

Introduction:**LEA: Garden Grove Unified School District Contact: Gabriela Mafi, Ed.D., Superintendent, gmafi@ggusd.us, (714) 663-6111****LCAP Year: 2015-16*****Local Control and Accountability Plan and Annual Update Template***

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) 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 provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable 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 Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parental involvement: *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code 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 Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 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?

Involvement Process	Impact on LCAP
<p>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 Educators’ 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 generate feedback. Each meeting called for a collaborative approach to student education, emphasizing the need for all stakeholders to be engaged in the LCAP process. Data relevant to the district goals were shared, and time was provided for group discussion, which was focused on generating stakeholders’ ideas related to what they viewed as keys to student success. Data used to determine goals included trends from state academic assessments, Academic Performance Index (API), district benchmarks and early reading literacy, a-g subject requirements, Advanced Placement rates, California Healthy Kids Survey data, and results from the 2013-14 Strategic Plan survey. Different metrics were shared with stakeholder groups across a variety of settings. Data was also shared with the School Board, and made available to the public. A link to the district’s</p>	<p>Stakeholders were provided multiple opportunities to provide input into the LCAP. Initial discussions with staff, parent/community, and student focus groups generated ideas around district priorities and needed improvements. This initial feedback was used to develop surveys for each of the stakeholder groups to ensure broad participation. Follow-up meetings with stakeholders were organized to elicit further input, which could be submitted either in writing or through an online form.</p> <p>GGUSD stakeholders agreed to frame the development of the LCAP around the goals of our Strategic Plan, which support our new district mission and vision:</p> <p><u>Our Shared Vision:</u> We are committed to preparing all students to be successful and responsible citizens who contribute and thrive in a diverse society.</p> <p><u>Our Shared Mission:</u> To ensure student success, we will provide a rigorous and supportive academic experience that motivates all learners to meet high expectations.</p>

Involvement Process	Impact on LCAP
<p>LCAP Data Portrait is made available to the public on our district’s webpage, from the LCFF/LCAP button. The GGUSD Strategic Plan (known as The Garden Grove Way) and the GGUSD LCAP are 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.</p> <p>Student Involvement The Superintendent (or designee) met with student leaders of the Board Representative Committee (BRC) throughout the school year to discuss the GGUSD Strategic Plan and LCAP. A special Strategic Plan and LCAP Student Summit was convened on March 7, 2015. All student subgroups, including targeted unduplicated pupils, were represented within the student engagement process. The foster youth liaison supported targeted outreach to invite foster youth to participate in the process. In addition, the process engaged students who have participated in a continuation school, special education, English learner, and gifted programs, as well as students who have not been involved in any special programs.</p> <p>Parent/Community Involvement Parents and community members were provided multiple ways to engage in the process of developing the LCAP. Meetings were hosted on October 9, 2014, February 9, 2015, March 16, 2015, and May 14, 2015. 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.</p> <p>Local Bargaining Units/School Personnel In August 2014, the Superintendent held a keynote session to discuss the Strategic Plan and goals. Representatives from all bargaining groups (GGEA, CSEA, Supervisory Unit, GGPPSA, and GGSAA) met on February 2 and February 5, 2015 to review the status of the Strategic Plan and to support the development of a districtwide survey for staff, parents, and students, in order to collect feedback from stakeholders around district goals. Bargaining groups also participated in a review of the LCAP during the months of April and May 2015. Site administrators received monthly updates from the Superintendent to support effective communication around the Strategic Plan goals, progress, and actions/services described in the plan. An Administrator Advisory Group was created to support the process and development of surveys.</p>	<p>GOAL 1: All learners will develop the <u>ACADEMIC SKILLS</u> necessary for continual individual growth towards mastery of standards.</p> <p>1A: Academic Content 1B: Academic English 1C: Scholarly Habits</p> <p>GOAL 2: All learners will develop the <u>PERSONAL SKILLS</u> necessary to achieve academic and personal goals.</p> <p>2A: Motivation 2B: Socioemotional Well-being 2C: Climate</p> <p>GOAL 3: All learners will be prepared for <u>LIFELONG SUCCESS</u> in their intended career paths.</p> <p>3A: College & Career Readiness 3B: College & Career Success</p> <p>The eight goals of the Strategic Plan (1A, 1B, 1C, 2A, 2B, 2C, 3A, and 3B) are the foundation of the LCAP Goals. Stakeholders supported the development of the metrics and actions/services described within the LCAP. Discussions from meetings, notes, and survey information were taken into consideration in the development of this plan.</p>

Involvement Process	Impact on LCAP
<p>Annual Update:</p> <p>In a review of the 2014-15 LCAP goals, metrics, and actions/services, GGUSD will maintain alignment to the Strategic Plan and continue 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 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 is broad 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.</p> <p>Students</p> <p>Students of the Board Representative Committee reviewed of 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.</p> <p>Parent/Community Involvement</p> <p>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.</p>	<p>Annual Update:</p> <p>Two themes consistent across all stakeholder groups were the requests to increase communication and to broaden participation in the process of stakeholder engagement. GGUSD audited current communication protocols, and implemented new communication support structures, such as a weekly bulletin for school sites, and quarterly district video messages entitled, <i>The Garden Grove Way</i> for internal stakeholders. The next phase of the video project will include the development of videos for external audiences. In order to engage broad participation of all stakeholders in the LCAP process, GGUSD developed a districtwide survey for students, parents, and staff. The development of this survey included consultation with researchers from the Gardner Center of Stanford University, who provided expert advice in the selection of items from research-validated constructs related to specific goals we intend to measure from the Strategic Plan. The survey will provide qualitative data necessary to understand progress toward certain goals, which were identified as metrics in the 2014-15 LCAP. Stakeholder engagement during the 2014-15 school year included the process of input into the development of these surveys. Surveys were administered in April and May 2015. Themes from the data collection will be used to inform LCAP updates for the current and future years.</p> <p>Stakeholder feedback from student groups included a discussion around areas of motivation, classroom environment, socio-emotional wellbeing, school climate, electives, school connectedness and extracurricular activities, opportunities for student interaction, tutoring, mentoring, school pride, bullying, great counselors and teachers, athletics, food quality, scholarly habits, being prepared for the real world, class size, and facilities modernization.</p> <p>Stakeholder feedback from parent groups included a discussion for further development needed in the areas of interpretation/ translation at school sites, bilingual personnel, welcoming school climate, special education support, help for parents on how to support their children at home, school counseling/ psychology/ mental health, discipline, technology, motivation, extended learning, parent education offerings, and support for English learners. The group also requested additional consideration for nutrition and educating</p>

Involvement Process	Impact on LCAP
<p>Local Bargaining Units/School Personnel Meetings were held to review the current status of Strategic Plan and LCAP implementation. The 2014-15 LCAP was reviewed and representatives and leaders from the bargaining units of the Garden Grove Teachers’ Association, California School Employees Association, Supervisory Unit, Garden Grove Pupil Personnel Services Association, and Garden Grove School Administrators Association contributed to the LCAP process.</p>	<p>parents about healthy lifestyles.</p> <p>Stakeholder feedback from bargaining units included a discussion for further development needed in the areas of elective/CTE offerings, strategies for student motivation, socio-emotional well-being, bullying, positive climate, bilingual support, Positive Behavior Intervention and Support system, conference attendance, increased instructional support (aides), TOSA time, extended learning, enrichment programs, and counseling/mental health. The group also requested consideration for additional programs not currently in place, as well as additional funding for actions/services that were included in the initial 2014-15 LCAP.</p>

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil 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 the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

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 defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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 Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil

engagement, and school climate)?

- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite 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 Education Code sections 42238.01 and subgroups as defined in 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 schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, 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?

<p>GOAL:</p>	<p>GOAL 1A. ACADEMIC CONTENT Students will demonstrate continued growth in all content areas, with an emphasis on critical thinking and problem-solving.</p>		<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____</p>		
<p>Identified Need :</p>	<p>GOAL 1A. ACADEMIC CONTENT will be measured annually. Data will be disaggregated to review student achievement, student progress made towards closing gaps, and to plan supplemental programs to target areas of need. Content areas include: English Language Arts (ELA), math, science, history/social science, and electives (including world languages, visual and performing arts, physical education, and career education (ROP/CTE), etc). Metrics include: 1. State standardized assessments* 2. Academic Performance Index (API)* 3. District assessments 4. Grades/Report cards 5. Special education identification rates 6. Appropriate teacher assignment and credentialing rates* 7. Access to standards-aligned materials* and implementation of SBE-adopted academic content and performance standards* <i>* Those marked with an asterisk are metrics required by LCAP regulations.</i></p>				
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>All</p>			
	<p>Applicable Pupil Subgroups:</p>	<p>All</p>			
<p>LCAP Year 1: 2015-16</p>					
<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. State standardized assessment: English Language Arts and Math Proficiency Rates - Established 2014-15 Benchmark + 1% 2. Academic Performance Index (API): Established 2014-15 Benchmark + 1% 3. District assessments: Established 2014-15 Benchmark + 1% 4. Grades/Report cards: Grade Point Average (GPA): Maintain an overall district average greater than 2.8 (7-8) and 2.6 (9-12) and D/F rate: Maintain an overall district rate of Ds less than 11% and Fs less than 8% of total grades given. 5. Special education identification rates: Maintain a rate less than or equal to 10%, with no over- or- under-identification of subgroups. 6. Appropriate teacher assignment and credentialing rates: Maintain NCLB Core Course Section Compliance rate greater than or equal to 89%. Where a site is not demonstrating 100% Highly Qualified Teacher (HQT) compliance, the district will complete a Non-Compliant Teacher Action Plan. 7. 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. 				
<p>GOAL 1A Actions/Services</p>			<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>1.1 Site Staffing</p>			<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p>	<p>\$244,405,752</p>

GOAL 1A Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Teachers: Recruit and retain highly qualified teachers to work in Garden Grove USD and reduction of class size (requiring bargaining prior to implementation of action). 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.</p> <p>Site Administrators: Recruit and retain highly effective site administrators (principals and assistant principals) to manage school operations and serve as instructional leaders.</p> <p>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.</p> <p>Instructional Support: Increase instructional support personnel to support student needs in the classroom, including instructional aides and tutors.</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>(LCFF)</p>
<p>1.2 Centralized Staffing</p> <p>District Certificated Staff: Coordinate centralized/district resources and certificated administrative personnel to guide and assist schools in providing quality programs while meeting requirements for county, state, and federal regulations.</p> <p>District Classified Staff: Coordinate centralized/district resources and classified personnel to support schools in providing quality programs while meeting requirements for county, state, and federal regulations.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$8,854,186 (LCFF)</p>
<p>1.3 Implementation of CA State Standards and Textbooks/Curriculum Materials</p> <p>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.</p> <ul style="list-style-type: none"> Support second year of math textbook implementation, pacing guides, and assessments. Provide training for all teachers on the adopted math materials, with support throughout the year. Continue partnership with the S.D. Bechtel Foundation to support K-8 math standards alignment. Pilot new English language arts (ELA) textbooks and evaluate programs prior to selection. 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>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$5,571,179 (LCFF)</p>
<ul style="list-style-type: none"> <ul style="list-style-type: none"> Resources to Support All Content Areas <p>Increase site-level instructional supply budgets and/or resources to support classrooms needs in all content areas. This includes a consideration for updating curriculum materials in content areas outside of English language arts and math. Consider support needed in the following areas related to programs and/or content:</p> <ul style="list-style-type: none"> Increase hands-on learning opportunities and real-world application of concepts taught in content areas. 	<p>LEA-wide Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p>	<p>\$10,112,690 (LCFF)</p>

GOAL 1A Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Provide for resources that will support all content areas, 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. • Review options for students with special needs, including specialized program curriculum and support. • Continue working with stakeholders towards the development of a Language School of Choice program. Maintain full scope of world and heritage language programs. 		___Other Subgroups:(Specify)_____	
<p>1.4 Professional Development Continue to maintain a strong program of professional development for teachers to support strong instruction leading to increased student achievement.</p> <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. • Increase opportunities for teacher collaboration. (<i>Any changes to collaboration that would be subject to bargaining would be negotiated prior to implementation.</i>) • 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. • Provide 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. • Expand professional development in the area of instructional technology. • Training and support for principals include bi-monthly meetings and quarterly K-12 Administrators' Meetings. 	LEA-wide Schoolwide	<input checked="" type="checkbox"/> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	\$304,272 (LCFF)
<p>1.5 Instructional Offices Maintain strong support for teachers through the services provided by the elementary and secondary instructional offices, including in-class support for teachers, including 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. • Support implementation of new state standards and new instructional materials. 	LEA-wide Schoolwide <i>Increased support for Program</i>	<input checked="" type="checkbox"/> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	\$2,386,990 (LCFF)

