captured within Goal 1A (7). GGUSD centrally coordinates ELD an EL support programs for summer programs.

Expenditures

BUDGETED

ESTIMATED ACTUAL

Costs included in 1A(7)

\$7,744 (LCFF) + Additional costs captured in 1A(7)

Action 1B(3)

PLANNED

ACTUAL

Actions/Services

SUPPORT FOR RECLASSIFIED ENGLISH PROFICIENT STUDENTS (RFEP): Maintain progress monitoring of RFEP students for a minimum of two years after students are reclassified. Provide guidance and protocols for teachers to report progress.

- Provide guidance to school on how to best support the needs of RFEP students to ensure that they continue to make adequate academic progress. RFEP students receive instruction comparable to that given to English only students.
- Support RFEP students through the use of instructional strategies within the effective instruction framework.
- Continue to monitor data related to RFEP students. Achievement data of RFEP students is disaggregated and analyzed for district and site-level data reporting.

No change to planned actions/services

Expenditures	BUDGETED	ESTIMATED ACTUAL
	<i>Costs included in 1B(5)</i>	<i>Costs included in 1B(5)</i>

Action 1B(4)	PLANNED	ACTUAL
Actions/Services	<p>PARENT INVOLVEMENT/EDUCATION: District and school staff will implement outreach activities to engage the parents/guardians of English learners in a home-school-community partnership.</p> <ul style="list-style-type: none"> • Ensure the provision of translation and interpretation services for groups of parents whose primary correspondence language exceeds 15% of the school/district population. • Address barriers to participation and provide opportunities for parent/guardian participation. • Reach out to communities and provide information about school activities and topics (including outreach meetings, radio show, and other special outreach activities). • Increase bilingual support personnel to enhance translation/interpretation services provided for parents with language needs other than English. • Support primary language literacy to enhance cross-language transfer of language and literacy skills, which fosters biliteracy and helps to develop comprehension skills. 	<i>No change to planned actions/services</i>

Expenditures	BUDGETED	ESTIMATED ACTUAL
	\$2,982,258 (LCFF)	\$3,296,735 (LCFF)

Action 1B(5)	PLANNED	ACTUAL
Actions/Services	<p>ENGLISH LEARNER PROGRAMS STAFFING/PERSONNEL: Maintain/Increase staffing/personnel related to services for English learners.</p> <ul style="list-style-type: none"> • Provide guidance regarding the increase of bilingual support personnel, including bilingual instructional aides, at school sites, based on site-specific needs and resources. • Maintain staffing to support English Learner Programs, including the Director of English Learner Services to implement the 2014 Board approved plan to support English learners and the preservation of heritage language. • Provide instructional coaching, support, and professional development addressing the academic needs for the varied profiles of English learners and culturally responsive instruction. • Maintain the Assessment and Registration Center (ARC) to assist individual teachers, principals, and parents in their goals for meeting the needs of English learners. 	<i>No change to planned actions/services</i> Department of English Learner Programs continues to work on implementation of English Learner Program Plan and support the Departments of K-6 and 7-12 Instruction.

Expenditures	BUDGETED	ESTIMATED ACTUAL
	\$2,574,572 (LCFF)	\$2,627,701 (LCFF)
Action 1B(6)	PLANNED	ACTUAL
Actions/Services	<p>PRESERVATION OF HERITAGE LANGUAGE & LANGUAGE SCHOOL OF CHOICE: Continue to promote and support the biliteracy and the preservation of heritage language. Honor the rich linguistic and cultural assets of the District and communicate that master of two or more languages is an important skill enabling effective participation in a global, political, social, and economic context.</p> <ul style="list-style-type: none"> • Open new Monroe Language Academy, with Spanish dual language immersion classes open for kindergarten and 1st grade. • Maintain heritage language options at all ten intermediate schools and all seven comprehensive high schools and expand after school heritage language programs for students in upper elementary grades. • Continue to offer the State Seal of Biliteracy to graduating seniors to recognize students who are able to demonstrate proficiency in English and a language other than English. 	<i>No change to planned actions/services</i>
Expenditures	BUDGETED	ESTIMATED ACTUAL
	\$60,152 (LCFF)+ <i>Additional costs included in 1B(5)</i>	\$24,291 (LCFF) + <i>Costs included in 1B(5)</i>

ANALYSIS

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

A team of district and site administrators have formed an English Learner Advisory team in 2015-16 to review programs and practices supporting English learners in the district and will continue to refine and define best practices for increased/improved actions and services, and identify and implement high-leverage strategies. Plans for a multi-year plan (“EL Blueprint”) for English Learners will coincide with the revision of the EL Master Plan, which will guide the work of the district in the areas of identification, re-classification, ELD placement, professional development, ELD curriculum, and instruction for English learners.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

For Goal 1B, GGUSD has reviewed the CA Dashboard indicators.

For English Learner Progress (K-12): This is the one area that has a yellow performance level. Goal 1B in the LCAP will specifically address the needs of English learners.

For English Language Arts (3-8), English Learner subgroup data shows that the change score increased by 18.5 points. For Mathematics (3-8), English Learner subgroup data shows that the change score increased by 14.2 points.

Early indicators show that existing actions/services are effective and GGUSD is making adequate progress toward goals. Therefore, GGUSD will continue to implement planned actions/services to maintain progress toward goals as our multi-year implementation plans will support student outcomes through a process of continuous improvement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no notable material differences between budgeted and estimated expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

GGUSD will continue to implement planned actions/services to maintain progress toward goals as our multi-year implementation plans will support student outcomes through a process of continuous improvement. Additional resources to support English Learner Advisory Committees will be developed. In addition, as a result of the Federal Programs Monitoring review, the district will develop and implement a plan to support access to core and program evaluation efforts.

Goal 1C

SCHOLARLY HABITS: Students will demonstrate continued growth in scholarly habits that allow them to control and monitor their own learning for improved academic outcomes.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

ANNUAL MEASURABLE OUTCOMES

Metric	Description	EXPECTED	ACTUAL
Annual Survey (Grades 3-12) (Described as a composite scores by domain) Scale: 1 (low) to 5 (high)	Self-Management	greater than or equal to 3.0	2015-16 Elementary 3.86
			2015-16 Intermediate: 3.78
			2015-16 High School: 3.70
	Scholarly Habits	greater than or equal to 3.0	2015-16 Elementary 3.78
			2015-16 Intermediate: 3.72
2015-16 High School: 3.60			
Work Habits Scale O = 4, S = 3, N = 2, U = 1	Overall	greater than or equal to 3.0	2015-16: 3.22
	Grades 7-8 Intermediate	greater than or equal to 3.0	2015-16: 3.31
	Grades 9-12 High School	greater than or equal to 3.0	2015-16: 3.18

ACTIONS / SERVICES

Action 1C(1)

Actions/Services

PLANNED

SELF-REGULATORY SKILLS: Continue to focus on building self-regulatory skills in all students at all levels:

- Maintain AVID (7-12), AVID Excel (7-8), Academy (7-10), and Resource Center (9-12) programs across the district, including tutoring and college preparation components.
- Continue to support the implementation of self-regulatory skills learning expectations into all classrooms at all grade levels, including the development of a district scope & sequence, through a process that will include varied levels of stakeholder involvement. The tool will serve as a guide for scholarly habits that can be reinforced in the classroom setting at every grade level.
- Implement goal-setting documents or other site-based strategies to build self-regulatory skills.

ACTUAL

No change to planned actions/services
 In addition to Title I (Federal Program), school sites also used Supplemental and Concentration LCFF funds to support Self-Regulatory support programs during the 2016-17 school year. At this time that the LCAP is published, budgeting instructions for Self-Regulatory support programs for the following school year do not include additional funding beyond the Federal programs.

Expenditures

BUDGETED

\$1,211 (LCFF)

ESTIMATED ACTUAL

\$50,267 (LCFF)

Action 1C(2)**PLANNED****ACTUAL****Actions/Services**

TECHNOLOGY: Increase access and availability of technology (computers and technology tools), including the integration instructional technology into the classroom and training for teachers, students, parents. Implement the key actions included within the 2013-2016 District Technology Plan and revise the plan for the following cycle, based on district needs and goals.

No change to planned actions/services

Expenditures**BUDGETED****ESTIMATED ACTUAL**

\$13,709,715 (LCFF)

\$10,910,147 (LCFF)

Action 1C(3)**PLANNED****ACTUAL****Actions/Services**

LIBRARIES: Upgrade or maintain libraries services and increase access to the library both during the school day and beyond school day. Library support services include use of computer labs and support staff.

No change to planned actions/services

Expenditures**BUDGETED****ESTIMATED ACTUAL**

\$1,453,734 (LCFF)

\$1,446,958 (LCFF)

ANALYSIS

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

To improve in the area of Goal 1C, the District will focus on directly teaching students the scholarly habits that will lead to increased academic success. The success of explicitly teaching scholarly habits in self-regulatory programs such as AVID has proven effective, and therefore some of those same strategies will be replicated for the planned K-12 scope and sequence for scholarly habits. The concept of developing scholarly habits for academic success has also been embedded within mentoring programs (as described in Goal 3A) and in parent events. The District continues to acquire additional technology and technology assistance based on site needs and site budgets.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Early indicators show that existing actions/services are effective and GGUSD is making adequate progress toward goals. The response scale used on the Strategic Plan student survey was changed to a 5-point scale. Expected targets will be modified for the coming year. Results from student and parent surveys indicate continued areas for improvement: help-seeking, studying for tests, and opportunities for intervention/tutoring.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no notable material differences between budgeted and estimated expenditures. The difference between budgeted and estimated actual funds in Action 1C(2) is not a difference in the planned actions to meet the goal, but only in actual spending. Funds left unspent in 2016-17 will carryover to 2017-18.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

GGUSD will continue to implement planned actions/services to maintain progress toward goals as our multi-year implementation plans will support student outcomes through a process of continuous improvement. A workgroup, comprised of district and site-level staff, continues to make progress toward the development of a scope and sequence for scholarly habits and motivation. The FAR Model will create a systemwide framework for discussing scholarly habits and motivation.

Goal 2A

MOTIVATION: Students will demonstrate continued growth in their attitude towards learning.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

ANNUAL MEASURABLE OUTCOMES

Metric	Description	EXPECTED	ACTUAL
Annual Survey (Grades 3-12) (Described as composite scores by domain) Scale: 1 (low) to 5 (high)	Growth Mindset	greater than or equal to 3.0	2015-16 Elementary: 3.84 2015-16 Intermediate: 3.82
	Self-Efficacy	greater than or equal to 3.0	2015-16 High School: 3.62 2015-16 Elementary: 4.34
	Expectations	greater than or equal to 3.0	2015-16 Intermediate: 3.82
			2015-16 High School: 3.90
			2015-16 Elementary: 4.36
	Truancy Rates*	Overall	less than or equal to 21%
Attendance Rates*	Attendance Rates (Period 10)	greater than or equal to 96%	2014-15: 21.92%
	Chronic Absenteeism Rate	less than or equal to 3%	2015-16: 96.70%
Dropout Rates*	Middle School Dropout Rate	less than or equal to 1%	2015-16: 0.80%
	High School Dropout Rate	less than or equal to 10%	2015-16: 0.2%
High School Graduation Rate*	Overall	greater than or equal to 88%	2015-16: 6.2%
	Overall	greater than or equal to 3.0	2015-16: 92.1%
Work Habits Scale O = 4, S = 3, N = 2, U = 1	Overall	greater than or equal to 3.0	2015-16: 3.22
	Grades 7-8 Intermediate	greater than or equal to 3.0	2015-16: 3.31
	Grades 9-12 High School	greater than or equal to 3.0	2015-16: 3.18

ACTIONS / SERVICES

Action 2A(1)

Actions/Services

PLANNED

PRACTICES THAT BUILD MOTIVATION: Build practices that support student motivation in classrooms and schools, with a specific focus on growth mindset, high expectations, and self-talk.

- Use recognition, awards, and incentives based on site-based programs and/or student needs.
- Implement specialized programs or strategies based on Caring & Motivating Schools and/or Teacher Expectations and Student Achievement (TESA) models, which focus on specific observable behaviors that communicate high expectations for students.

ACTUAL

No change to planned actions/services

Expenditures	BUDGETED	ESTIMATED ACTUAL
	<i>Costs included in 1A(5)</i>	<i>Costs included in 1A(5)</i>

Action 2A(2)	PLANNED	ACTUAL
Actions/Services	<p>ATTENDANCE: Expand/Refine programs that target attendance and truancy issues. Review data to identify needs and implement programs and strengthen partnerships that support attendance rates.</p> <ul style="list-style-type: none"> • Maintain services provided by the district office Student Services department. • Investigate training curriculum on how to tackle truancy and chronic absence. • Establish updated teacher, staff, and administrator training for attendance-related issues. • Maintain partnerships with Boys & Girls Clubs of Garden Grove, local police departments, and other agencies, to provide resources that support families with issues related to attendance and truancy. • Use school climate data and surveys to identify barriers to attendance; connect barriers to attendance data with student-level attendance and school climate metrics. 	<i>No change to planned actions/services</i>

Expenditures	BUDGETED	ESTIMATED ACTUAL
	\$243,594 (LCFF)	\$224,961 (LCFF)

Action 2A(3)	PLANNED	ACTUAL
Actions/Services	<p>COLLABORATIVE SERVICES: Maintain ongoing collaboration with key staff in county child welfare agency, mental health agency, county office of education foster youth services program, foster family agencies and other placement providers, and other entities providing care and services to foster youth within the district.</p> <ul style="list-style-type: none"> • Train district staff regarding policy guidance on foster youths' rights to remain in school of origin, and to prompt enrollment and transfer of records, including partial credits, when changing schools. • Promote services through educational liaisons from the county department of education (meeting with family to offer additional support services). 	<i>No change to planned actions/services</i>

Expenditures	BUDGETED	ESTIMATED ACTUAL
	<i>Costs included in 2B(2)</i>	<i>Costs included in 2B(2)</i>

Action 2A(4)	PLANNED	ACTUAL
Actions/Services	<p>CREDIT RECOVERY: Maintain and increase programs that support the goal for all students to graduate from high school.</p> <ul style="list-style-type: none"> • Provide multiple opportunities for high school credit recovery (repeating courses in which a grade of “F” was initially earned). • Offer online credit recovery opportunities through online program providers. • Partner with county online school to offer summer credit recovery options. • Partner with county summer program to offer credit recovery options over the summer semester. 	<p><i>No change to planned actions/services</i> Funded using non-LCFF funds and included within Goal 1A(7), Extended Learning.</p>
Expenditures	BUDGETED	ESTIMATED ACTUAL
	\$109,564 (LCFF)	<i>Costs included in 1A(7)</i>

ANALYSIS

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Many schools have developed programs or activities that explicitly teach or reinforce a growth mindset. Actions/Services supporting Goal 2A are embedded in many of the programs and professional development activities organized by the district. The FAR Model for scholarly habits and motivation will be presented in Fall 2017.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

For Goal 2A, GGUSD has reviewed the CA Dashboard indicators.
For Graduation Rate (9-12): The overall graduation rate performance level is green, with a high status score of 92.7% and change score that increased by 2.8%. A review of student subgroup data shows that every group with a student performance indicator has a change score that shows that the graduation rate has increased or significantly increased (between 1% and 8%).
Overall, Goal 2A indicators show that existing actions/services are effective and GGUSD is making adequate progress toward goals. The truancy rate is one metric used to measure progress in the area of Goal 2A. While the expected outcome was not met, the District did improve the rate by 0.21% from the prior year. Growth mindset is another area of focus for the District. While the response scale was revised, the percent of students exhibiting a growth mindset with a favorable response has increased from 75.4% to 83.2%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no notable material differences between budgeted and estimated expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

GGUSD will continue to implement planned actions/services to maintain progress toward goals as our multi-year implementation plans will support student outcomes through a process of continuous improvement.

Goal 2B

SOCIOEMOTIONAL WELL-BEING: Students will demonstrate continued growth in their attitudes towards themselves and others.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

ANNUAL MEASURABLE OUTCOMES

Metric	Description	EXPECTED	ACTUAL	
Annual Survey (Grades 3-12) (Described as a composite scores by domain) Scale: 1 (low) to 5 (high)	Social Awareness	greater than or equal to 3.0	2015-16 Elementary: 4.06 2015-16 Intermediate: 3.98 2015-16 High School: 3.96	
	Emotional Care	greater than or equal to 3.0	2015-16 Elementary: 3.96 2015-16 Intermediate: 3.82 2015-16 High School: 3.81	
	Sense of Belonging and School Connectedness*	greater than or equal to 3.0	2015-16 Elementary: 4.19 2015-16 Intermediate: 3.84 2015-16 High School: 3.68	
	Overall	greater than or equal to 3.0	2015-16: 3.46	
	Grades 7-8 Intermediate	greater than or equal to 3.0	2015-16: 3.54	
	Grades 9-12 High School	greater than or equal to 3.0	2015-16: 3.41	
	Citizenship Scale O = 4, S = 3, N = 2, U = 1			

ACTIONS / SERVICES

Action 2B(1)

Actions/Services

PLANNED	ACTUAL
<p>WELL-BEING: Maintain programs to support the health and well-being of students and families.</p> <ul style="list-style-type: none"> Provide school-based clinical counseling services and socioemotional supports for students. The “Now is the Time” Project AWARE (NITT-AWARE-SEA) grant can also support objectives related to the coordination of mental health services and provides training for staff in the Youth Mental Health First Aid (YMHFA) program. Address risks associated with substance abuse through prevention programs, including the implementation of district-adopted substance abuse prevention programs where appropriate: Positive Action (K-5), Life Skills (6-8), and Project Towards No Drug Abuse (high school). Support Local School Wellness Programs (LSWP) as required by the Healthy, Hunger-Free Kids Act (HHFKA) of 2010, including programs that provide additional programs, such as physical activities beyond physical education courses and nutritional education. 	<p><i>No change to planned actions/services</i></p>

Expenditures	BUDGETED	ESTIMATED ACTUAL
	Costs included in 1A(4) and 1A(5)	Costs included in 1A(4) and 1A(5)

Action 2B(2) Actions/Services	PLANNED	ACTUAL
	SUPPORT SERVICES/ PUPIL SERVICES: Continue to maintain support services providers at appropriate levels, including restoration of positions where necessary. This includes: Nurses and Health Assistants who screen students for health problems and refer to appropriate services as necessary; School Psychologists who coordinate assessments for students and make appropriate recommendations to an IEP team, supporting the process of identifying and providing services for individuals with exceptional needs; Speech and Language Pathologists who consult with the teacher regarding the speech and language needs of students; Behavior Specialists who work with students with special behavioral needs; Vision and Audiological Services to test, identify, and monitor disorders; and School Counselors (See Goal 3.A).	This action/service now includes costs for Transportation Services, approximately \$4 million, and approximately \$4 million for County Community Day School and State Special School Tuition. These expenditures were previously not included in the LCAP.

Expenditures	BUDGETED	ESTIMATED ACTUAL
	\$5,578,854 (LCFF)	\$13,012,923 (LCFF)

Action 2B(3) Actions/Services	PLANNED	ACTUAL
	SCHOOL CONNECTEDNESS: Provide more opportunities and increased access for students to be involved and engaged in school at all levels (clubs, sports, programs, school activities, etc.). Provide schools with guidance, support, and resources to increase students' sense of belonging and school connectedness. <ul style="list-style-type: none"> • Increase elective course options where feasible (including arts, career technical education, world languages, etc.). • Increase opportunities for student involvement in afterschool or summer enrichment programs, including opportunities that include mentoring and community service. • Increase opportunities for students to participate in athletic/physical education programs, including intermediate school intramural sports. • Offer opportunities for students to attend educational field trips and participate in assemblies. • Maintain strong partnership with Boys & Girls Clubs of Garden Grove (BGCGG) to provide after school programs, youth development, and family strengthening/community resource programs. • Inform parents about community-based summer programs, including support for the annual Summer Resources Fair for families. 	<i>No change to planned actions/services</i> The district provided additional guidance to encourage the development of enrichment opportunities for students.

Expenditures

BUDGETED	ESTIMATED ACTUAL
\$3,189,247 (LCFF)	\$3,757,864 (LCFF)

ANALYSIS

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

GGUSD will continue to implement planned actions/services, and will also need to emphasize school-level actions and services to increase feelings of belonging and school connectedness in order to maintain progress toward goals. Goal 2B focuses on the health and well-being of students. Socioemotional well-being has been a key area of focus, and school sites have been given the opportunity to increase school-based counseling support. The District hired additional speech pathologists and school psychologists in 2016-17. The Office of Personnel will continue to restore positions through a multi-year plan.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

While the response scale was revised, the favorable responses in the areas related to Goal 2B have all increased from the previous year. Social Awareness: 80.6% to 93.2%. Emotional Care: 77.7% to 89.3%. Sense of Belonging and School Connectedness: 80.1% to 90.4%. Students in grades 5, 7, 9, and 11 also participated in the California Healthy Kids Survey in Fall 2016.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no notable material differences between budgeted and estimated expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

GGUSD will continue to implement planned actions/services, along with additional focus on specific needs, to maintain progress toward goals as our multi-year implementation plans will support student outcomes through a process of continuous improvement.

Goal 2C

SOCIOEMOTIONAL WELL-BEING: Students will demonstrate continued growth in their attitudes towards themselves and others.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

ANNUAL MEASURABLE OUTCOMES

Metric	Description	EXPECTED	ACTUAL	
Annual Survey (Grades 3-12) (Described as a composite scores by domain) Scale: 1 (low) to 4(high)	Climate of support for academic learning	greater than or equal to 3.0	2015-16 Elementary: 4.24 2015-16 Intermediate: 4.06 2015-16 High School: 3.85	
	Discipline & Rules	greater than or equal to 3.0	2015-16 Elementary: 3.60 2015-16 Intermediate: 3.50 2015-16 High School: 3.38	
	Safety: Feeling safe at school*	greater than or equal to 3.0	2015-16 Elementary: 4.04 2015-16 Intermediate: 3.74 2015-16 High School: 3.61	
	Safety: Bullying*	greater than or equal to 3.0	2015-16 Elementary: 3.30 2015-16 Intermediate: 3.83 2015-16 High School: 3.90	
	Facilities Maintenance: Clean*	greater than or equal to 3.0	2015-16 Elementary: 3.29 2015-16 Intermediate: 3.22 2015-16 High School: 3.01	
	Facilities Maintenance: Well-Maintained*	greater than or equal to 3.0	2015-16 Elementary: 3.31 2015-16 Intermediate: 3.35 2015-16 High School: 3.12	
	Annual Survey (Staff) Scale: 1 (low) to 5 (high)	Student Climate Overall*	greater than or equal to 3.0	2015-16:4.25
		School Staff Climate Overall	greater than or equal to 3.0	2015-16: 4.14
	Annual Survey (Parents) Scale: 1 (low) to 5 (high)	Student Climate Overall*	greater than or equal to 3.0	2015-16: 3.98
		Adult Climate Overall	greater than or equal to 3.0	2015-16: 4.01
	Opportunities for parent involvement*	greater than or equal to 3.0	2015-16: 3.87	
Student Suspension Rates*	Overall	less than 3.6%	2014-15: 2.2%	
Student Expulsion Rates*	Overall	less than or equal to 0.1%	2014-15: 0.006%	

ACTIONS / SERVICES

Action 2C(1)

PLANNED	ACTUAL
Actions/Services WELCOMING CLIMATE: Create caring and motivating schools that welcome diversity and respect all staff, parents, and students. Encourage district and school-level events/activities that celebrate different cultures. Annually review data regarding school climate using the Strategic Plan survey for students, parents, and staff.	<i>No change to planned actions/services</i> All site-based costs not tracked separately from other actions/services that support this goal (i.e., parent engagement or school connectedness).
BUDGETED	ESTIMATED ACTUAL
<i>Costs included in 1A(4)</i>	\$7,700 (LCFF) + Additional costs captured included in 1A(4)

Action 2C(2)

PLANNED	ACTUAL
Actions/Services COMMUNICATION: Keep all stakeholders engaged and informed and implement communication guidelines to facilitate internal and external communication processes. <ul style="list-style-type: none"> • Keep all stakeholders informed about the district’s Strategic Plan, including an annual update on progress toward goals. • Use surveys and hold focus groups to gather feedback from all stakeholders, including parents, community members, students, and employees. • Continue to improve the marketing of schools and communication about school achievement activities/events, and special accomplishments. • Maintain district and school websites and social media as a tool to disseminate up-to-date information. • Maintain use of internal communication systems such as Parent Portal and School Messenger (phone/text/email functions). • Use print media such as newsletters, flyers, etc. • Promote parent conferences to inform parents of student progress. 	<i>No change to planned actions/services</i>
BUDGETED	ESTIMATED ACTUAL
\$308,802 (LCFF)	\$323,760 (LCFF)

Action 2C(3)

PLANNED	ACTUAL
Actions/Services TRAINING FOR ALL STAFF: Provide more on-site coaching, support, and training opportunities for all employees (including administrators, certificated, and classified employees). Evaluate needs, survey staff, and plan for professional development that serves to increase employee skills and overall professional capital.	<i>No change to planned actions/services</i> This is an ongoing process under development.

Expenditures	BUDGETED	ESTIMATED ACTUAL
	\$50,617 (LCFF)	\$42,874 (LCFF)

Action 2C(4) Actions/Services	PLANNED	ACTUAL
	<p>FACILITIES MAINTENANCE: Ensure that schools and other district facilities are clean and well-maintained.</p> <ul style="list-style-type: none"> Continue ongoing analysis and review of Maintenance, Operations, and Transportation needs, including staffing formulas to add additional positions to support all functions across levels. Fill vacant positions (based on LCFF funding and department priorities). Make sure that the District's Merit System for classified staffing is followed to ensure that employees are selected, promoted, and retained without favoritism or prejudice. Provide ongoing and consistent processes, communication, and expectations. Invest in custodial equipment and increase site custodial budget in alignment with LCFF funding priorities, and invest in equipment and vehicle replacement. Embed use of technological support tools to facilitate MOT systems. 	<i>No change to planned actions/services</i>

Expenditures	BUDGETED	ESTIMATED ACTUAL
	\$69,727,870 (LCFF)	\$53,672,742 (LCFF)

Action 2C(5) Actions/Services	PLANNED	ACTUAL
	<p>CAMPUS SAFETY: Ensure campus safety via ongoing analysis and adjustment of safety and discipline protocols. Refine emergency response/safe schools protocols working in partnership with local law enforcement.</p> <ul style="list-style-type: none"> Review School Safety Plans and other safety related plans and protocols. Ensure that employees receive proper training on emergency and safety protocols. Maintain a strong collaborative relationship with local law enforcement and community-based agencies, including regular meetings of the Safety Partnership Committee to discuss topics related to health, safety, and wellness. Maintain a strong partnership with GGPD, including the staffing and support of School Resource officers. Continue to build relationships with law enforcement agencies of neighboring cities. Develop strong bullying/cyberbullying prevention programs across the district at all levels. Educate all stakeholders, including proactive programs. 	<i>No change to planned actions/services</i>

<ul style="list-style-type: none"> Review the implementation of consistent discipline procedures, work toward developing improved systems of positive behavior intervention programs and systems of support for students identified through early warning indicators, including additional information and training in the Positive Behavior Intervention and Support (PBIS) model. 	
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Expenditures

BUDGETED	ESTIMATED ACTUAL
\$1,943,543 (LCFF)	\$1,975,137 (LCFF)

Action 2C(6)

Actions/Services

PLANNED	ACTUAL
<p>PARENT/COMMUNITY: Parent Community Outreach: Maintain a Parent and Community Outreach office to serve as a link to community resources and to provide guidance, support, and training to parents/guardians, teachers, administrators, and support staff.</p> <ul style="list-style-type: none"> Provide professional development opportunities in parent education programs. Develop and encourage high-quality parent programs and parental involvement opportunities at school sites. Coordinate parent education and community outreach meetings. <p>Parent Governance: Coordinate and promote parent involvement in the District English Learner Advisory Committee (DELAC), or Parent Task Force (District Advisory Committee), according to CDE compliance requirements.</p> <p>Parent Education: Families (parents/guardians) are provided opportunities to learn how to support student learning, including an understanding of the CA State Standards.</p> <ul style="list-style-type: none"> Maintain current parent education programs, including 10 Education Commandments for Parents, 40 Developmental Assets, and Parent Expectations and Student Achievement. Show parents ways to support their children at home, even in parents' primary language, to increase involvement and engagement in learning. <p>Parent Involvement: Through a strong home-school-community partnership, parents/guardians are provided multiple opportunities for involvement at a welcoming school. Outreach services facilitate parent involvement and parent education programs.</p> <ul style="list-style-type: none"> Encourage parents/guardians to attend and participate in various workshops, meetings, advisory committees, and other special events. Provide interpretation/ translation services at the school sites and at the district level. 	<p><i>No change to planned actions/services</i></p> <p>In addition to Title I (Federal Program), schools sites and the District office also used Supplemental and Concentration LCFF funds to support Parent Education and Outreach efforts. At this time that the LCAP is published, budgeting instructions for Parent/Community actions/services for the following school year do not include additional funding beyond the Federal programs.</p>

Expenditures

BUDGETED	ESTIMATED ACTUAL
\$3,197 (LCFF) + Additional costs included in 1A(5) and 2B(4)	\$184,539 (LCFF) + Additional costs captured in 1A(5) and 2B(4)

Action 2C(7)

PLANNED

ACTUAL

Actions/Services

PARENTS OF PUPILS WITH EXCEPTIONAL NEEDS: Provide opportunities for parents of pupils with exceptional needs to participate in programs.