GOAL 1A Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Provide support in areas related to effective instruction, content, and instructional strategies. (Effective Instruction, Direct Instruction, Gradual Release of Responsibility) Support beginning teachers through the district-sponsored Beginning Teacher Support & Assessment (BTSA)/Induction Program. 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. 	<i>Improvement sites</i>		
<p>1.7 Extended Learning Programs Expand and improve extended learning opportunities for both intervention and enrichment needs, both during the school year, and over the summer. Increase opportunities for tutoring to support students at all achievement levels.</p> <ul style="list-style-type: none"> Continue to refine intervention/tutoring programs and offer research-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. Include special enrichment programs, such as the expansion of afterschool language enrichment programs at the elementary level, afterschool computer skills enrichment programs, and increased opportunities for involvement in art and music programs. Provide Summer Bridge/Early Start 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. Investigate the feasibility of introducing full day kindergarten and/or additional pre-school programs (<i>possibly subject to bargaining</i>). 	LEA-wide Schoolwide	__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify) _____	\$834,984 (LCFF)
<p>1.8 Supplemental Services Provide supplementary services for foster 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 youth may include opportunities for small group or one-on-one tutoring (in-home or at school site), 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 youth. Allow foster youth to remain for a 5th year if necessary to complete A-G requirements.</p>	LEA-wide	__ALL OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____	\$40,000 (LCFF)

GOAL 1A Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1.9 Assessment and Data Analysis Use multiple types of assessments to measure achievement and use data to inform instruction:</p> <ul style="list-style-type: none"> • Use district interim assessments (benchmark exams) in grades 2-12. • Use data to identify students with targeted instructional needs. • Provide evaluation services for the collection of test data and the completion of evaluation reports for local schools, district, and state. • 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. 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$1,199,578 (LCFF)
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. State standardized assessment: English Language Arts and Math Proficiency Rates - Established 2014-15 Benchmark + 2% 2. Academic Performance Index (API): Established 2014-15 Benchmark + 2% 3. District assessments: Established 2014-15 Benchmark + 2% 4. Grades/Report cards: Grade Point Average (GPA): Maintain an overall district average greater than 2.8 (7-8) and 2.6 (9-12) and D/F rate: Maintain an overall district rate of Ds less than 11% and Fs less than 8% of total grades given. 5. Special education identification rates: Maintain a rate less than or equal to 10%, with no over- or- under-identification of subgroups. 6. Appropriate teacher assignment and credentialing rates: Maintain NCLB Core Course Section Compliance rate greater than or equal to 89%. Where a site is not demonstrating 100% Highly Qualified Teacher (HQT) compliance, the district will complete a Non-Compliant Teacher Action Plan. 7. 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. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.1 Site Staffing Teachers: Recruit and retain highly qualified teachers to work in Garden Grove USD and reduction of class size (requiring bargaining prior to implementation of action). 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>	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$244,405,752 (LCFF) <i>Goal is to maintain or increase on previous year based on LCFF funding and district priorities</i>

GOAL 1A Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.2 Centralized Staffing District Certificated Staff: Coordinate centralized/district resources and certificated administrative personnel to guide and assist schools in providing quality programs while meeting requirements for county, state, and federal regulations. District Classified Staff: Coordinate centralized/district resources and classified personnel to support schools in providing quality programs while meeting requirements for county, state, and federal regulations.</p>	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$8,854,186 (LCFF) Goal is to maintain or increase on previous year based on LCFF funding and district priorities
<p>2.3 Implementation of CA State Standards and Textbooks/Curriculum Materials Implement textbook and curriculum materials aligned to the new state standards.</p> <ul style="list-style-type: none"> • Launch new English language arts textbook implementation, pacing guides, and assessments. • Provide continued training and support for all teachers on the newly adopted materials in math and English language arts. • 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. 	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$5,571,179 (LCFF) Goal is to maintain or increase on previous year based on LCFF funding and district priorities
<p>2.4 Resources to Support All Content Areas Increase site-level instructional supply budgets and/or resources to support classrooms needs in all content areas. This includes a consideration for updating curriculum materials in content areas outside of English language arts and math. Consider support needed in the following areas related to programs and/or content:</p> <ul style="list-style-type: none"> • Increase hands-on learning opportunities and real-world application of concepts taught in content areas. • Resources will support all content areas, 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. • Review options for students with special needs, including specialized program curriculum and support. • Open new School of Choice program. Maintain full scope of world and heritage language programs. 	LEA-wide Schoolwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$10,112,690 (LCFF) Goal is to maintain or increase on previous year based on LCFF funding and district priorities
<p>2.5 Professional Development Continue to maintain a strong program of professional development for teachers to support strong instruction leading to increased student achievement.</p> <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). 	LEA-wide Schoolwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	\$304,272 (LCFF) Goal is to maintain or increase on previous year based on LCFF funding and district priorities

GOAL 1A Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • 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. • Expand professional development in the area of instructional technology. • Training and support for principals include bi-monthly meetings and quarterly K-12 Administrators' Meetings. 		<p><u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify)_____</p>	
<p>2.6 Instructional Offices</p> <p>Maintain strong support for teachers through the services provided by the elementary and secondary instructional offices, including in-class support for teachers, including 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. • Support implementation of new state standards and new instructional materials. • Provide support in areas related to effective instruction, content, and instructional strategies. (Effective Instruction, Direct Instruction, Gradual Release of Responsibility) • Support beginning teachers through the district-sponsored Beginning Teacher Support & Assessment (BTSA)/Induction Program. • 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>LEA-wide Schoolwide</p> <p><i>Increased support at Program Improvement sites</i></p>	<p><input checked="" type="checkbox"/> <u> </u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils</p> <p><u> </u> English Learners</p> <p><u> </u> Foster Youth</p> <p><u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify)_____</p>	<p>\$2,386,990 (LCFF) <i>Goal is to maintain or increase on previous year based on LCFF funding and district priorities</i></p>
<p>2.7 Extended Learning Programs</p> <p>Expand and improve extended learning opportunities for both intervention and enrichment needs, both during the school year, and over the summer. Increase opportunities for tutoring to support students at all achievement levels.</p> <ul style="list-style-type: none"> • Continue to refine intervention/tutoring programs and offer research-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. • Include special enrichment programs, such as the expansion of afterschool language enrichment programs at the elementary level, afterschool computer skills enrichment programs, and increased 	<p>LEA-wide Schoolwide</p>	<p><u> </u> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> <u> </u> Low Income pupils</p> <p><input checked="" type="checkbox"/> <u> </u> English Learners</p> <p><input checked="" type="checkbox"/> <u> </u> Foster Youth</p> <p><input checked="" type="checkbox"/> <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify)_____</p>	<p>\$834,984 (LCFF) <i>Goal is to maintain or increase on previous year based on LCFF funding and district priorities</i></p>

GOAL 1A Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>opportunities for involvement in art and music programs.</p> <ul style="list-style-type: none"> • Provide Summer Bridge/Early Start 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. • Investigate the feasibility of introducing full day kindergarten and/or additional pre-school programs (possibly subject to bargaining). 			
<p>2.8 Supplemental Services Provide supplementary services for foster 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 youth may include opportunities for small group or one-on-one tutoring (in-home or at school site), 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 youth. Allow foster youth to remain for a 5th year if necessary to complete A-G requirements.</p>	LEA-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$40,000 (LCFF) Goal is to maintain or increase on previous year based on LCFF funding and district priorities
<p>2.9 Assessment and Data Analysis Use multiple types of assessments to measure achievement and use data to inform instruction:</p> <ul style="list-style-type: none"> • Use district interim assessments (benchmark exams) in grades 2-12. • Use data to identify students with targeted instructional needs. • Provide evaluation services for the collection of test data and the completion of evaluation reports for local schools, district, and state. • Provide training for staff in the areas of research design, tests, measurements, and evaluation techniques. • Provide guidelines and assistance to schools to meet the evaluation requirements. • 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. 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$1,199,578 (LCFF) Goal is to maintain or increase on previous year based on LCFF funding and district priorities
LCAP Year 3: 2017-18			
<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. State standardized assessment: English Language Arts and Math Proficiency Rates - Established 2014-15 Benchmark + 3% 2. Academic Performance Index (API): Established 2014-15 Benchmark + 3% 3. District assessments: Established 2014-15 Benchmark + 3% 		

GOAL 1A Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>4. Grades/Report cards: Grade Point Average (GPA): Maintain an overall district average greater than 2.8 (7-8) and 2.6 (9-12) and D/F rate: Maintain an overall district rate of Ds less than 11% and Fs less than 8% of total grades given.</p> <p>5. Special education identification rates: Maintain a rate less than or equal to 10%, with no over- or- under-identification of subgroups.</p> <p>6. Appropriate teacher assignment and credentialing rates: Maintain NCLB Core Course Section Compliance rate greater than or equal to 89%. Where a site is not demonstrating 100% Highly Qualified Teacher (HQT) compliance, the district will complete a Non-Compliant Teacher Action Plan.</p> <p>7. 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.</p>			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.1 Site Staffing Teachers: Recruit and retain highly qualified teachers to work in Garden Grove USD and reduction of class size (requiring bargaining prior to implementation of action). 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>	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$244,405,752 (LCFF) Goal is to maintain or increase on previous year based on LCFF funding and district priorities
<p>3.2 Centralized Staffing District Certificated Staff: Coordinate centralized/district resources and certificated administrative personnel to guide and assist schools in providing quality programs while meeting requirements for county, state, and federal regulations. District Classified Staff: Coordinate centralized/district resources and classified personnel to support schools in providing quality programs while meeting requirements for county, state, and federal regulations.</p>	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$8,854,186 (LCFF) Goal is to maintain or increase on previous year based on LCFF funding and district priorities
<p>3.3 Implementation of CA State Standards and Textbooks/Curriculum Materials Implement textbook and curriculum materials aligned to the new state standards.</p> <ul style="list-style-type: none"> Continue support for second year of English language arts textbook implementation, pacing guides, and assessments. Provide continued training and support for all teachers on the newly adopted materials in math and English language arts. Implement units of study aligned to and integrated with the CA state standards and benchmarks. 	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	\$5,571,179 (LCFF) Goal is to maintain or increase on previous year based on LCFF funding and district priorities

GOAL 1A Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> 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. 		___ Other Subgroups:(Specify)_____	
<p>3.4 Resources to Support All Content Areas Increase site-level instructional supply budgets and/or resources to support classrooms needs in all content areas. This includes a consideration for updating curriculum materials in content areas outside of English language arts and math. Consider support needed in the following areas related to programs and/or content:</p> <ul style="list-style-type: none"> Increase hands-on learning opportunities and real-world application of concepts taught in content areas. Resources will support all content areas, 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. Review options for students with special needs, including specialized program curriculum and support. Maintain full scope of world and heritage language programs. 	LEA-wide Schoolwide	___ ALL OR: <input checked="" type="checkbox"/> ___ Low Income pupils <input checked="" type="checkbox"/> ___ English Learners <input checked="" type="checkbox"/> ___ Foster Youth <input checked="" type="checkbox"/> ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$10,112,690 (LCFF) Goal is to maintain or increase on previous year based on LCFF funding and district priorities
<p>3.5 Professional Development Continue to maintain a strong program of professional development for teachers to support strong instruction leading to increased student achievement.</p> <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. Expand professional development in the area of instructional technology. 	LEA-wide Schoolwide	<input checked="" type="checkbox"/> ___ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$304,272 (LCFF) Goal is to maintain or increase on previous year based on LCFF funding and district priorities

GOAL 1A Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Training and support for principals include bi-monthly meetings and quarterly K-12 Administrators' Meetings. 			
<p>3.6 Instructional Offices Maintain strong support for teachers through the services provided by the elementary and secondary instructional offices, including in-class support for teachers, including 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. • Support implementation of new state standards and new instructional materials. • Provide support in areas related to effective instruction, content, and instructional strategies. (Effective Instruction, Direct Instruction, Gradual Release of Responsibility) • Support beginning teachers through the district-sponsored Beginning Teacher Support & Assessment (BTSA)/Induction Program. • 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>LEA-wide Schoolwide</p> <p><i>Increased support at Program Improvement sites</i></p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$2,386,990 (LCFF) Goal is to maintain or increase on previous year based on LCFF funding and district priorities</p>
<p>3.7 Extended Learning Programs Expand and improve extended learning opportunities for both intervention and enrichment needs, both during the school year, and over the summer. Increase opportunities for tutoring to support students at all achievement levels.</p> <ul style="list-style-type: none"> • Continue to refine intervention/tutoring programs and offer research-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. • Include special enrichment programs, such as the expansion of afterschool language enrichment programs at the elementary level, afterschool computer skills enrichment programs, and increased opportunities for involvement in art and music programs. • Provide Summer Bridge/Early Start 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. • Investigate the feasibility of introducing full day kindergarten and/or additional pre-school programs (possibly subject to bargaining). 	<p>LEA-wide Schoolwide</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$834,984 (LCFF) Goal is to maintain or increase on previous year based on LCFF funding and district priorities</p>

GOAL 1A Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.8 Supplemental Services Provide supplementary services for foster 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 youth may include opportunities for small group or one-on-one tutoring (in-home or at school site), 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 youth. Allow foster youth to remain for a 5th year if necessary to complete A-G requirements.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$40,000 (LCFF) Goal is to maintain or increase on previous year based on LCFF funding and district priorities</p>
<p>3.9 Assessment and Data Analysis Use multiple types of assessments to measure achievement and use data to inform instruction:</p> <ul style="list-style-type: none"> • Use district interim assessments (benchmark exams) in grades 2-12. • Use data to identify students with targeted instructional needs. • Provide evaluation services for the collection of test data and the completion of evaluation reports for local schools, district, and state. • Provide training for staff in the areas of research design, tests, measurements, and evaluation techniques. • Provide guidelines and assistance to schools to meet the evaluation requirements. • 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. 	<p>LEA-wide</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$1,199,578 (LCFF) Goal is to maintain or increase on previous year based on LCFF funding and district priorities</p>