- Promote participation in the Community Advisory Committee (CAC) for parents of students with disabilities.
- Offer special events, including the annual "Life After High School" to inform parents and showcase the availability of special programs at the district and in the community for students with disabilities.
- Consider barriers to participation, including childcare, transportation, and language needs (translation/interpretation).

No change to planned actions/services

Expenditures

BUDGETED

ESTIMATED ACTUAL

Costs included in 2C(6)

Costs included in 2C(6)

ANALYSIS

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The District is working to continue to develop proactive approaches to ensure a positive school climate and prevent bullying. Administrators have been working to identify needs and identify additional resources needed to improve school climate with the guidance of the District. There is great interest in creating norms around anti-bullying programs across the school district. Schools are also being offered opportunities to receive further training for the Positive Behavior Intervention and Support (PBIS) framework for school climate and to improve positive behavior and personal growth. Trainings on Mindfulness Based Stress Reduction, Restorative Practices, and Second Step curriculum are being piloted at select sites. Schools continue to be upgraded as part of the District's modernization bond, which should help to address some concerns related to facilities.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

For Goal 2C, GGUSD has reviewed the CA Dashboard indicators.

For Suspension Rate (K-12): The overall suspension rate performance level is green, at 2.1%. A review of student subgroup data shows that there are two groups who do not have a green or blue performance level: Filipino (yellow) and Pacific Islander (orange). The Filipino group has a low rate of suspensions at 1.7%, but increased 0.3% from the previous year. The Pacific Islander group has a medium rate of suspensions at 3.9%, and increased 0.3% from the previous year. To address suspension rates, programs and practices related to socioemotional learning, discipline/rules, and climate will be included as part of yearly planning.

The results of the Strategic Plan survey have helped the District identify discipline and rules, bullying, and facilities maintenance as areas for improvement for Goal 2C. Results from the parent surveys were largely positive, and the Parent and Community Outreach Office will continue to focus on all aspects of home-school-community partnerships.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no notable material differences between budgeted and estimated expenditures. The difference between budgeted and estimated actual funds in Action 2C(4) is attributed to savings due to vacant positions and lower utility costs. The difference also included equipment related to the Maintenance, Operations, and Transportation Priority Study Year Three results and Facilities projects that were budgeted in 2016-17. A portion of these funds are committed and will be carried over into 2017-18.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Goal 2C indicators show that continued efforts toward existing actions/services will allow the District to make progress toward goals. Therefore, GGUSD will continue to implement planned actions/services and our multi-year implementation plans will support student outcomes through a process of continuous improvement.

Goal 3A

COLLEGE & CAREER READINESS: District-wide data that are predictive of success after high school will improve annually.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

ANNUAL MEASURABLE OUTCOMES

Metric	Description	EXPECTED	ACTUAL
a-g Rates*	All graduates	improve	2015-16: 51.6%
	Students attending 4-years in GGUSD	greater than or equal to 60%	2015-16: 62.3%
Early Assessment Program (EAP)*	College-Ready (English Language Arts)	greater than or equal to 23%	2015-16: 32%
	College-Ready (Math)	greater than or equal to 13%	2015-16: 15%
	College-Ready, Conditional (ELA)	greater than or equal to 18%	2015-16: 34%
	College-Ready, Conditional (Math)	greater than or equal to 45%	2015-16: 24%
PSAT Exam (Districtwide Average Scores, 10th Grade)	Total Score Overall	greater than or equal to 893	Fall 2016: 908
	Evidence-Based Reading and Writing	greater than or equal to 444	Fall 2016: 455
	Math	greater than or equal to 449	Fall 2016: 453
SAT Exam (Districtwide Average Scores)	Total Score Overall	greater than or equal to 1010	2015-16: 1065
	Critical Reading	greater than or equal to 480	2015-16: 531
	Math	greater than or equal to 530	2015-16: 534
ACT Exam (Districtwide Average Scores)	Reading	greater than or equal to 20	2015-16: 21
	English	greater than or equal to 20	2015-16: 21
	Math	greater than or equal to 20	2015-16: 23
	Science	greater than or equal to 20	2015-16: 21
Advanced Placement (AP)	AP Pass Rates* (exam scores 3, 4, 5)	greater than or equal to 57%	2015-16: 62.6%
	AP Test Takers (test takers/9-12 enrollment)	maintain or increase	2015-16: 24.1%
	AP Enrollment Rates (# of student enrolled in at least one AP class/ 9-12 enrollment)	maintain or increase	2015-16: 27.7%

ACTIONS / SERVICES

Action **3A(1)**

	PLANNED	ACTUAL
Actions/Services	<p>COLLEGE/ CAREER EVENTS: Maintain a focus on a college-going culture in all grades K-12, and expose students to various college and career options/pathways:</p> <ul style="list-style-type: none"> • Host district-wide events, including College Fair, Career Fair, Roadmap to College, and Life After High School. • Offer school-hosted College Information Nights and Financial Aid Nights at high schools and college/career focused events at intermediate schools and elementary schools. • Expand the College & Career Mentoring Program (CCMP) to 14 sites. The program includes mentoring of elementary students by GGUSD alumni currently in college. • Maintain the College Boost program, supporting the college application, financial aid, and college selection process. • Increase college awareness starting in the elementary level. Expand programs to reach additional K-8 students, through events such as “Preparing for Secondary Success.” 	<p><i>No change to planned actions/services</i> Funded by non-LCFF funds.</p>
Expenditures	BUDGETED	ESTIMATED ACTUAL
	\$179,269 (LCFF)	\$124,231 (LCFF)

Action **3A(2)**

	PLANNED	ACTUAL
Actions/Services	<p>HIGH SCHOOL PROGRAMS AND A-G AWARENESS: Maintain a goal for all students to complete a-g subject requirements (courses required for minimum eligibility to enroll in a four year university).</p> <ul style="list-style-type: none"> • Provide opportunities for D-Validation (repeating course where a grade of “D” was initially earned) during after school and summer school classes. • Partner with county online school to offer summer credit D-Validation options. • Continue to implement district placement guidelines and placement practices. • Increase opportunities for online programs and courses. • Increase availability, access, and/or information for summer programs (intervention, credit recovery, enrichment, advancement per guidelines). • Increase availability of school counselors at intermediate school and high school levels. 	<p><i>No change to planned actions/services</i> Expenditures for this action/service now include ROP/CTE program costs and staffing</p>
Expenditures	BUDGETED	ESTIMATED ACTUAL
	\$5,440,269 (LCFF)	\$5,033,549 (LCFF)

Action 3A(3)

Actions/Services

PLANNED	ACTUAL
<p>COLLEGE ENTRANCE AND READINESS: Facilitate preparation for college entrance exams:</p> <ul style="list-style-type: none"> • Consider expansion of the Readistep foundational assessment of college readiness skills in grade 8 (at no cost to students). • Administer the PSAT to all 10th and 11th grade students (at no cost to students) and increase promotion of 11th grade PSAT. • Offer SAT Preparation courses to all 11th grade students (at a reduced rate) and promote free online SAT preparation. Review the feasibility of the SAT School day administration. • Ensure equitable and open access to Advanced Placement courses, including the consideration of AP Potential for course placement. • Develop systems and structures to sustain and improve AP results and enable further increases in college readiness and closure of opportunity and achievement gaps. • Consider the feasibility of expanding use of the tools and resources to support college/career exploration and college/career readiness. 	<p>Test fees were paid using non-LCFF funds.</p>

Expenditures

BUDGETED	ESTIMATED ACTUAL
\$40,000 (LCFF)	<i>Funded by non-LCFF funds</i>

ANALYSIS

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The District will continue to implement existing actions/services based on the needs of schools and our students. College/Career Readiness continues to remain an area of focus for all schools. The District will continue to develop programming to support elementary schools and to make connections to this goal. One example of this is the College & Career Mentoring Program (CCMP), which will expand to a total of 22 schools in the 2017-18 school year. The existing College Boost program and the new College Readiness Block Grant will provide supplemental programming for students in high schools to meet college and career planning objectives.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The CA Dashboard will report a College/Career Indicator in Fall 2017. The existing data provides grade 11 results from the state standardized assessments. For English Language Arts (grade 11), the status score is 47.9 points above level 3, with a +9.2 point change score. For Mathematics (grade 11), the status score is 26.5 points above level 3, with a +9.3 point change score. These increased achievement scores validate the need to continue existing actions/services to ensure that our students will graduate college and career ready.

Overall, Goal 3A indicators show that existing actions/services are promising, and GGUSD is making adequate progress toward goals. The expected outcomes for the SAT Exam are based on the nationwide college and career readiness benchmark set by the College Board, and the district average exceeds that benchmark. The FAFSA completion rate through May 5, 2017 is estimated at 7—74%, which is higher than the previous rate of 65-69% which was estimated through June 2016. AP pass rates exceed the county, state, nation, and world average. One metric which fell below the expected outcome was the districtwide a-g rate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no notable material differences between budgeted and estimated expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

GGUSD will continue to implement planned actions/services to maintain progress toward goals as our multi-year implementation plans will support student outcomes through a process of continuous improvement.

Goal 3B

GOAL 3B. COLLEGE & CAREER SUCCESS: College and career entrance and completion rates will improve annually.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

ANNUAL MEASURABLE OUTCOMES

Metric	Description	EXPECTED	ACTUAL
Postsecondary Enrollment Rate (Student Tracker) (Fall immediately after High School)	Overall (enrollment in post-secondary institutions)	greater than or equal to 70%	2015-16: 71%
	Enrollment at 4-year college or university	greater than or equal to 30%	2015-16: 29%
	Enrollment at 2-year college or university	greater than or equal to 40%	2015-16: 42%
Persistence Rate (Student Tracker)	Overall (enrollment in post-secondary institutions)	greater than or equal to 85%	2015-16: 89%
	Enrollment at 4-year college or university	greater than or equal to 95%	2015-16: 86%
	Enrollment at 2-year college or university	greater than or equal to 80%	2015-16: 85%
Future Educational Goals Annual Survey (Grades 3-12)	Plan to obtain 4-year or advanced degree	greater than or equal to 84%	2015-16: 84%
	Plan to obtain 2-year or advanced degree	N/A	2015-16: 6%

ACTIONS / SERVICES

Action 3B(1)

PLANNED

ACTUAL

Actions/Services

STUDENT TRACKER: Use the Student Tracker for High Schools service through the National Student Clearinghouse to monitor our graduates.

- Review and analyze data to help stakeholders understand student postsecondary enrollment, persistence, and graduation trends.
- Annually report trends and college enrollment data through the annual report of Strategic Plan and other methods, including district newsletters.

No change to planned actions/services
Funded by non-LCFF funds.

Expenditures

BUDGETED

ESTIMATED ACTUAL

\$2,975 (LCFF)

Funded by non-LCFF funds

Action 3B(2)

PLANNED

ACTUAL

Actions/Services

COLLEGE/CAREER PATHWAYS AND OPTIONS: Provide opportunities for student to be exposed to various college and career options, including:

No change to planned actions/services

- Making connections for students through hands-on learning and real world application.
- Increase support for programs in the areas of science, technology, engineering, and math (STEM).
- Further develop career pathway/ vocational programs, including CTE/ROP and expansion of electives, at both intermediate school and high school levels.
- Organize and host an annual districtwide Career Fair to showcase ROP/CTE programs and career speakers.
- Continue to build and develop college/university partnerships and programs to support college readiness and college-going culture.

Expenditures

BUDGETED	ESTIMATED ACTUAL
\$1,965,605 (LCFF)	\$2,463,951 (LCFF)

ANALYSIS

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The District will continue to implement existing actions/services based on the needs of schools and our students. The District will continue to support elementary and intermediate schools in making connections to this goal. Through the work of the Career Pathways Grant, the Office of Secondary Education and the Department of ROP/CTE have been increasing opportunities for college-preparatory career technical education courses, including opportunities for career pathways, articulated coursework, partnerships, and internships within all the major industry sectors.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Student Tracker data has shown that college enrollment rates have been maintained districtwide. Additional metrics include, freshman to sophomore college persistence, future educational goals for students in grades 3-12, and CTE pathways, industry certification, articulation, and internship/work-based learning experience.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no notable material differences between budgeted and estimated expenditures. The difference between budgeted and estimated actual funds in Action 3B(2) is attributed to CTE special projects and new pathways which were planned after the LCAP was developed. This included programs in culinary arts, automotive, and engineering pathways.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Indicators show that existing actions/services are effective and GGUSD is making adequate progress toward goals. Therefore, GGUSD will continue to implement planned actions/services to maintain progress toward goals as our multi-year implementation plans will support student outcomes through a process of continuous improvement.

Stakeholder Engagement

LCAP Year

2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The Garden Grove Unified School District (GGUSD) has coordinated a comprehensive process of stakeholder engagement around the development of the district's Local Control and Accountability Plan (LCAP). As specified in Education Code (EC) section 52062, GGUSD has involved parents, community members, students (pupils), local bargaining units [Garden Grove Education Association (GGEA), California School Employees Association (CSEA), Supervisory Unit, Garden Grove Pupil Personnel Services Association (GGPPSA), and Garden Grove School Administrators Association (GGSAA)], other school personnel, and other stakeholders invested in the success of our students. The superintendent organized and delivered a series of presentations to update stakeholders on district goals and priorities, and to generate feedback and input into the LCAP. Each meeting called for a collaborative approach to student education, emphasizing the need for all stakeholders to be engaged in the LCAP process. An "LCAP Summary" was developed for use at stakeholder meetings. The LCAP Summary contained a district overview, information on the collection of stakeholder input, LCAP metrics with district data, and a draft of goals, actions, and expenditures based on the prior year's LCAP. Data used to determine goals included state academic assessments, district benchmarks, grade point average, D/F rates, special education identification, NCLB core course section compliance, credentialing, English learner progress, reclassification, work habits/citizenship, truancy, attendance, dropout rates, graduation rates, suspension/expulsion, a-g rates, Early Assessment Program, SAT/ACT scores, Advanced Placement data, and results from the 2015-16 Strategic Plan survey. This data was presented with the expected outcome, prior year data, and most recent data in a side-by-side format. The District's 2016-17 Annual Report was also presented and explained. Data relevant to the district goals were shared, and time was provided for group discussion, which was focused on student success. Data was also presented to the School Board, and made available to the public. Links to the district's Annual Report, Strategic Plan, and LCAP were made available to the public on our district's webpage. The GGUSD Strategic Plan (known as The Garden Grove Way) and the GGUSD LCAP were presented and discussed together at each of the stakeholder sessions. The GGUSD Strategic Plan serves as foundation of the LCAP goals. The GGUSD LCAP will meet the Eight State Priorities, as aligned with the GGUSD Strategic Plan, and improve or increase services for educationally disadvantaged youth.