GOAL:	<h2 style="margin: 0;">GOAL 1B. ACADEMIC ENGLISH</h2> <p style="margin: 0;">English Learners will demonstrate continued growth towards mastery of Academic English and being designated English language proficient.</p>		<p style="margin: 0;">Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____</p>	
Identified Need :	<p style="margin: 0;">GOAL 1B. ACADEMIC ENGLISH includes English Language Development (ELD) in Academic English, Specially Designed Academic Instruction in English (SDAIE), which is developing Academic English in content areas.</p> <p style="margin: 0;">Metrics include:</p> <ol style="list-style-type: none"> 1. English Proficiency Level (EPL)* as measured by State English Learner (EL) assessments 2. Reclassification rates* 3. District-developed EL assessments <p style="margin: 0; font-size: small;">* Those marked with an asterisk are metrics required by LCAP regulations.</p>			
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: English Learners		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. English Proficiency Level (EPL) as measured by California English Language Development Test (CELDT): Percent of English learners progressing toward proficiency greater than or equal to 63% 2. Reclassification rates: Maintain an overall reclassification rate greater than or equal to 26%. Reduce the rate of Long Term English Learners (LTEL) by 1%. 3. ELD Benchmarks: Established 2014-15 Benchmark +1% 			
GOAL 1B Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p style="margin: 0;">1.1 English Language Development Program and Professional Development</p> <p style="margin: 0;">All English Learners receive an English language development program designed to meet their instructional needs. 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. Based on parent/ guardian interest, develop future bilingual education/native language instruction (BE/NLI) 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. <p style="margin: 0;">Instructional Materials and Supplies: Provide resources to facilitate teacher success in the</p>		LEA-wide	<p style="margin: 0;"><input type="checkbox"/> ALL</p> <hr style="border-top: 1px dashed black;"/> <p style="margin: 0;">OR:</p> <p style="margin: 0;"><input type="checkbox"/> Low Income pupils</p> <p style="margin: 0;"><input checked="" type="checkbox"/> English Learners</p> <p style="margin: 0;"><input type="checkbox"/> Foster Youth</p> <p style="margin: 0;"><input type="checkbox"/> Redesignated fluent English proficient</p> <p style="margin: 0;"><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	\$10,000 (LCFF)

GOAL 1B Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>implementation of appropriate and effective ELD instruction and research-based strategies to support progress toward English language proficiency.</p>			
<p>1.2 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.</p>	LEA-wide	__ALL ----- OR: __Low Income pupils ✓ English Learners __Foster Youth ✓ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$100,000 (LCFF)
<p>1.3 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.</p> <ul style="list-style-type: none"> • 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. 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. • Continue to monitor data related to RFEP students. Achievement data of RFEP students is disaggregated and analyzed for district and site-level data reporting. 	LEA-wide	__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth ✓ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$10,000 (LCFF)
<p>1.4 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. 	LEA-wide	__ALL ----- OR: __Low Income pupils ✓ English Learners __Foster Youth ✓ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$2,799,492 (LCFF)
<p>1.5 English Learner Programs Staffing/Personnel Increase staffing/personnel related to services for English learners.</p> <ul style="list-style-type: none"> • Increase bilingual support personnel, including bilingual instructional aides. • 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. • Maintain a cadre of teacher leaders to provide instructional coaching, support, and professional 	LEA-wide	__ALL ----- OR: __Low Income pupils ✓ English Learners __Foster Youth __Redesignated fluent English proficient	\$2,456,929 (LCFF)

GOAL 1B Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
development related to the needs of English learners. <ul style="list-style-type: none"> Maintain the Assessment and Registration Center (ARC) to assist individual teachers, principals, and parents in their goals for meeting the needs of English learners. 		___ Other Subgroups:(Specify)_____	
1.6 Preservation of Heritage Language & Language School of Choice <ul style="list-style-type: none"> Maintain heritage language options at all ten intermediate schools and all seven comprehensive high schools. Expand after school heritage language programs for students in upper elementary grades. Hire a principal for the language school of choice and lead teachers to begin the work of starting a program in 2016-17. 	LEA-wide	___ ALL ----- OR: ___ Low Income pupils <input checked="" type="checkbox"/> English Learners ___ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$200,000 (LCFF)
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> English Proficiency Level (EPL) as measured by California English Language Development Test (CELDT): Percent of English learners progressing toward proficiency greater than or equal to 63% Reclassification rates: Maintain an overall reclassification rate greater than or equal to 26%. Reduce the rate of Long Term English Learners (LTEL) by 1%. ELD Benchmarks: Established 2014-15 Benchmark +1% or more 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 English Language Development Program All English Learners receive an English language development program designed to meet their instructional needs. 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. Continue to implement the 2014 Board Approved Plan to support English Learners and the preservation of heritage language. <ul style="list-style-type: none"> Provide appropriate services for English learners in Structured English Immersion (SEI) and English Language Mainstream (ELM) programs. Based on parent/ guardian interest, develop future bilingual education/native language instruction (BE/NLI) 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. Instructional Materials and Supplies: Provide 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.	LEA-wide	___ ALL ----- OR: ___ Low Income pupils <input checked="" type="checkbox"/> English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$10,000 (LCFF) <i>Goal is to maintain or increase on previous year based on LCFF funding and district priorities</i>
2.2 Extended Learning/Tutoring/Summer Programs	LEA-wide	___ ALL	\$100,000

GOAL 1B Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>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.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>(LCFF) Goal is to maintain or increase on previous year based on LCFF funding and district priorities</p>
<p>2.3 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.</p> <ul style="list-style-type: none"> • 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. 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. • Continue to monitor data related to RFEP students. Achievement data of RFEP students is disaggregated and analyzed for district and site-level data reporting. 	<p>LEA-wide</p>	<p><input type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$10,000 (LCFF) Goal is to maintain or increase on previous year based on LCFF funding and district priorities</p>
<p>2.4 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). 	<p>LEA-wide</p>	<p><input type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$2,799,492 (LCFF) Goal is to maintain or increase on previous year based on LCFF funding and district priorities</p>
<p>2.5 English Learner Programs Staffing/Personnel Increase staffing/personnel related to services for English learners.</p> <ul style="list-style-type: none"> • Increase bilingual support personnel, including bilingual instructional aides. • 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. • Maintain a cadre of teacher leaders to provide instructional coaching, support, and professional development related to the needs of English learners. • Maintain the Assessment and Registration Center (ARC) to assist individual teachers, principals, and parents in their goals for meeting the needs of English learners. 	<p>LEA-wide</p>	<p><input type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$2,456,929 (LCFF) Goal is to maintain or increase on previous year based on LCFF funding and district priorities</p>
<p>2.6 Preservation of Heritage Language & Language School of Choice</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> ALL</p>	<p>\$1,000,000</p>

GOAL 1B Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Maintain heritage language options at all ten intermediate schools and all seven comprehensive high schools. Expand after school heritage language programs for students in upper elementary grades. Open a new language school of choice. 			OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(LCFF) Goal is to maintain or increase on previous year based on LCFF funding and district priorities
LCAP Year 3: 2017-18				
Expected Annual Measurable Outcomes:	1. English Proficiency Level (EPL) as measured by California English Language Development Test (CELDT): Percent of English learners progressing toward proficiency greater than or equal to 63% 2. Reclassification rates: Maintain an overall reclassification rate greater than or equal to 26%. Reduce the rate of Long Term English Learners (LTEL) by 1%. 3. ELD Benchmarks: Established 2014-15 Benchmark +1% or more			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 English Language Development Program All English Learners receive an English language development program designed to meet their instructional needs. 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. Continue to implement the 2014 Board Approved Plan to support English Learners and the preservation of heritage language. <ul style="list-style-type: none"> Provide appropriate services for English learners in Structured English Immersion (SEI) and English Language Mainstream (ELM) programs. Based on parent/ guardian interest, develop future bilingual education/native language instruction (BE/NLI) 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. Instructional Materials and Supplies: Provide 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.		LEA-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$10,000 (LCFF) Goal is to maintain or increase on previous year based on LCFF funding and district priorities
3.2 Extended Learning/Tutoring/Summer Programs 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.		LEA-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	\$100,000 (LCFF) Goal is to maintain or increase on previous year based on LCFF funding and district priorities

GOAL 1B Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.3 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.</p> <ul style="list-style-type: none"> • 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. 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. • Continue to monitor data related to RFEP students. Achievement data of RFEP students is disaggregated and analyzed for district and site-level data reporting. 	LEA-wide	___ Other Subgroups:(Specify) _____ ___ ALL _____ OR: ___ Low Income pupils ___ English Learners ___ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	\$10,000 (LCFF) Goal is to maintain or increase on previous year based on LCFF funding and district priorities
<p>3.4 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). 	LEA-wide	___ ALL _____ OR: ___ Low Income pupils <input checked="" type="checkbox"/> English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	\$2,799,492 (LCFF) Goal is to maintain or increase on previous year based on LCFF funding and district priorities
<p>3.5 English Learner Programs Staffing/Personnel Increase staffing/personnel related to services for English learners.</p> <ul style="list-style-type: none"> • Increase bilingual support personnel, including bilingual instructional aides. • 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. • Maintain a cadre of teacher leaders to provide instructional coaching, support, and professional development related to the needs of English learners. • Maintain the Assessment and Registration Center (ARC) to assist individual teachers, principals, and parents in their goals for meeting the needs of English learners. 	LEA-wide	___ ALL _____ OR: ___ Low Income pupils <input checked="" type="checkbox"/> English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	\$2,456,929 (LCFF) Goal is to maintain or increase on previous year based on LCFF funding and district priorities
<p>3.6 Preservation of Heritage Language & Language School of Choice</p> <ul style="list-style-type: none"> • Maintain heritage language options at all ten intermediate schools and all seven comprehensive high schools. • Expand after school heritage language programs for students in upper elementary grades. • Continue to maintain and expand interest in student enrollment at the district’s language school of choice. 	LEA-wide	___ ALL _____ OR: ___ Low Income pupils <input checked="" type="checkbox"/> English Learners ___ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	\$1,000,000 (LCFF) Goal is to maintain or increase on previous year based on LCFF funding and district priorities

GOAL:	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.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
--------------	--	---

Identified Need :	GOAL 1C. SCHOLARLY HABITS refer to study skills, including goal-setting, time management, note-taking, regulation and monitoring of learning strategies. Metrics include: 1. Annual Survey measuring self-management/self-regulation and scholarly habits 2. Work habits
--------------------------	--

Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
-------------------------	---

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	1. Annual Survey measuring self-management/self-regulation and scholarly habits: Established 2014-15 Benchmark +1% positive ratings 2. Work habits: The average districtwide work habits score will be greater than to equal to 3.0 (scale O = 4, S = 3, N = 2, U =1)
---	--

GOAL 1C Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Self-Regulatory Skills Continue to focus on building self-regulatory skills in all students at all levels: <ul style="list-style-type: none"> 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. Build self-regulatory skills learning expectations into all classrooms at all grade levels, including a scope & sequence that will serve as a guide for scholarly habits that can be reinforced in the classroom setting at every grade level. Implement goal-setting documents. 	LEA-wide <i>Schoolwide</i>	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$350,000 <i>(LCFF)</i>
1.2 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.	LEA-wide <i>Schoolwide</i>	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$9,4719,009 <i>(LCFF)</i>
1.3 Libraries	LEA-wide	<input checked="" type="checkbox"/> ALL	\$1,411,893

GOAL 1C Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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.		Schoolwide	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(LCFF)
LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:	1. Annual Survey measuring self-management/self-regulation and scholarly habits: Established 2014-15 Benchmark +2% positive ratings 2. Work habits: The average districtwide work habits score will be greater than to equal to 3.0 (scale O = 4, S = 3, N = 2, U =1)			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Self-Regulatory Skills Continue to focus on building self-regulatory skills in all students at all levels: <ul style="list-style-type: none"> 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 a scope & sequence that will serve as a guide for scholarly habits that can be reinforced in the classroom setting at every grade level. Implement goal-setting documents 		LEA-wide Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$350,000 (LCFF) <i>Goal is to maintain or increase on previous year based on LCFF funding and district priorities</i>
2.2 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.		LEA-wide Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$9,471,009 (LCFF) <i>Goal is to maintain or increase on previous year based on LCFF funding and district priorities</i>
2.3 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.		LEA-wide Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1,411,893 (LCFF) <i>Goal is to maintain or increase on previous year based on LCFF funding and district priorities</i>

GOAL 1C Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
LCAP Year 3: 2017-18				
Expected Annual Measurable Outcomes:	1. Annual Survey measuring self-management/self-regulation and scholarly habits: Established 2014-15 Benchmark +3% positive ratings 2. Work habits: The average districtwide work habits score will be greater than to equal to 3.0 (scale <i>O = 4, S = 3, N = 2, U = 1</i>)			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
3.1 Self-Regulatory Skills Continue to focus on building self-regulatory skills in all students at all levels: <ul style="list-style-type: none"> • 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 a scope & sequence that will serve as a guide for scholarly habits that can be reinforced in the classroom setting at every grade level. • Implement goal-setting documents 	LEA-wide Schoolwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$350,000 (LCFF) Goal is to maintain or increase on previous year based on LCFF funding and district priorities	
3.2 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 revised 2017-2020 District Technology Plan.	LEA-wide Schoolwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$9,4719,009 (LCFF) Goal is to maintain or increase on previous year based on LCFF funding and district priorities	
3.3 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.	LEA-wide Schoolwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$1,411,893 (LCFF) Goal is to maintain or increase on previous year based on LCFF funding and district priorities	