Student Involvement: Students of the Board Representative Committee reviewed the current status of Strategic Plan and LCAP implementation. Students were asked to reflect on the current goals and areas of strength and needs. The Superintendent worked with the students to open a dialogue with school administration to work on projects to support the goals of the Strategic Plan. To contribute toward annual update, the students provided feedback into future development of actions/services to support the goals. The Superintendent (or designee) met with student leaders of the Board Representative Committee (BRC) throughout the school year (once per month) to discuss the Annual Report, the GGUSD Strategic Plan, and LCAP. Student subgroups, including targeted unduplicated pupils, were represented within the student engagement process. The process engaged students who have participated in a continuation school, special education, English learner, and gifted programs. The student board member representative was included within the BRC and provided committee reports to the board, superintendent, and assistant superintendent of secondary education.

Parent/Community Involvement: Meetings were held to review the current status of Strategic Plan and LCAP implementation. In conjunction with the District Parent Task Force, District English Learner Advisory Committee (DELAC) and District PTA Council meetings, parents and community members were provided opportunities to be engaged in the LCAP process. Parents and community members were provided multiple ways to engage in the process of developing the LCAP. Meetings were hosted on October 20, 2016, October 27, 2016, May 15, 2017, and May 18, 2017. Members of the District Parent Task Force, District English Learner Advisory Committee (DELAC) and District PTA Council attended as parent leaders. Parents representative of unduplicated pupils were provided the opportunity to participate, and included participation of the foster youth liaison, as well as parents of low income pupils, English learners, and students with disabilities. Translation/Interpretation of the presentation, Annual Report, and LCAP Summary were made available to stakeholders.

Local Bargaining Units/School Personnel: Meetings were held to review the current status of Strategic Plan and LCAP implementation. The LCAP data, actions, services, and expenditures were reviewed and representatives and leaders from the bargaining units of the Garden Grove Education Association, California School Employees Association, Supervisory Unit, Garden Grove Pupil Personnel Services Association, and Garden Grove School Administrators Association contributed to the LCAP process. In August 2016, the key initiatives and strategies supporting the Strategic Plan and LCAP goals are presented through Super Week sessions, professional development opportunities for teachers. Representatives from all bargaining groups (GGEA, CSEA, Supervisory Unit, GGPPSA, and GGSAA) met on May 4, 2017 to review the LCAP. Representatives were provided an update on the Strategic Plan and LCAP, and reviewed the LCAP Summary. Representatives also regularly met with district leaders to discuss the needs that arise from discussions with members. Site administrators received monthly updates from the superintendent, assistant superintendent of elementary education, or assistant superintendent of secondary education to support effective communication around the Strategic Plan goals, progress, and actions/services described in the plan. An Administrator Advisory Group was created to provide guidance around the implementation of the Strategic Plan surveys, an important tool for collecting data and input into the district's plan.

How did these consultations impact the LCAP for the upcoming year?

The LCAP goals, metrics, and actions/services are aligned to the Strategic Plan and GGUSD will maintain a plan with the same goals. The metrics included in the LCAP include all of the indicators required by the state, as well as indicators selected by stakeholder groups. Stakeholders were initially engaged in the process of developing our Strategic Plan goals during the 2013-14 school year. As determined by our continuing process of stakeholder engagement, there has been continued support for maintaining these goals moving forward. The reason these goals continue to serve as the foundation of the LCAP is because these goals recognize the importance of all stakeholders involved in the education process. The goals also recognize that students need both academic and personal skills as we prepare students for college/career and ultimately, lifelong success. In order to achieve these goals, students, parents and staff (both certificated and classified) are all important partners in supporting student growth and achievement.

Discussions from meetings, notes, and survey information were taken into consideration in the development of this plan. In addition to the in person meetings, staff, parents, students in grades three through twelve were asked to complete the Annual Strategic Plan Survey. The annual survey is completed in April through May. The data are used to help inform district plans. Stakeholders are informed that their feedback will help to inform the LCAP. Feedback was collected to determine which areas each stakeholder would focus attention on areas for improvement in the district. Open response comments were compiled to identify key themes.

Students: Categorized by goal area, stakeholder feedback from student groups included a discussion around topics such as:

Goal 1: more electives; more enrichment activities; school connectedness and extracurricular activities; athletics; hands-on learning; special programs; classroom environment; tutoring; scholarly habits; class size

Goal 2: motivation; socio-emotional wellbeing; school climate; school pride; facilities maintenance (restrooms, cleanliness, air conditioning); food quality; bullying; opportunities for student interaction; facilities maintenance (cleanliness and modernization)

Goal 3: mentoring; increased availability of counselors; better preparation for the real world (college/career)

Parents and community: Categorized by goal area, stakeholder feedback from parent/community groups included a discussion around topics such as:

Goal 1: extended learning opportunities/tutoring; teaching and academics; more enrichment activities for students; afterschool programs; increased technology; special education support; incentives and awards; support for English learners and advanced learners

Goal 2: motivation; food; communication; facilities maintenance; need for interpretation/ translation at school sites; more bilingual personnel; welcoming school climate; parent education offerings; help for parents on how to support their children at home; increased availability of psychologists/mental health; discipline and rules, consistent discipline

Goal 3: increased availability of school counseling

Staff: Categorized by goal area, stakeholder feedback from staff and representatives of bargaining units groups included a discussion around topics such as:

Goal 1: technology; libraries; visual and performing arts; curriculum, assessment, and teacher workload; more emphasis on electives and non-core courses; professional development; additional instructional support; training for classified staff; support for English learners; support for special education programs; well-rounded education with broad course of study; extended day opportunities

Goal 2: motivation; mindset; bullying; mental health and counseling; school safety; substance abuse prevention; decision-making and communication; facilities modernization and maintenance; additional custodial support; parent engagement

Goal 3: career education opportunities; internship and work experience opportunities

All of the above key themes are areas which have been discussed with district leadership. A number of district initiatives, projects, and programs have been focused on the topics discussed above and/or are a part of ongoing district work.

Through the engagement of stakeholders during meetings and use of surveys, several themes emerged as common areas of interest across the various groups. Stakeholders specifically discussed the need for additional enrichment activities and special programs to increase students' sense of belonging and school connectedness. These programs will be implemented in addition to the existing focus on extended day programs. Students will be provided expanded opportunities for extended day and extended year programs (inclusive of both enrichment and intervention programs) to foster academic success, socioemotional learning, self-regulatory skills, school connectedness, belongingness, and well-being [Goal 1A(3)]. Facilities maintenance is another area receiving ongoing attention, with the work of the modernization bond [Goal 2C(4)]. Discipline, rules, and bullying were areas of interest for stakeholders related to overall school climate, and are being addressed through a process of evaluating site needs and programs district support for sites, and the implementation of programs such as PBIS, restorative practices, mindfulness, Second Step, and PAL [Goal 2B]. Motivation, self-regulatory skills, and scholarly habits will be addressed through the implementation of the FAR Model [Goals 1C and 2A]. The development of the GGUSD Family Resource Center will provide families with resources; connect families and students with necessary support services, social services, and prevention/intervention programs; and promote parent involvement/education programs. [Goal 1B(4) and Goal 2C(1)] The implementation a comprehensive system of professional development for teachers, with an emphasis on supporting special populations, and the implementation of an updated district Technology Plan which includes enhancements to instructional technology and infrastructure [Goal 1A(2) and Goal 1C(2)]. Together, with the support of all our stakeholders, GGUSD has developed a comprehensive LCAP in alignment with our vision, mission, and Strategic Plan goals.

Goals, Actions, & Services

Strategic Planning Details and Accountability

New Modified Unchanged

Goal 1A

ACADEMIC CONTENT

Students will demonstrate continued growth in all content areas, with an emphasis on critical thinking and problem-solving.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8

[Identified Need](#)

GGUSD students will demonstrate continued growth in all content areas, including critical thinking and problem-solving. Student progress in all subject areas, including their core classes and electives, will be supported by technology and assessed regularly to ensure that students are succeeding.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Standardized Assessment * Proficiency Rate Percent of students met or exceeded standards in English Language Arts Percent of students met or exceeded standards in Math	2015-16 51% 41%	Improve Improve	Improve Improve	Improve Improve
District Assessments (T3/Q3) Percent of students at or above proficient on district benchmarks in English Language Arts Percent of students at or above proficient on district benchmarks in Math	2015-16 45% 42%	Improve Improve	Improve Improve	Improve Improve
Grade Point Average/Report Cards Average 7-8 Grade Point Average (GPA) Average 9-12 Grade Point Average (GPA) High School Rate of Ds High School Rate of Fs	2015-16 2.93 2.65 9.29 6.43	Maintain/Improve Maintain/Improve Maintain/Improve Maintain/Improve	Maintain/Improve Maintain/Improve Maintain/Improve Maintain/Improve	Maintain/Improve Maintain/Improve Maintain/Improve Maintain/Improve
Special Education Identification Rates* Overall districtwide rate (K-12 District of Service)	2015-16 less than or equal to 10% <i>(with no over- or under-identification of subgroups)</i>	less than or equal to 10% <i>(with no over- or under-identification of subgroups)</i>	less than or equal to 10% <i>(with no over- or under-identification of subgroups)</i>	less than or equal to 10% <i>(with no over- or under-identification of subgroups)</i>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Appropriate Teacher Assignment and Credentialing Rates * NCLB Core Course Section Compliance Credentialing Rate	2015-16 99% 100%	Maintain 99% or greater 100%	Maintain 99% or greater 100%	Maintain 99% or greater 100%
Access to Standards-Aligned Materials* and Implementation of SBE-adopted Academic Content and Performance Standards* Maintain full compliance with expected timelines and targets related to standards implementation and materials	2015-16 Zero Williams Settlement findings related to curriculum materials	Zero Williams Settlement findings related to curriculum materials	Zero Williams Settlement findings related to curriculum materials	Zero Williams Settlement findings related to curriculum materials

PLANNED ACTIONS / SERVICES

Action **1A(1)** **IMPLEMENTATION OF CALIFORNIA STATE STANDARDS AND TEXTBOOK/CURRICULUM MATERIALS**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Implement board-adopted textbooks and curriculum materials aligned to the CA State Standards, units of study and pacing guides aligned to and integrated with the standards, and assess student achievement and progress using district benchmarks. Provide training and support necessary for teachers to implement the CA State Standards within an effective instructional delivery model. Connect practices with the CA State Standards by introducing specific instructional strategies and techniques through district level professional development. Maintain quality practices that align to the CA State Standards through site level support. Build long-term capacity in teacher leaders through research, consults, and collaboration. <i>[Formerly action/service 1A(3)]</i>	Reduced funding allocated to this action/service for 2018-19 is based on cycle of textbook adoptions and planned purchases of curriculum materials.	

BUDGETED EXPENDITURES

2017-18

Amount	\$19,975,258
Source	LCFF
Budget Reference	(Books & Supplies) \$19,975,258

2018-19

Amount	\$5,571,109
Source	LCFF
Budget Reference	(Books & Supplies) \$5,571,109

2019-20

Amount	\$5,571,109
Source	LCFF
Budget Reference	(Books & Supplies) \$5,571,109

PLANNED ACTIONS / SERVICES

Action **1A(2) PROFESSIONAL DEVELOPMENT**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue to maintain a strong program of professional development and support for teachers. Provide in-class support, co-planning/co-teaching, demonstration lessons, and ongoing instructional coaching through the Offices of Elementary Education, Secondary Education, and Personnel Services. Support strong instruction leading to increased student achievement, especially to provide increased/improved services for educationally disadvantaged students. Build teacher capacity and teacher leaders through opportunities such as the instructional leadership teams. Provide support in areas related to effective instruction, content, and instructional strategies. (Districtwide focus areas include: Effective Instruction, Content & Literacy Support, Professional Learning Communities, Effective Use of Technology, and Strategy Support.)

- Coordinate and deliver districtwide professional development/training, including support for the implementation of CA State Standards and instructional materials. Provide site-based professional development tailored to site needs with increased opportunities for on-site coaching and support.
- Support beginning teachers through the district-sponsored GGUSD Teacher Induction Program and provide training and mentoring for participating administrators (with funding from the Educator Effectiveness grant).
- Provide Super Week and Summer Institute professional development opportunities, with a focus on supporting English Learners. Includes various topics covering all grade levels, content areas, and a focus on effective instructional practices/ instructional strategies.
- Increased opportunities for teacher collaboration. (Any changes to collaboration that would be subject to bargaining would be negotiated prior to implementation.)
- Support students with special needs, including training for teachers on how to effectively support special education students (students with disabilities/special needs), and collaboration between general education and special education teachers.
- Professional development focused on the needs of advanced learners (including Advanced Placement, GATE/Gifted students) and other specialized district programs (e.g., AVID, etc.). Assist principals and individual teachers in identifying and providing for the needs of gifted and talented students (GATE) and special education students.
- Continue to expand professional development in the area of instructional technology.
- Allow for attendance at pre-approved conferences and other district-aligned professional development opportunities.
- Host bi-monthly Principals' Meetings and quarterly K-12 Administrators' Meetings.

[Formerly action/service 1A(5) and 1A(6)]

2018-19

New Modified Unchanged

Empty cell for 2018-19 actions/services.

2019-20

New Modified Unchanged

Empty cell for 2019-20 actions/services.

BUDGETED EXPENDITURES

2017-18

Amount	\$3,156,120
Source	LCFF
Budget Reference	(Certificated Salaries) \$2,250,430 (Classified Salaries) \$94,941 (Employee Benefits) \$624,829 (Books & Supplies) \$81,600 (Services & Other Operating Expenditures) \$104,320

2018-19

Amount	\$3,470,338
Source	LCFF
Budget Reference	(Certificated Salaries) \$2,250,430 (Classified Salaries) \$94,941 (Employee Benefits) \$939,047 (Books & Supplies) \$81,600 (Services & Other Operating Expenditures) \$104,320

2019-20

Amount	\$3,585,403
Source	LCFF
Budget Reference	(Certificated Salaries) \$2,250,430 (Classified Salaries) \$94,941 (Employee Benefits) \$1,054,112 (Books & Supplies) \$81,600 (Services & Other Operating Expenditures) \$104,320

PLANNED ACTIONS / SERVICES

Action **1A(3) EXTENDED LEARNING PROGRAMS AND SPECIAL PROGRAMS**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Expand and improve extended learning opportunities and special programs for both intervention and enrichment needs. Continue to offer intervention/tutoring programs and evidence-based programs for students performing below grade-level standards and educationally disadvantaged youth.

- Include programs that focus on improving writing skills and academic language to support English learners. Increase opportunities for tutoring to support students at all achievement levels.
- Include special enrichment programs (extended learning opportunities), such as the expansion of afterschool language enrichment programs at the elementary level, Inside-the-Outdoors, afterschool computer skills enrichment programs, STEM/STEAM (science, technology, engineering, art, math), and increased opportunities for involvement in art and music programs.
- Provide Summer Bridge, Early Start, and Content Camp programs for students. Programs include the use of effective instructional delivery and research-based strategies in areas such as: 1) extra support in preparation for Advanced Placement, AVID, AVID Excel, or other special programs, 2) preview of material/content to facilitate building background knowledge, 3) scaffolding language support, and 4) transition support programs (particularly the transition to kindergarten, between sixth and seventh grade, or between eighth and ninth grade). Summer Bridge/Early Start programs should also include a parent component.
- Provide summer academic programs, including, 1) Summer Institute programs for students with targeted needs in grades K-8, 2) Summer School for credit recovery for students in grades 9-12, and 3) other credit-bearing summer courses for students in grades 9-12, including CTE/ROP.

[Formerly action/service 1A(7)]

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

\$608,794

Amount

\$626,314

Amount

\$634,903

Source

LCFF

Source

LCFF

Source

LCFF

Budget Reference

(Certificated Salaries) \$420,337
(Classified Salaries) \$31,624
(Employee Benefits) \$79,129
(Books & Supplies) \$77,704

Budget Reference

(Certificated Salaries) \$420,337
(Classified Salaries) \$31,624
(Employee Benefits) \$96,649
(Books & Supplies) \$77,704

Budget Reference

(Certificated Salaries) \$420,337
(Classified Salaries) \$31,624
(Employee Benefits) \$105,238
(Books & Supplies) \$77,704

PLANNED ACTIONS / SERVICES

Action **1A(4) RESOURCES TO SUPPORT ALL CONTENT AREAS**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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Maintain/Increase site-level instructional supply budgets and/or resources to support classrooms needs in all content areas. Increased/Improved services to students will be principally directed to targeted students and increase hands-on learning opportunities and real-world application of concepts taught in content areas.

- Increase/Expand student access to programs.
- Support program needs in all content areas to provide a well-rounded education, including, but not limited to: academic language/writing skills, science, history/social studies, world and heritage language programs, visual and performing arts, and career preparation (ROP/CTE) programs.
- Implement the Visual and Performing Arts (VAPA) Plan 2015-2020, which addresses the specific needs of a comprehensive arts program.
- Provide supplemental support for students with special needs (including specialized program curriculum and support) and advanced learners.

One-time capital outlay expense in 2017-18 is not budgeted for 2018-19.

BUDGETED EXPENDITURES

2017-18

Amount	\$12,514,876
Source	LCFF
Budget Reference	(Books & Supplies) \$10,919,704 (Services & Other Operating Expenditures) \$1,534,836 (Capital Outlay) \$60,336

2018-19

Amount	\$12,454,540
Source	LCFF
Budget Reference	(Books & Supplies) \$10,919,704 (Services & Other Operating Expenditures) \$1,534,836

2019-20

Amount	\$12,454,540
Source	LCFF
Budget Reference	(Books & Supplies) \$10,919,704 (Services & Other Operating Expenditures) \$1,534,836

PLANNED ACTIONS / SERVICES

Action **1A(5) STAFFING AND INSTRUCTIONAL SUPPORT**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Teachers: Recruit and retain highly qualified teachers to work in GGUSD. Ensure that teachers are appropriately assigned and fully-credentialed in subjects taught. Teachers will appropriately implement an effective instructional delivery model, instructional strategies, resources, and classroom routines to support all students toward meeting academic goals.

Site Administrators: Recruit and retain highly effective site administrators to manage school operations and serve as instructional leaders.

Site Classified Staff: Staff schools with efficient and reliable secretarial and clerical employees. Office staff will also support administrators to create a welcoming environment for students and parents.

Instructional Support: Increase instructional support personnel to support student needs in the classroom, including instructional aides. (Instructional support staff support the needs of educationally disadvantaged youth, and would be contributing to increased/improved services.)

District Certificated and Classified Staff: Coordinate centralized/district resources and personnel to support schools in providing quality programs and meet requirements for county, state, and federal regulations.

[Formerly action/service 1A(1) and 1A(2)]

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount \$255,995,723

Amount \$281,095,700

Amount \$292,977,398

Source LCFF

Source LCFF

Source LCFF

Budget Reference

(Certificated Salaries) \$180,651,977
 (Classified Salaries) \$16,559,359
 (Employee Benefits) \$58,874,924
 (Books & Supplies) \$108,500
 (Other Outgo) \$45,465
 (Services & Other Operating Expenditures) (-\$244,502)

Budget Reference

(Certificated Salaries) \$180,088,757
 (Classified Salaries) \$16,559,359
 (Employee Benefits) \$79,538,121
 (Books & Supplies) \$108,500
 (Other Outgo) \$45,465
 (Services & Other Operating Expenditures) (-\$244,502)

Budget Reference

(Certificated Salaries) \$189,525,537
 (Classified Salaries) \$16,559,359
 (Employee Benefits) \$86,983,039
 (Books & Supplies) \$108,500
 (Other Outgo) \$45,465
 (Services & Other Operating Expenditures) (-\$244,502)

PLANNED ACTIONS / SERVICES

Action **1A(6) ASSESSMENT AND DATA ANALYSIS**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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Provide evaluation services for the collection of test data and the completion of evaluation reports for local schools, district, and state. Use multiple types of assessments to measure achievement and use data to inform instruction and use data to identify students with targeted instructional needs.

- Provide district interim assessments (benchmark exams) in grades 2-12.
- Provide guidelines and assistance to schools to meet the evaluation requirements and training for staff in the areas of research design, tests, measurements, and evaluation techniques.
- Schedule and perform student skills testing at schools with the support of School Testing Assistants and other school personnel.
- Present data to the Board of Education and stakeholders annually.

[Formerly action/service 1A(9)]

BUDGETED EXPENDITURES

2017-18

Amount	\$1,203,684
Source	LCFF
Budget Reference	(Certificated Salaries) \$165,720 (Classified Salaries) \$858,039 (Employee Benefits) \$202,231 (Books & Supplies) \$36,472 (Services & Other Operating Expenditures) (-\$58,778)

2018-19

Amount	\$1,260,704
Source	LCFF
Budget Reference	(Certificated Salaries) \$165,720 (Classified Salaries) \$858,039 (Employee Benefits) \$259,251 (Books & Supplies) \$36,472 (Services & Other Operating Expenditures) (-\$58,778)

2019-20

Amount	\$1,279,680
Source	LCFF
Budget Reference	(Certificated Salaries) \$165,720 (Classified Salaries) \$858,039 (Employee Benefits) \$278,227 (Books & Supplies) \$36,472 (Services & Other Operating Expenditures) (-\$58,778)

PLANNED ACTIONS / SERVICES

Action **1A(7) COORDINATED SUPPLEMENTAL SERVICES**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide supplementary services for foster and homeless youth. Maintain ongoing collaboration with key staff in county child welfare agency, mental health agency, county office of education foster youth services program, foster family agencies and other placement providers, and other entities providing care and services to foster youth within the district. Allocate funds for academic supports and remediation; transportation; and costs and fees for sports and extracurricular programs. Specific actions and services targeting the needs of foster and/or homeless youth may include opportunities for small group or one-on-one tutoring (in-home or at school site), mentoring, resources to support foster youth involved in the emancipation process, career planning and/or coaching for independent living skills, individualized educational counseling, and parenting classes for parents of foster or homeless youth. Allow foster and homeless youth to remain for a 5th year, if necessary and appropriate, to complete A-G requirements.

- Train district staff regarding policy guidance on foster youths' rights to remain in school of origin, and to prompt enrollment and transfer of records, including partial credits, when changing schools.
- Promote services through educational liaisons from the county department of education (meeting with family to offer additional support services).

[Formerly action/service 1A(8) and 2A(3)]

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount	Included in 1A(4) + Additional non-LCFF funds
Source	LCFF
Budget Reference	N/A

2018-19

Amount	Included in 1A(4) + Additional non-LCFF funds
Source	LCFF
Budget Reference	N/A

2019-20

Amount	Included in 1A(4) + Additional non-LCFF funds
Source	LCFF
Budget Reference	N/A

New Modified Unchanged

Goal 1B

ACADEMIC ENGLISH

English Learners will demonstrate continued growth towards mastery of Academic English and being designated English language proficient.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8

[Identified Need](#)

Mastery of Academic English is crucial for all learners, whether English is their first or second language. GGUSD will support all students' academic English so they can excel in reading, writing, listening and speaking.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State English Learner Assessment * <i>California English Language Development Test (CELDT)</i> English Proficiency Level (EPL): Annual Measurable Achievement Objectives (AMAO 1): Percentage of ELs Making Annual Progress in Learning English Reclassification rates: Number and Percent of Students Redesignated to Fluent English Proficient (FEP)	2015-2016 65.2% 9.6%	Improve Maintain/Improve	Improve Maintain/Improve	Improve Maintain/Improve
State Standardized Assessments (EL subgroup) Percent of students met or exceeded standards in English Language Arts Percent of students met or exceeded standards in Math	2015-2016 20% 21%	Improve Improve	Improve Improve	Improve Improve
District Assessments (T3/Q3) (EL subgroup) Percent of students at or above proficient on district benchmarks in English Language Arts Percent of students at or above proficient on district benchmarks in Math	2015-2016 13% 27%	Improve Improve	Improve Improve	Improve Improve

Action **1B(1)** **ENGLISH LANGUAGE DEVELOPMENT PROGRAM AND PROFESSIONAL DEVELOPMENT**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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Implement a research-based English language development program designed to meet the instructional needs of English Learners. Provide ongoing professional development opportunities on the forms and functions of English through Systematic ELD and Constructing Meaning and the connection to Integrated and Designated ELD. (Constructing Meaning provides functional academic language instruction in all content areas which aligns to the ELA/ELD Framework's call for Integrated ELD, and Systematic ELD provides structured and explicit language instruction around the forms of the English language, which addresses the Framework's call for Designated ELD) Ensure that English learners acquire full proficiency in English as rapidly and effectively as possible to attain parity with native speakers of English and achieve the same rigorous standards that are expected of all native speakers of English. Implement the 2014 Board Approved Plan to support English Learners and the preservation of heritage language.

- Provide appropriate services for English learners in Structured English Immersion (SEI) and English Language Mainstream (ELM) programs through Designated and Integrated ELD. Based on parent/guardian interest, develop continue to develop heritage language enrichment programs.
- Implement effective instruction for English learners, including the use of language and content objectives, background building, comprehensible input, and structured interaction.
- Teach the forms and functions of English through daily instructional time utilizing Systematic English Language Development and Constructing Meaning.
- Identify and implement high-leverage strategies and differentiated expectations for English learners.

Instructional Materials and Supplies: Provide standards-based ELD curricular materials and other resources to facilitate teacher success in the implementation of appropriate and effective ELD instruction and research-based strategies to support progress toward English language proficiency.

BUDGETED EXPENDITURES

2017-18

Amount	\$1,727 + Additional non-LCFF funds
Source	LCFF
Budget Reference	(Services & Other Operating Expenditures) \$1,727

2018-19

Amount	\$1,727+ Additional non-LCFF funds
Source	LCFF
Budget Reference	(Services & Other Operating Expenditures) \$1,727

2019-20

Amount	\$1,727+ Additional non-LCFF funds
Source	LCFF
Budget Reference	(Services & Other Operating Expenditures) \$1,727

PLANNED ACTIONS / SERVICES

Action **1B(2) SUPPORT FOR RECLASSIFIED ENGLISH PROFICIENT STUDENTS (RFEP)**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Maintain progress monitoring of RFEP students for a minimum of two years after students are reclassified. Provide guidance and protocols for teachers to report progress. Continue to support RFEP students through the use of instructional strategies within the effective instruction framework. Train teachers on the unique implications of supporting RFEP students and the continued development of academic vocabulary and expressive language, both oral and written fluency and automaticity.

- Provide professional development opportunities on how English learners are: Identified, Assessed, Supported, and Reclassified.
- Develop an assessment protocol and provide professional development for staff so that we can evaluate and monitor data related to current English learners as well as RFEP students.
- Continue to monitor data related to RFEP students. Achievement data of RFEP students is disaggregated and analyzed for district and site-level data reporting.

[Formerly action/service 1B(3)]

2018-19

New Modified Unchanged

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2019-20

New Modified Unchanged

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BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	Included in 1B(3) + additional non-LCFF funds	Amount	Included in 1B(3) + additional non-LCFF funds	Amount	Included in 1B(3) + additional non-LCFF funds
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	N/A	Budget Reference	N/A	Budget Reference	N/A

PLANNED ACTIONS / SERVICES

Action **1B(3) EXTENDED LEARNING OPPORTUNITIES AND SPECIAL PROGRAMS TO SUPPORT ENGLISH LEARNERS**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Provide students with opportunities for English language development programs and heritage language programs in afterschool or summer programs. Continue to promote and support biliteracy and the preservation of heritage language. Honor the rich linguistic and cultural assets of the District and communicate that mastery of two or more languages is an important skill enabling effective participation in a global, political, social, and economic context. Continue to offer the State Seal of Biliteracy to graduating seniors to recognize students who are able to demonstrate proficiency in English and a language other than English. Programs and activities should focus on increasing availability of early learning opportunities, primary language support, access to rigorous academic content, and participation in enrichment and extended learning. Focus on the needs of English learners, based on data.

- Provide support for English Language Development and writing strategies.
- Provide programs to support the development of English academic language development, including: Summer Institute; Summer School, Intensive ELD course for students newly enrolled in US schools; afterschool programs specifically designed to support the needs of English learners; and AVID Excel programs.
- Maintain heritage language options at all ten intermediate schools and all seven comprehensive high schools.
- Promote the Monroe Language Academy (Spanish dual immersion) and afterschool heritage language programs (Vietnamese and Spanish, offered at select schools).

[Formerly action/service 1B(2) and 1B(6)]

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount \$42,542 + Included in 1A(3)

Amount \$42,542 + Included in 1A(3)

Amount \$42,542 + Included in 1A(3)

Source LCFF

Source LCFF

Source LCFF

Budget Reference
(Classified Salaries) \$5,875
(Employee Benefits) \$520
(Books & Supplies) \$36,147

Budget Reference
(Classified Salaries) \$5,875
(Employee Benefits) \$640
(Books & Supplies) \$36,147

Budget Reference
(Classified Salaries) \$5,875
(Employee Benefits) \$640
(Books & Supplies) \$36,147

PLANNED ACTIONS / SERVICES

Action **1B(4) PARENT INVOLVEMENT/EDUCATION**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
--	--	--

District and school staff will implement outreach activities to engage the parents/guardians of English learners in a home-school-community partnership. Address barriers to participation and provide opportunities for parent/guardian participation.

- Ensure the provision of translation and interpretation services for groups of parents whose primary correspondence language exceeds 15% of the school/district population.
- Reach out to communities and provide information about school activities and topics (including outreach meetings, radio show, and other special outreach activities).
- Increase bilingual support personnel to enhance translation/interpretation services provided for parents with language needs other than English.
- Support primary language literacy to enhance cross-language transfer of language and literacy skills, fostering biliteracy and developing comprehension skills.
- Open a family resource center to provide access to community agencies, services, and resources.