GOAL:	<h2 style="margin: 0;">GOAL 2A. MOTIVATION</h2> <p style="margin: 0;">Students will demonstrate continued growth in their attitude towards learning.</p>		<p style="margin: 0;">Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____</p>	
Identified Need :	<p>GOAL 2A. MOTIVATION encourages a growth mindset in which students pursue academic challenges, believe in their ability to improve over time, and work hard to achieve their goals.</p> <p>Metrics include:</p> <ol style="list-style-type: none"> 1. Annual Survey measuring motivation through growth mindset, self-efficacy, and expectations 2. Work habits 3. Truancy rates 4. Attendance rates* 5. Chronic absenteeism rates* 6. Middle school dropout rates* 7. High school dropout rates* 8. High school graduation rates* <p><small>* Those marked with an asterisk are metrics required by LCAP regulations.</small></p>			
Goal Applies to:	<p>Schools: All Applicable Pupil Subgroups: All</p>			
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Annual Survey measuring motivation through growth mindset, self-efficacy, and expectations: Established 2014-15 Benchmark +1% positive ratings 2. Work habits: The average districtwide work habits score will be greater than to equal to 3.0 (scale $O = 4, S = 3, N = 2, U = 1$) 3. Truancy rates: Maintain truancy rates less than or equal to 21% 4. Attendance rates: Maintain attendance rates greater than or equal to 96% 5. Chronic absenteeism rates: Maintain chronic absenteeism rates less than 3% 6. Middle school dropout rates: Maintain middle school dropout rate of less than 1% 7. High school dropout rates: Maintain high school cohort dropout rate of less than 10% 8. High school graduation rates: Maintain a high school cohort graduation rate greater than or equal to 88% 			
GOAL 2A Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 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.		LEA-wide	<input checked="" type="checkbox"/> ALL	\$50,000 (LCFF)

GOAL 2A Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Use recognition, awards, and incentives. Implement Caring & Motivating Schools in partnership with Stanford University. Train staff and implement practices based on the Teacher Expectations and Student Achievement (TESA) model, which focus on specific observable behaviors that communicate high expectations for students. 		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
<p>1.2 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. Partnership 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. 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$175,706 (LCFF)
<p>1.3 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). 	LEA-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$40,000 (LCFF)
<p>1.4 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. 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$100,000 (LCFF)
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> Annual Survey measuring motivation through growth mindset, self-efficacy, and expectations: Established 2014-15 Benchmark +2% positive ratings Work habits: The average districtwide work habits score will be greater than to equal to 3.0 (scale $O = 4, S = 3, N = 2, U = 1$) Truancy rates: Maintain truancy rates less than or equal to 21% 		

GOAL 2A Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>4. Attendance rates: Maintain attendance rates greater than or equal to 96%</p> <p>5. Chronic absenteeism rates: Maintain chronic absenteeism rates less than 3%</p> <p>6. Middle school dropout rates: Maintain middle school dropout rate of less than 1%</p> <p>7. High school dropout rates: Maintain high school cohort dropout rate of less than 9.5%</p> <p>8. High school graduation rates: Maintain a high school cohort graduation rate greater than or equal to 89%</p>			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.1 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.</p> <ul style="list-style-type: none"> • Use recognition, awards, and incentives. • Implement Caring & Motivating Schools in partnership with Stanford University. • Train staff and implement practices based on the Teacher Expectations and Student Achievement (TESA) model, which focus on specific observable behaviors that communicate high expectations for students. 	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$50,000 (LCFF) Goal is to maintain or increase on previous year based on LCFF funding and district priorities
<p>2.2 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. • Partnership 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. 	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$175,706 (LCFF) Goal is to maintain or increase on previous year based on LCFF funding and district priorities
<p>2.3 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). 	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$40,000 (LCFF) Goal is to maintain or increase on previous year based on LCFF funding and district priorities
<p>2.4 Credit Recovery</p>	LEA-wide	<input checked="" type="checkbox"/> ALL	\$100,000

GOAL 2A Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain and increase programs that support the goal for all students to graduate from high school. <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. 			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(LCFF) Goal is to maintain or increase on previous year based on LCFF funding and district priorities
LCAP Year 3: 2017-18				
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Annual Survey measuring motivation through growth mindset, self-efficacy, and expectations: Established 2014-15 Benchmark +3% positive ratings 2. Work habits: The average districtwide work habits score will be greater than to equal to 3.0 (scale $O = 4, S = 3, N = 2, U = 1$) 3. Truancy rates: Maintain truancy rates less than or equal to 21% 4. Attendance rates: Maintain attendance rates greater than or equal to 96% 5. Chronic absenteeism rates: Maintain chronic absenteeism rates less than 3% 6. Middle school dropout rates: Maintain middle school dropout rate of less than 1% 7. High school dropout rates: Maintain high school cohort dropout rate of less than 9% 8. High school graduation rates: Maintain a high school cohort graduation rate greater than or equal to 90% 			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 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. <ul style="list-style-type: none"> • Use recognition, awards, and incentives. • Implement Caring & Motivating Schools in partnership with Stanford University. • Train staff and implement practices based on the Teacher Expectations and Student Achievement (TESA) model, which focus on specific observable behaviors that communicate high expectations for students. 		LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$50,000 (LCFF) Goal is to maintain or increase on previous year based on LCFF funding and district priorities
3.2 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. <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. • Partnership 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. 		LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$175,706 (LCFF) Goal is to maintain or increase on previous year based on LCFF funding and district priorities

GOAL 2A Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.3 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). 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$40,000 (LCFF) Goal is to maintain or increase on previous year based on LCFF funding and district priorities</p>
<p>3.4 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>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$100,000 (LCFF) Goal is to maintain or increase on previous year based on LCFF funding and district priorities</p>