BUDGETED EXPENDITURES

2017-18

Amount	\$3,039,723
Source	LCFF
Budget Reference	(Classified Salaries) \$2,571,488 (Employee Benefits) \$462,304 (Services & Other Operating Expenditures) \$5,931

2018-19

Amount	\$3,150,048
Source	LCFF
Budget Reference	(Classified Salaries) \$2,571,488 (Employee Benefits) \$572,629 (Services & Other Operating Expenditures) \$5,931

2019-20

Amount	\$3,189,194
Source	LCFF
Budget Reference	(Classified Salaries) \$2,571,488 (Employee Benefits) \$611,775 (Services) \$5,931

PLANNED ACTIONS / SERVICES

Action **1B(5) ENGLISH LEARNER PROGRAMS STAFFING/PERSONNEL**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Maintain personnel to support services for English learners, including guidance to district and site staff around programs and practices, assessment, data and analysis, and professional development. Implement the 2014 Board approved plan to support English learners and the preservation of heritage language.

- Provide guidance regarding the increase of bilingual support personnel, including bilingual instructional aides, at school sites, based on site-specific needs and resources.
- Provide instructional coaching, support, and professional development addressing the academic needs for the varied profiles of English learners and culturally responsive instruction.
- Maintain the Assessment and Registration Center (ARC) to assist individual teachers, principals, and parents in their goals for meeting the needs of English learners.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount	\$2,549,076
Source	LCFF
Budget Reference	(Certificated Salaries) \$124,836 (Classified Staff) \$1,886,241 (Employee Benefits) \$533,324 (Services & Other Operating Expenditures) \$4,675

2018-19

Amount	\$2,713,942
Source	LCFF
Budget Reference	(Certificated Salaries) \$124,836 (Classified Staff) \$1,886,241 (Employee Benefits) \$698,190 (Services & Other Operating Expenditures) \$4,675

2019-20

Amount	\$2,771,980
Source	LCFF
Budget Reference	(Certificated Salaries) \$124,836 (Classified Staff) \$1,886,241 (Employee Benefits) \$756,228 (Services & Other Operating Expenditures) \$4,675

New

Modified

Unchanged

Goal 1C

SCHOLARLY HABITS

Students will demonstrate continued growth in scholarly habits that allow them to control and monitor their own learning for improved academic outcomes.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8

[Identified Need](#)

Scholarly habits are necessary for academic achievement and include maintaining focus, goal-setting, note-taking, time management and the use of effective study skills. We will teach, support and reinforce scholarly habits so students are always ready to learn!

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Annual Survey (Grades 3-12) (Described as a composite scores by domain) Scale: 1 (low) to 5 (high) Self-Management Scholarly Habits	2015-16 E=3.86, I=3.78, H=3.70 E=3.78, I = 3.72, H= 3.60	Maintain/Improve Maintain/Improve	Maintain/Improve Maintain/Improve	Maintain/Improve Maintain/Improve
Work Habits Scale O = 4, S = 3, N = 2, U =1	2015-16 3.22	Maintain/Improve	Maintain/Improve	Maintain/Improve

PLANNED ACTIONS / SERVICES

Action **1C(1) SELF-REGULATORY SKILLS**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Continue to focus on building self-regulatory skills in all students at all levels. Continue to support the implementation of self-regulatory skills learning expectations into all classrooms at all grade levels, to be reinforced in the classroom setting, using the FAR Model.

- Maintain AVID (7-12), AVID Excel (7-8), Academy (7-10), and Resource Center (9-12) programs across the district, including tutoring and college preparation components. These specialized programs target educationally disadvantaged youth.
- Implement goal-setting documents or other site-based strategies to build self-regulatory skills.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	Included in 1A(3), 1A(4), and 3A(1) + Additional Non-LCFF funds	Amount	Included in 1A(3), 1A(4), and 3A(1) + Additional Non-LCFF funds	Amount	Included in 1A(3), 1A(4), and 3A(1) + Additional Non-LCFF funds
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	N/A	Budget Reference	N/A	Budget Reference	N/A

PLANNED ACTIONS / SERVICES

Action **1C(2) TECHNOLOGY**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Implement the key actions included within the District Technology Plan in order to build 21st century skills through technology. Leverage the use of technology to support critical thinking, communication, collaboration, and creativity.

- Curriculum: Provide teachers and staff with a scope and sequence for technology aligned to the state standards and skills required for the Smarter Balanced Assessment Consortium’s Computer Adaptive Testing.
- Professional Development: Integrate instructional technology into the classroom and provide training for teachers, students, parents.
- Infrastructure: Increase access and availability of technology (computers, smart mobile devices (OS and android), network-able projectors and technology tools), including upgraded 10 GB network infrastructure, Wi-Fi, phone system, digital clock/bell and paging systems, digital fire and security intrusion systems, and parent kiosk computers, digital signage and marquee systems.
- Implementation: Include monitoring and evaluation metrics, including planning based on district needs and goals.

2018-19

New Modified Unchanged

Reduction in capital outlay costs due to completion of E-Rate projects in 2017-18.

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount	\$11,880,099
Source	LCFF
Budget Reference	(Classified Salaries) \$3,619,917 (Employee Benefits) \$1,395,264 (Books & Supplies) \$1,154,032 (Services & Other Operating Expenditures) \$1,798,852 (Capital Outlay) \$3,912,034

2018-19

Amount	\$11,019,815
Source	LCFF
Budget Reference	(Classified Salaries) \$3,619,917 (Employee Benefits) \$1,836,990 (Books & Supplies) \$1,154,032 (Services & Other Operating Expenditures) \$1,798,852 (Capital Outlay) \$2,610,024

2019-20

Amount	\$11,193,579
Source	LCFF
Budget Reference	(Classified Salaries) \$3,619,917 (Employee Benefits) \$2,010,754 (Books & Supplies) \$1,154,032 (Services & Other Operating Expenditures) \$1,798,852 (Capital Outlay) \$2,610,024

PLANNED ACTIONS / SERVICES

Action **1C(3) LIBRARIES**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Upgrade or maintain libraries services and increase access to the library both during the school day and beyond school day. Library support services include use of computer labs and support staff.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

\$1,488,269

Amount

\$1,580,643

Amount

\$1,612,033

Source

LCFF

Source

LCFF

Source

LCFF

Budget
Reference

(Certificated Salaries) \$737,385
(Classified Salaries) \$447,738
(Employee Benefits) \$279,522
(Books & Supplies) \$33,197
(Services & Other Operating Expenditures) (-\$9,573)

Budget
Reference

(Certificated Salaries) \$737,385
(Classified Salaries) \$447,738
(Employee Benefits) \$371,896
(Books & Supplies) \$33,197
(Services & Other Operating Expenditures) (-\$9,573)

Budget
Reference

(Certificated Salaries) \$737,385
(Classified Salaries) \$447,738
(Employee Benefits) \$403,286
(Books & Supplies) \$33,197
(Services & Other Operating Expenditures) (-\$9,573)

New Modified Unchanged

Goal 2A

MOTIVATION

Students will demonstrate continued growth in their attitude towards learning.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8

[Identified Need](#)

Motivation is one of the most important ingredients for success in school and life. We will assist students in GGUSD to demonstrate continued growth in their attitude towards learning by pursuing academic challenges and believing in their ability to master challenging material and improve over time in order to achieve their goals.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Annual Survey (Grades 3-12) (Described as a composite scores by domain) Scale: 1 (low) to 5 (high) Growth Mindset Self-Efficacy Expectations	2015-16 E=3.84, I=3.82, H= 3.62 E=4.34, I=3.82, H= 3.90 E=4.36, I=4.09, H= 3.95	Maintain/Improve Maintain/Improve Maintain/Improve	Maintain/Improve Maintain/Improve Maintain/Improve	Maintain/Improve Maintain/Improve Maintain/Improve
Truancy Rates* Overall	2015-16 21.92%	Maintain/Improve	Maintain/Improve	Maintain/Improve
Attendance Rates* Attendance Rates Chronic Absenteeism Rate	2015-16 96.7% 0.80%	Maintain/Improve Maintain/Improve	Maintain/Improve Maintain/Improve	Maintain/Improve Maintain/Improve
Dropout Rates* Middle School Dropout Rate High School Dropout Rate	2015-16 0.2% 6.2%	Maintain/Improve Maintain/Improve	Maintain/Improve Maintain/Improve	Maintain/Improve Maintain/Improve
High School Graduation Rate* Overall	2015-16 89.4%	Maintain/Improve	Maintain/Improve	Maintain/Improve
Work Habits Scale 0 = 4, S = 3, N = 2, U = 1	2015-16 3.46	Maintain/Improve	Maintain/Improve	Maintain/Improve

PLANNED ACTIONS / SERVICES

Action **2A(1) PRACTICES THAT BUILD MOTIVATION**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Build practices that support student motivation in classrooms and schools, with a specific focus on growth mindset, high expectations, and self-talk. Continue to support motivation in all classrooms at all grade levels, using the FAR Model.

- Use recognition, awards, and incentives based on site-based programs and/or student needs.
- Implement specialized programs or strategies based on Caring & Motivating Schools and/or Teacher Expectations and Student Achievement (TESA) models, which focus on specific observable behaviors that communicate high expectations for students.

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BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	Included in 1A(5)
Source	LCFF
Budget Reference	N/A

Amount	Included in 1A(5)
Source	LCFF
Budget Reference	N/A

Amount	Included in 1A(5)
Source	LCFF
Budget Reference	N/A

PLANNED ACTIONS / SERVICES

Action **2A(2) ATTENDANCE**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Expand/Refine programs that target attendance and truancy issues. Review data to identify needs and implement programs and strengthen partnerships that support attendance rates.

- Review data on truancy, absences, and chronic absenteeism to determine district and site level needs. Use school climate data and surveys to identify barriers to attendance. Expand use of programs and practices that will address needs.
- Provide guidance for teachers, staff, and administrators regarding attendance-related issues.
- Maintain services provided by the Office of Student Services.
- Maintain partnerships with Boys & Girls Clubs of Garden Grove, local police departments, and other agencies, to provide resources that support families with issues related to attendance and truancy.

Empty box for 2018-19 action details.

Empty box for 2019-20 action details.

BUDGETED EXPENDITURES

2017-18

Amount	\$241,543
Source	LCFF
Budget Reference	(Certificated Salaries) \$177,753 (Employee Benefits) \$48,285 (Services & Other Operating Expenditures) \$15,505

2018-19

Amount	\$258,023
Source	LCFF
Budget Reference	(Certificated Salaries) \$177,753 (Employee Benefits) \$64,765 (Services & Other Operating Expenditures) \$15,505

2019-20

Amount	\$264,059
Source	LCFF
Budget Reference	(Certificated Salaries) \$177,753 (Employee Benefits) \$70,801 (Services & Other Operating Expenditures) \$15,505

PLANNED ACTIONS / SERVICES

Action **2A(3) CREDIT RECOVERY**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input checked="" type="checkbox"/> Specific Grade spans: <u>Grades 9-12</u>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Maintain and increase programs that support the goal for all students to graduate from high school.

- Provide multiple opportunities for high school credit recovery (repeating courses in which a grade of “F” was initially earned) during concurrent credit recovery options.
- Offer after school credit recovery programs for students who have obtained “D” or “F” grades.
- Offer online credit recovery opportunities through online program providers during the school year and summer.
- Partner with county online school to offer summer credit recovery options.
- Partner with county summer program to offer credit recovery options.

[Formerly action/service 2A(4)]

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

Source

Budget Reference

Amount

Source

Budget Reference

Amount

Source

Budget Reference

New

Modified

Unchanged

Goal 2B

SOCIOEMOTIONAL WELL-BEING

Students will demonstrate continued growth in their attitudes towards themselves and others.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8

[Identified Need](#)

Positive feelings about oneself and others result in respectful and helpful interactions between students and adults, preparing students for current and lifelong success. We will assist GGUSD students in demonstrating continued growth in their attitudes about themselves and others in order to develop their socio-emotional well-being.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Annual Survey (Grades 3-12) (Described as a composite scores by domain) Scale: 1 (low) to 4(high) Social Awareness Emotional Care Sense of Belonging and School Connectedness*	2015-16 E=4.06, I = 3.98, H= 3.96 E=3.96, I=3.82, H=3.81 E= 4.91, I=3.84, H= 3.68	Maintain/Improve Maintain/Improve Maintain/Improve	Maintain/Improve Maintain/Improve Maintain/Improve	Maintain/Improve Maintain/Improve Maintain/Improve
Citizenship Scale O = 4, S = 3, N = 2, U = 1	2015-2016 3.46	Maintain/Improve	Maintain/Improve	Maintain/Improve

[PLANNED ACTIONS / SERVICES](#)

Action **2B(1) PROGRAMS TO PROMOTE WELL-BEING**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
Location(s)	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

Maintain programs and practices to support the mental, physical, social, and emotional well-being of students and families.

- Provide school-based clinical counseling services, services of mental health professionals, and socioemotional supports for students. The “Now is the Time” Project AWARE (NITT-AWARE-SEA) grant can also support objectives related to the coordination of mental health services and provides training for staff in the Youth Mental Health First Aid (YMHFA) program.
- Address risks associated with substance abuse through prevention programs, including the implementation of district-adopted substance abuse prevention programs where appropriate: Positive Action (K-5), Life Skills (6-8), and Project Towards No Drug Abuse (high school).
- Support programs that focus on asset development, anti-bullying initiatives, internet safety, and overall socioemotional learning (SEL). SEL programs in school, lesson-based curricula (e.g., Second Step), in school non-curricular approaches, and out-of-school time programs.
- Support Local School Wellness Programs (LSWP) as required by the Healthy, Hunger-Free Kids Act (HHFKA) of 2010, including programs that provide additional programs, such as physical activities beyond physical education courses and nutritional education.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount	Included in 1A(3) and 1A(4)
Source	LCFF
Budget Reference	N/A

2018-19

Amount	Included in 1A(3) and 1A(4)
Source	LCFF
Budget Reference	N/A

2019-20

Amount	Included in 1A(3) and 1A(4)
Source	LCFF
Budget Reference	N/A

PLANNED ACTIONS / SERVICES

Action **2B(2) SCHOOL CONNECTEDNESS**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Provide opportunities and increased access for students to be involved and engaged in school at all levels (clubs, sports, programs, school activities, assemblies, field trips, etc.). Provide schools with guidance, support, and resources to increase students' sense of belonging and school connectedness.

- Increase elective course options where feasible (including arts, career technical education, world languages, etc.).
- Increase opportunities for student involvement in afterschool or summer enrichment programs, including opportunities that include mentoring and community service.
- Increase opportunities for students to participate in athletic/physical education programs, including intermediate school intramural sports.
- Offer opportunities for students to attend educational field trips and participate in assemblies.
- Maintain strong partnership with Boys & Girls Clubs of Garden Grove (BGCGG) to provide after school programs, youth development, and family strengthening/community resource programs.
- Inform parents about community-based summer programs, including support for the annual Summer Resources Fair for families.

[Formerly action/service 2B(3)]

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount \$2,270,323

Source LCFF

Budget Reference
 (Certificated Salaries) \$747,781
 (Classified Salaries) \$915,917
 (Employee Benefits) \$225,604
 (Books & Supplies) \$34,900
 (Services & Other Operating Expenditures) \$346,121

Amount \$2,319,886

Source LCFF

Budget Reference
 (Certificated Salaries) \$747,781
 (Classified Salaries) \$915,917
 (Employee Benefits) \$275,167
 (Books & Supplies) \$34,900
 (Services & Other Operating Expenditures) \$346,121

Amount \$2,336,580

Source LCFF

Budget Reference
 (Certificated Salaries) \$747,781
 (Classified Salaries) \$915,917
 (Employee Benefits) \$291,861
 (Books & Supplies) \$34,900
 (Capital Outlay) \$346,121

[PLANNED ACTIONS / SERVICES](#)

Action **2B(3) SUPPORT SERVICES/ PUPIL SERVICES**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
Location(s)	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
--	--	--

Continue to maintain support/pupil services. This includes: Nurses and Health Assistants who screen students for health problems and refer to appropriate services as necessary; School Psychologists who coordinate assessments for students and make appropriate recommendations to an IEP team, supporting the process of identifying and providing services for individuals with exceptional needs; Speech and Language Pathologists who consult with the teacher regarding the speech and language needs of students; Behavior Specialists who work with students with special behavioral needs; Vision and Audiological Services to test, identify, and monitor disorders; and School Counselors (See Goal 3A). Transportation services for students with disabilities are also included in the budget for this action.
[Formerly action/service 2B(2)]

BUDGETED EXPENDITURES

2017-18

Amount \$13,140,747

Source LCFF

Budget Reference

(Certificated Salaries) \$3,357,757
 (Classified Salaries) \$1,023,393
 (Employee Benefits) \$1,150,623
 (Books & Supplies) \$113,288
 (Services & Other Operating Expenditures) \$3,460,686
 (Other Outgo) \$4,035,000

2018-19

Amount \$13,533,860

Source LCFF

Budget Reference

(Certificated Salaries) \$3,357,757
 (Classified Salaries) \$1,023,393
 (Employee Benefits) \$1,543,736
 (Books & Supplies) \$113,288
 (Services & Other Operating Expenditures) \$3,460,686
 (Other Outgo) \$4,035,000

2019-20

Amount \$13,671,441

Source LCFF

Budget Reference

(Certificated Salaries) \$3,357,757
 (Classified Salaries) \$1,023,393
 (Employee Benefits) \$1,681,317
 (Books & Supplies) \$113,288
 (Services & Other Operating Expenditures) \$3,460,686
 (Other Outgo) \$4,035,000

New Modified Unchanged

Goal 2C

CLIMATE

Classrooms, schools and the district will demonstrate continued growth in maintaining a positive and safe learning climate for all stakeholders.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8

[Identified Need](#)

Positive feelings about oneself and others result in respectful and helpful interactions between students and adults, preparing students for current and lifelong success. We will assist GGUSD students in demonstrating continued growth in their attitudes about themselves and others in order to develop their socio-emotional well-being.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Annual Survey (Grades 3-12) (Described as a composite scores by domain) Scale: 1 (low) to 5 (high) Climate of support for academic learning Discipline & Rules Safety: Feeling safe at school* Safety: Bullying* Facilities Maintenance: Clean* Facilities Maintenance: Well-Maintained*	2015-16 E= 4.24, I= 4.06, H= 3.85 E= 3.06, I=3.50, H=3.38 E= 4.04, I= 3.74, H=3.60 E= 3.30, I= 3.83, H= 3.90 E= 3.29, I= 3.22, H= 3.00 E= 3.31, I= 3.35, H= 3.12	Maintain/Improve Maintain/Improve Maintain/Improve Maintain/Improve Maintain/Improve Maintain/Improve	Maintain/Improve Maintain/Improve Maintain/Improve Maintain/Improve Maintain/Improve Maintain/Improve	Maintain/Improve Maintain/Improve Maintain/Improve Maintain/Improve Maintain/Improve Maintain/Improve
Annual Survey (Staff) (Described as a composite scores by domain) Scale: 1 (low) to 5 (high) Student Climate Overall* School Staff Climate Overall	2015-16 4.25 4.14	Maintain/Improve Maintain/Improve	Maintain/Improve Maintain/Improve	Maintain/Improve Maintain/Improve
Annual Survey (Parents) (Described as a composite scores by domain) Scale: 1 (low) to 5 (high) Student Climate Overall* Adult Climate Overall Opportunities for parent involvement*	2015-16 3.98 4.01 3.87	Maintain/Improve Maintain/Improve Maintain/Improve	Maintain/Improve Maintain/Improve Maintain/Improve	Maintain/Improve Maintain/Improve Maintain/Improve
Student Suspension Rates*	2014-15 2.2%	Maintain less than 3.5%	Maintain less than 3.5%	Maintain less than 3.5%
Student Expulsion Rates*	2014-15 less than or equal to 0.1%	Maintain less than 0.1%	Maintain less than 0.1%	Maintain less than 0.1%

PLANNED ACTIONS / SERVICES

Action **2C(1) WELCOMING CLIMATE**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Maintain caring and motivating schools that welcome diversity and respect all staff, parents, and students.

- Engage in community partnerships to provide collaborative services through various agencies to benefit to students and families in need.
- Open a family resource center to provide access to community agencies, services, and resources.
- Encourage district and school-level events and activities that celebrate different cultures.
- Annually review data regarding school climate using the Strategic Plan survey for students, parents, and staff.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

Costs included in 1A(4)

Amount

Costs included in 1A(4)

Amount

Costs included in 1A(4)

Source

LCFF

Source

LCFF

Source

LCFF

Budget Reference

N/A

Budget Reference

N/A

Budget Reference

N/A

PLANNED ACTIONS / SERVICES

Action **2C(2) PARENT/COMMUNITY OUTREACH**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>Maintain a Parent and Community Outreach office to serve as a link to community resources and to provide guidance, support, and training to parents/guardians, teachers, administrators, and support staff. Coordinate parent education and community outreach meetings, develop and encourage high-quality parent programs and parental involvement opportunities at school sites, and provide professional development opportunities in parent education programs.</p> <ul style="list-style-type: none"> • Parent Governance: Promote parent involvement in the District English Learner Advisory Committee (DELAC), or Parent Task Force (District Advisory Committee), according to CDE compliance requirements. • Parent Education: Provide opportunities to learn how to support student learning, including an understanding of the CA State Standards. Maintain current parent education programs, including 10 Education Commandments for Parents, 40 Developmental Assets, CAFE Project2Inspire, and Parent Expectations and Student Achievement. Show parents ways to support their children at home and increase involvement and engagement in learning. • Parent Involvement: Promote strong home-school-community partnerships, and multiple opportunities for involvement at welcoming schools. Encourage parents/guardians to attend and 		

participate in various workshops, meetings, advisory committees, and other special events. Provide interpretation/ translation services at the school sites and at the district level.
 [Formerly action/service 2C(6)]

BUDGETED EXPENDITURES

2017-18

Amount	Included in 1A(5) and 1B(4) + non-LCFF funds
Source	LCFF
Budget Reference	N/A

2018-19

Amount	Included in 1A(5) and 1B(4) + non-LCFF funds
Source	LCFF
Budget Reference	N/A

2019-20

Amount	Included in 1A(5) and 1B(4) + non-LCFF funds
Source	LCFF
Budget Reference	N/A

PLANNED ACTIONS / SERVICES

Action **2C(3) COMMUNICATION**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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Keep all stakeholders engaged and informed and implement communication guidelines to facilitate internal and external communication processes.

- Keep all stakeholders informed about the district's Strategic Plan, including an annual update on progress toward goals.
- Use surveys and hold focus groups to gather feedback from all stakeholders, including parents, community members, students, and employees.
- Continue to improve the marketing of schools and communication about school achievement activities/events, and special accomplishments.
- Maintain district and school websites and social media as a tool to disseminate up-to-date information.
- Maintain use of internal communication systems such as Parent Portal and School Messenger (phone/text/email functions).
- Use print media such as newsletters, flyers, etc.
- Promote parent conferences to inform parents of student progress.

[Formerly action/service 2C(2)]

BUDGETED EXPENDITURES

2017-18

Amount	\$363,244
Source	LCFF
Budget Reference	(Classified Salaries) \$153,574 (Employee Benefits) \$62,795 (Books & Supplies) \$5,000 (Services & Other Operating Expenditures) \$141,875

2018-19

Amount	\$383,222
Source	LCFF
Budget Reference	(Classified Salaries) \$153,574 (Employee Benefits) \$82,773 (Books & Supplies) \$5,000 (Services & Other Operating Expenditures) \$141,875

2019-20

Amount	\$391,184
Source	LCFF
Budget Reference	(Classified Salaries) \$153,574 (Employee Benefits) \$90,735 (Books & Supplies) \$5,000 (Services & Other Operating Expenditures) \$141,875

PLANNED ACTIONS / SERVICES

Action **2C(4) FACILITIES MAINTENANCE**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Ensure that schools and other district facilities are clean and well-maintained. Facilities maintenance contributes to overall school climate, an important factor for academic achievement.

- Continue the ongoing analysis and review of Maintenance, Operations, and Transportation needs. Fill vacant positions (based on LCFF funding and department priorities), adhering to staffing formulas to maintain staffing to support all functions across levels.
- Ensure that the District's Merit System for classified staffing is followed to ensure that employees are selected, promoted, and retained without favoritism or prejudice.
- Invest in custodial equipment and increase site custodial budget in alignment with LCFF funding priorities, and invest in equipment and vehicle replacement.
- Embed use of technological support tools to facilitate MOT systems.
- Provide ongoing and consistent processes, communication, and expectations
- Coordinate activities with the district construction program to ensure the optimum use of state funds in targeting district priorities.

Reduction in capital outlay is due to projected completion of projects at Chapman.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$64,472,481
Source	LCFF
Budget Reference	(Certificated Salaries) \$50,250 (Classified Salaries) \$33,925,297 (Employee Benefits) \$14,331,424 (Books & Supplies) \$4,541,692 (Services & Other Operating Expenditures) \$13,432,652 (Capital Outlay) \$2,105,232 (Program Transfers & Indirect Costs) (-\$3,914,066)

Amount	\$68,224,992
Source	LCFF
Budget Reference	(Certificated Salaries) \$50,250 (Classified Salaries) \$33,925,297 (Employee Benefits) \$19,091,974 (Books & Supplies) \$4,541,692 (Services & Other Operating Expenditures) \$13,432,652 (Capital Outlay) \$1,500,061 (Program Transfers & Indirect Costs) (-\$4,316,934)

Amount	\$70,014,822
Source	LCFF
Budget Reference	(Certificated Salaries) \$50,250 (Classified Salaries) \$33,925,297 (Employee Benefits) \$20,915,481 (Books & Supplies) \$4,541,692 (Services & Other Operating Expenditures) \$13,432,652 (Capital Outlay) \$1,500,061 (Program Transfers & Indirect Costs) (-\$4,350,611)

PLANNED ACTIONS / SERVICES

Action **2C(5) CAMPUS SAFETY AND DISCIPLINE/RULES**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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Ensure campus safety via ongoing analysis and adjustment of safety and discipline protocols. Refine emergency response/safe schools protocols working in partnership with local law enforcement.

- Review School Safety Plans and other safety related plans and protocols. Ensure that employees receive proper training on emergency and safety protocols.
- Maintain a strong collaborative relationship with local law enforcement and community-based agencies, including meetings of the Safety Partnership Committee to discuss topics related to health, safety, and wellness. Maintain a strong partnership with GGPD and law enforcement agencies of neighboring cities, including the staffing and support of GGPD School Resource officers.
- Develop strong, proactive bullying/cyberbullying prevention programs and educate all stakeholders. Support comprehensive bullying/cyberbullying prevention programs that include multiple channels of communication that students and families may access to report incidents of threats, intimidation, harassment, or other forms of aggression (i.e., WeTip and Google Tips).

- Review the implementation of consistent discipline procedures, work toward developing improved systems of positive behavior intervention programs and systems of support for students identified through early warning indicators, including additional information and training in the Positive Behavior Intervention and Support (PBIS) model, Restorative Practices, and Mindfulness Based Stress Reduction programs.

BUDGETED EXPENDITURES

2017-18

Amount

\$2,018,039

Source

LCFF

Budget Reference

(Certificated Salaries) \$53,396
 (Classified Salaries) \$1,714,917
 (Employee Benefits) \$193,620
 (Books & Supplies) \$15,000
 (Services & Other Operating Expenditures) \$41,106

2018-19

Amount

\$2,059,271

Source

LCFF

Budget Reference

(Certificated Salaries) \$53,396
 (Classified Salaries) \$1,714,917
 (Employee Benefits) \$234,852
 (Books & Supplies) \$15,000
 (Services & Other Operating Expenditures) \$41,106

2019-20

Amount

\$2,066,197

Source

LCFF

Budget Reference

(Certificated Salaries) \$53,396
 (Classified Salaries) \$1,714,917
 (Employee Benefits) \$241,778
 (Books & Supplies) \$15,000
 (Services & Other Operating Expenditures) \$41,106

PLANNED ACTIONS / SERVICES

Action **2C(6)** **TRAINING FOR ALL STAFF**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide more on-site coaching, support, and training opportunities for all employees (including administrators, certificated, and classified employees). Evaluate needs, survey staff, and plan for professional development that serves to increase employee skills and overall professional capital. [Formerly action/service 2C(3)]		

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$46,231 + included in other actions/services (salaries)	Amount	\$46,446 + included in other actions/services (salaries)	Amount	\$46,581 + included in other actions/services (salaries)
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	(Classified Salaries) \$45,000 (Employee Benefits) \$1,231	Budget Reference	(Classified Salaries) \$45,000 (Employee Benefits) \$1,446	Budget Reference	(Classified Salaries) \$45,000 (Employee Benefits) \$1,581

PLANNED ACTIONS / SERVICES

Action **2C(7) PARENTS OF PUPILS WITH EXCEPTIONAL NEEDS**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)]: _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Provide opportunities for parents of pupils with exceptional needs to participate in programs. Promote participation in the Community Advisory Committee (CAC) for parents of students with disabilities.

- Offer special events, including the annual "Life After High School" to inform parents and showcase the availability of special programs at the district and in the community for students with disabilities.
- Consider barriers to participation, including childcare, transportation, and language needs (translation/interpretation).

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

Included in 1B(4) + non-LCFF funds

Amount

Included in 1B(4) + non-LCFF funds

Amount

Included in 1B(4) + non-LCFF funds

Source

LCFF

Source

LCFF

Source

LCFF

Budget Reference

N/A

Budget Reference

N/A

Budget Reference

N/A

New Modified Unchanged

Goal 3A

COLLEGE & CAREER READINESS

District-wide data that are predictive of success after high school will improve annually.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8

[Identified Need](#)

Even before students graduate from high school, we will identify if students are on track for graduation and success after high school, so we can support students in order to maximize their graduation and college entrance rates.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
a-g Rates* All Students (As reported in DataQuest)	2015-16 51.6%(ALL) 38.5%(H) - 72.2%(A) - 49.3%(W) 49.5%(S) - 12.7%(E)	Maintain/Improve	Maintain/Improve	Maintain/Improve
Students attending 4-years in GGUSD	62.3%(ALL)	Maintain/Improve	Maintain/Improve	Maintain/Improve
Early Assessment Program (EAP)* College-Ready (English Language Arts)	2015-16 32%(ALL) 17%(H) - 53%(A) - 31%(W) 29%(S) - 2%(E)	Maintain/Improve	Maintain/Improve	Maintain/Improve
College-Ready (Math)	15%(ALL) 3%(H) - 34%(A) - 13%(W) 13%(S) - 2%(E)	Maintain/Improve	Maintain/Improve	Maintain/Improve
College-Ready, Conditional (ELA)	34%(ALL) 35%(H) - 31%(A) - 37%(W) 34%(S) - 17%(E)	Maintain/Improve	Maintain/Improve	Maintain/Improve
College-Ready, Conditional (Math)	24%(ALL) 15%(H) - 34%(A) - 28%(W) 23%(S) - 6%(E)	Maintain/Improve	Maintain/Improve	Maintain/Improve

PSAT Exam (Districtwide Average Scores, 10 th Grade)	2015-16			
Total Score	893	Maintain/Improve	Maintain/Improve	Maintain/Improve
Reading/Writing	444	Maintain/Improve	Maintain/Improve	Maintain/Improve
Math	449	Maintain/Improve	Maintain/Improve	Maintain/Improve
SAT Exam (Districtwide Average Scores)	2014-15			
Total Score Overall	1065	Maintain 1050 or above	Maintain 1050 or above	Maintain 1050 or above
Critical Reading	531	Maintain 480 or above	Maintain 480 or above	Maintain 480 or above
Math	534	Maintain 530 or above	Maintain 530 or above	Maintain 530 or above
ACT Exam (Districtwide Average Scores)	2014-15			
Reading	21	Maintain 20 or above	Maintain 20 or above	Maintain 20 or above
English	21	Maintain 20 or above	Maintain 20 or above	Maintain 20 or above
Math	23	Maintain 20 or above	Maintain 20 or above	Maintain 20 or above
Science	21	Maintain 20 or above	Maintain 20 or above	Maintain 20 or above
Advanced Placement (AP)	2015-16			
AP Pass Rates* (exam scores 3, 4, 5)	62.6%	Maintain/Improve	Maintain/Improve	Maintain/Improve
AP Test Takers (test takers/9-12 enrollment)	24.1%	Maintain/Improve	Maintain/Improve	Maintain/Improve
AP Enrollment Rates (# of student enrolled in at least one AP class/9-12 enrollment)	27.7%	Maintain/Improve	Maintain/Improve	Maintain/Improve
<i>NOTE: GGUSD does not participate in International Baccalaureate (IB) programs</i>				

(ALL)-All Students
(H)-Hispanic/Latino
(A)-Asian
(W)-White
(S)-Socioeconomically Disadvantaged
(E)-English Learners

PLANNED ACTIONS / SERVICES

Action **3A(1) COLLEGE/ CAREER PROGRAMS AND EVENTS**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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Maintain a focus on a college-going culture in all grades K-12, and expose students to various college and career options/pathways:

- Host district-wide events, including College Fair, Career Fair, Roadmap to College, and Life After High School.
- Offer school-hosted College Information Nights and Financial Aid Nights at high schools and college/career focused events at intermediate schools and elementary schools.
- Expand the College & Career Mentoring Program (CCMP). The program includes mentoring of elementary students by GGUSD alumni currently in college.
- Visit local college campuses.
- Maintain the College Boost program, supporting the college application, financial aid, and college selection process.
- Implement College and Career Guidance Initiative at all schools, grades 7 through 12.
- Increase college awareness starting in the elementary level. Expand programs to reach additional K-8 students, through events such as "Preparing for Secondary Success," "Welcome to Intermediate," district radio shows (Radio Bolsa and Radio Santa Ana), and other high school student and parent events.

BUDGETED EXPENDITURES

2017-18

Amount	\$160,009
Source	LCFF
Budget Reference	(Certificated Salaries) \$1,150 (Classified Salaries) \$139,810 (Employee Benefits) \$13,362 (Books & Supplies) \$4,236 (Services & Other Operating Expenditures) \$1,451

2018-19

Amount	\$163,048
Source	LCFF
Budget Reference	(Certificated Salaries) \$1,150 (Classified Salaries) \$139,810 (Employee Benefits) \$16,401 (Books & Supplies) \$4,236 (Services & Other Operating Expenditures) \$1,451

2019-20

Amount	\$163,058
Source	LCFF
Budget Reference	(Certificated Salaries) \$1,150 (Classified Salaries) \$139,810 (Employee Benefits) \$16,411 (Books & Supplies) \$4,236 (Services & Other Operating Expenditures) \$1,451

PLANNED ACTIONS / SERVICES

Action **3A(2) MENTORING, SCHOOL PROGRAMS, AND A-G AWARENESS**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Maintain a goal for all students to complete a-g subject requirements (courses required for minimum eligibility to enroll in a four year university).

- Provide opportunities for D-Validation (repeating course where a grade of “D” was initially earned) after school and through summer school classes.
- Partner with county online school and local community colleges to offer summer credit D-Validation options.
- Continue to implement district placement guidelines and placement practices.
- Increase opportunities for online programs and courses for D-Validation.
- Increase availability, access, and/or information for summer programs (intervention, credit recovery, enrichment, advancement per guidelines).
- Increase availability of school counselors at intermediate school and high school levels.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

\$5,648,179

Amount

\$6,110,119

Amount

\$6,275,029

Source

LCFF

Source

LCFF

Source

LCFF

Budget
Reference

(Certificated Salaries) \$4,353,649
(Employee Benefits) \$1,294,530

Budget
Reference

(Certificated Salaries) \$4,353,649
(Employee Benefits) \$1,756,470

Budget
Reference

(Certificated Salaries) \$4,353,649
(Employee Benefits) \$1,921,380

[PLANNED ACTIONS / SERVICES](#)

Action **3A(3) COLLEGE ENTRANCE AND READINESS**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
Location(s)	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input checked="" type="checkbox"/> Specific Grade spans: <u>Grades 7-12</u>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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Use the California College Guidance Initiative (CCGI) tools and resources and support programs and practices related to college/career readiness:

- Consider Readistep foundational assessment of college readiness skills in grade 8. Administer the PSAT to all 10th grade students (at no cost to students) and increase promotion of 11th grade PSAT.
- Offer SAT Preparation courses to all 11th grade students (at a reduced rate) and promote free online SAT preparation. Review the feasibility of the SAT School day administration.
- Ensure equitable and open access to Advanced Placement courses, including the consideration of AP Potential for course placement. Develop systems and structures to sustain and improve AP results and enable further increases in college readiness and closure of opportunity and achievement gaps.
- Implement the actions in the College Readiness Block Grant plan to increase outreach; develop and implement a systemwide of protocol for student support, including use of data; and develop additional partnerships with institutes of higher education. Actions and services will aim to increase unduplicated students' access and matriculation to institutes of higher education.

BUDGETED EXPENDITURES

2017-18

Amount	\$40,000
Source	LCFF
Budget Reference	(Books & Supplies) \$40,000

2018-19

Amount	\$40,000
Source	LCFF
Budget Reference	(Books & Supplies) \$40,000

2019-20

Amount	\$40,000
Source	LCFF
Budget Reference	(Books & Supplies) \$40,000

New Modified Unchanged

Goal 3B

COLLEGE & CAREER SUCCESS

College and career entrance and completion rates will improve annually.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8

[Identified Need](#)

We want all our students to be successful with us, after they graduate and throughout their lives. Even after students graduate, we will continue to monitor their success after high school.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Postsecondary Enrollment Rate (Student Tracker) <i>(Fall immediately after High School)</i> Overall (enrollment in post-secondary institutions) Enrollment at 4-year college or university Enrollment at 2-year college or university	2015-16 71% 29% 42%	Maintain/Improve Maintain/Improve Maintain/Improve	Maintain/Improve Maintain/Improve Maintain/Improve	Maintain/Improve Maintain/Improve Maintain/Improve
Persistence Rate (Student Tracker) Overall (enrollment in post-secondary institutions) Enrollment at 4-year college or university Enrollment at 2-year college or university	2015-16 89% 96% 85%	Maintain/Improve Maintain/Improve Maintain/Improve	Maintain/Improve Maintain/Improve Maintain/Improve	Maintain/Improve Maintain/Improve Maintain/Improve
Future Educational Goals Annual Survey (Grades 3-12) Plan to obtain 4-year or advanced degree Plan to obtain 2-year degree	2015-16 83% 7%	Maintain/Improve Maintain/Improve	Maintain/Improve Maintain/Improve	Maintain/Improve Maintain/Improve
CTE Pathway Completion 20+ credits in a sequenced CTE pathway (concentrator + capstone)	2013-14 67%	Maintain/Improve	Maintain/Improve	Maintain/Improve

PLANNED ACTIONS / SERVICES

Action **3B(1) STUDENT TRACKER**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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Use the Student Tracker for High Schools service through the National Student Clearinghouse to monitor our graduates.

- Review and analyze data to help stakeholders understand student postsecondary enrollment, persistence, and graduation trends.
- Annually report trends and college enrollment data through the annual report of Strategic Plan and other methods, including district newsletters.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	N/A	Amount	N/A	Amount	N/A
Source	Non-LCFF funds (Federal Title 1)	Source	Non-LCFF funds (Federal Title 1)	Source	Non-LCFF funds (Federal Title 1)
Budget Reference	N/A	Budget Reference	N/A	Budget Reference	N/A

PLANNED ACTIONS / SERVICES

Action **3B(2) COLLEGE/CAREER PATHWAYS AND OPTIONS**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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Provide opportunities for student to be exposed to various college and career options, including:

- Making connections for students through hands-on learning and real world application.
- Increase support for programs in the areas of science, technology, engineering, and math (STEM).
- Further develop career pathway/ vocational programs, including CTE/ROP and expansion of electives, at both intermediate school and high school levels. Organize and host an annual districtwide Career Fair to showcase ROP/CTE programs and career speakers.
- Continue to build and develop college/university partnerships and programs to support college readiness and college-going culture.
- Partner with local industry sector businesses to provide internships, mentoring, and real world experiences in various career sectors.

BUDGETED EXPENDITURES

2017-18

Amount	\$3,574,287
Source	LCFF
Budget Reference	(Certificated Salaries) \$290,792 (Classified Salaries) \$496,920 (Employee Benefits) \$263,519 (Books & Supplies) \$2,177,316 (Services & Other Operating Expenditures) \$225,354 (Other Outgo) \$120,386

2018-19

Amount	\$3,662,442
Source	LCFF
Budget Reference	(Certificated Salaries) \$290,792 (Classified Salaries) \$496,920 (Employee Benefits) \$351,674 (Books & Supplies) \$2,177,316 (Services & Other Operating Expenditures) \$225,354 (Other Outgo) \$120,386

2019-20

Amount	\$3,694,914
Source	LCFF
Budget Reference	(Certificated Salaries) \$290,792 (Classified Salaries) \$496,920 (Employee Benefits) \$384,146 (Books & Supplies) \$2,177,316 (Services & Other Operating Expenditures) \$225,354 (Other Outgo) \$120,386

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 70,102,216

Percentage to Increase or Improve Services:

19.75 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

As of the 2016-17 estimated actuals, the total amount of supplemental and concentration grant funds calculated for 2017-18 is \$70,102,216, based on the number and concentration of low income, foster youth and English learner pupils (unduplicated count). GGUSD has a projected unduplicated enrollment of 80.09% for the 2017-18 school year. Therefore, the LCAP supplemental and concentration grant funding will be expended on a districtwide basis, as allowed for in 5 CCR 15496, and as described in the LCAP. However, funds are principally directed to support the needs of unduplicated pupils to provide increased/improved actions and services that would result in improved academic outcomes for these students. The majority of GGUSD schools also maintain an enrollment of unduplicated pupils which is greater than 40% of the school's total enrollment. At school sites where the enrollment of unduplicated pupil (e.g., low income, foster youth, and English learners) is less than 40% of the school's total enrollment, the school may still be allowed to expend funds on a schoolwide basis on actions and services principally directed at meeting the district's goals for unduplicated pupils in the state priority areas, as described within the GGUSD LCAP. For example, a school may expend funds for programs related to technology integration, extended day tutoring, or the AVID program to benefit all participating students, whether or not all participating students are identified as part of the unduplicated count.

Actions and services described within the LCAP will support key areas to upgrade the entire educational program of the district and school sites. The minimum proportionality percentage (MPP) for the LCAP year 2017-18 has been calculated as 19.75%. The actions and services for low income pupils, foster youth, and English learners will be increased or improved in proportion to this increase in funding, as represented by the MPP calculation. These increased/improved services can be described either quantitatively or qualitatively. To support the decision-making process, stakeholders suggested increased/improved actions and services based on the district's identified needs and goals of the Strategic Plan. These actions and services will support the goals for our unduplicated pupils in each of the state priorities. Actions and services targeted to meet the needs of unduplicated pupils can be categorized in several key areas:

1. High-quality, effective instruction, including instructional strategies and curriculum materials to support unduplicated pupils – Action 1A(1), **1A(4)**, and **Goal 1B**
2. Targeted programs to meet the needs of unduplicated pupils (e.g., in-class interventions, afterschool tutoring programs, summer programs) – **Action 1A(3)** and **1B(3)**
3. Focused professional development and ongoing coaching and support for teachers (related to needs of unduplicated pupils) – **Action 1A(2)**
4. Parent education/engagement programs (for parents of unduplicated pupils) – **Action 1B(4)**, 2C(2), and 2C(7)
5. Programs that support school connectedness and the development of self-regulatory skills – Action 1C(1), **1A(7)**, and Goal 2A
6. Increased support services/programs and college/career readiness services/programs (e.g., counseling programs, student services) – Goal 3
7. Additional instructional/classroom support personnel (e.g., instructional aides, bilingual aides) – Action 1A(5)
8. Technology integration – Action 1C(2)

The actions/services identified in bold font above are included in the LCAP as contributing to meeting the Increased or Improved Services Requirement. The district will annually review school plans related to projected expenditures of LCFF funds in order to verify alignment with district goals and LCAP. District-level and site-level actions and services are consistent with research on school improvement and targeted approaches for improving student achievement for unduplicated pupils.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to EC sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by EC sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement(s) process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check “Unchanged” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check “Unchanged” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the

LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. Implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address: A) Local priority goals; and B) Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
 - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?