GOAL:	<h2 style="margin: 0;">GOAL 2B. SOCIOEMOTIONAL WELL-BEING</h2> <p style="margin: 0;">Students will demonstrate continued growth in their attitudes towards themselves and others.</p>		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____	
Identified Need :	GOAL 2B. SOCIO-EMOTIONAL WELLBEING includes a student’s positive feelings about oneself and others, as well as a measure of feeling safe and secure mentally, emotionally, and physically. Metrics include: 1. Annual Survey measuring social awareness, emotional care, and sense of belonging and school connectedness 2. Citizenship			
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	1. Annual Survey measuring social awareness, emotional care, and sense of belonging and school connectedness: Established 2014-15 Benchmark +1% positive ratings 2. Citizenship: The average districtwide citizenship score will be greater than to equal to 3.0 (scale <i>O = 4, S = 3, N = 2, U =1</i>)			
GOAL 2B Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Well-Being Maintain programs to support the well-being of students and families and ensure that schools are safe places and students and adults receive proper safety/emergency training: <ul style="list-style-type: none"> • Provide clinical counseling services and socioemotional supports for students. • Develop strong bullying/cyberbullying prevention programs across the district at all levels educate all stakeholders, including proactive programs. • Develop and pilot a program aimed at developing focus and attention and accessing working memory to aid all learners. Consider piloting in select schools and/or in afterschool setting. • Address risks associated with substance abuse through prevention programs, including the implementation of district-adopted substance abuse prevention programs: Positive Action (K-5), Life Skills (6-8), and Project Towards No Drug Abuse (high school). • Support the “Now is the Time” Project AWARE (NITT-AWARE-SEA) grant. Support objectives related to the coordination of mental health services and train staff in the Youth Mental Health First Aid (YMHFA) training program. 		LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$656,465 (LCFF)
1.2 Support Services/ Pupil Services Restore ratio of support services providers to pre-fiscal crisis ratios. 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		LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	\$4,638,789 (LCFF)

GOAL 2B Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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).		___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
1.3 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.) <ul style="list-style-type: none"> • Offer more elective course options (including arts, career technical education, world languages, etc.) • Increase opportunities for students to participate in athletic/physical education programs, including the return of intermediate school intramurals. • Maintain strong partnership with Boys & Girls Clubs of Garden Grove (BGC GG) to provide after school programs, youth development, and family strengthening/community resource programs. • Increase opportunities for student involvement in afterschool or summer enrichment programs. • Inform parents about community-based summer programs, including support for the annual Summer in the City event. • Further develop opportunities for school connectedness with components that include mentoring and community service. • Offer opportunities for students to attend educational field trips and participate in assemblies. 	LEA-wide	✓ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$996,655 (LCFF)

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> Annual Survey measuring social awareness, emotional care, and sense of belonging and school connectedness: Established 2014-15 Benchmark +2% positive ratings Citizenship: The average districtwide citizenship score will be greater than to equal to 3.0 (scale <i>O = 4, S = 3, N = 2, U = 1</i>)
---	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Well-Being Maintain programs to support the well-being of students and families and ensure that schools are safe places and students and adults receive proper safety/emergency training: <ul style="list-style-type: none"> • Provide clinical counseling services and socioemotional supports for students. • Develop strong bullying/cyberbullying prevention programs across the district at all levels educate all stakeholders, including proactive programs. • Upon successful pilot, consider expanding program aimed at developing focus and attention and accessing working memory to aid all learners. Consider piloting in select schools and/or in afterschool setting. • Address risks associated with substance abuse through prevention programs, including the implementation of district-adopted substance abuse prevention programs: Positive Action (K-5), Life Skills (6-8), and Project Towards No Drug Abuse (high school). 	LEA-wide	✓ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$656,465 (LCFF) <i>Goal is to maintain or increase on previous year based on LCFF funding and district priorities</i>

GOAL 2B Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Support the "Now is the Time" Project AWARE (NITT-AWARE-SEA) grant. Support objectives related to the coordination of mental health services and train staff in the Youth Mental Health First Aid (YMHFA) training program. 				
2.2 Support Services/ Pupil Services Restore ratio of support services providers to pre-fiscal crisis ratios. 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).		LEA-wide	✓ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$4,638,789 (LCFF) Goal is to maintain or increase on previous year based on LCFF funding and district priorities
2.3 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.) <ul style="list-style-type: none"> Offer more elective course options (including arts, career technical education, world languages, etc.) Increase opportunities for students to participate in athletic/physical education programs, including the return of intermediate school intramurals. Maintain strong partnership with Boys & Girls Clubs of Garden Grove (BGCGG) to provide after school programs, youth development, and family strengthening/community resource programs. Increase opportunities for student involvement in afterschool or summer enrichment programs. Inform parents about community-based summer programs, including support for the annual Summer in the City event. Further develop opportunities for school connectedness with components that include mentoring and community service. Offer opportunities for students to attend educational field trips and participate in assemblies. 		LEA-wide	✓ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$996,655 (LCFF) Goal is to maintain or increase on previous year based on LCFF funding and district priorities
LCAP Year 3: 2017-18				
Expected Annual Measurable Outcomes:	1. Annual Survey measuring social awareness, emotional care, and sense of belonging and school connectedness: Established 2014-15 Benchmark +3% positive ratings 2. Citizenship: The average districtwide citizenship score will be greater than to equal to 3.0 (scale <i>O = 4, S = 3, N = 2, U = 1</i>)			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Well-Being Maintain programs to support the well-being of students and families and ensure that schools are safe places and students and adults receive proper safety/emergency training: <ul style="list-style-type: none"> Provide clinical counseling services and socioemotional supports for students. 		LEA-wide	✓ALL OR: <input type="checkbox"/> Low Income pupils	\$656,465 (LCFF) Goal is to maintain or increase on previous year based on LCFF

GOAL 2B Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Develop strong bullying/cyberbullying prevention programs across the district at all levels educate all stakeholders, including proactive programs. Upon successful pilot, consider expanding program aimed at developing focus and attention and accessing working memory to aid all learners. Consider piloting in select schools and/or in afterschool setting. Address risks associated with substance abuse through prevention programs, including the implementation of district-adopted substance abuse prevention programs: Positive Action (K-5), Life Skills (6-8), and Project Towards No Drug Abuse (high school). Support the “Now is the Time” Project AWARE (NITT-AWARE-SEA) grant. Support objectives related to the coordination of mental health services and train staff in the Youth Mental Health First Aid (YMHFA) training program. 		___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	<i>funding and district priorities</i>
3.2 Support Services/ Pupil Services Restore ratio of support services providers to pre-fiscal crisis ratios. 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).	LEA-wide	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$4,638,789 (LCFF) <i>Goal is to maintain or increase on previous year based on LCFF funding and district priorities</i>
3.3 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.) <ul style="list-style-type: none"> Offer more elective course options (including arts, career technical education, world languages, etc.) Increase opportunities for students to participate in athletic/physical education programs, including the return of intermediate school intramurals. Maintain strong partnership with Boys & Girls Clubs of Garden Grove (BGCGG) to provide after school programs, youth development, and family strengthening/community resource programs. Increase opportunities for student involvement in afterschool or summer enrichment programs. Inform parents about community-based summer programs, including support for the annual Summer in the City event. Further develop opportunities for school connectedness with components that include mentoring and community service. Offer opportunities for students to attend educational field trips and participate in assemblies. 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$996,655 (LCFF) <i>Goal is to maintain or increase on previous year based on LCFF funding and district priorities</i>

<p>GOAL:</p>	<p>GOAL 2C. CLIMATE Classrooms, schools and the district will demonstrate continued growth in maintaining a positive and safe learning climate for all stakeholders.</p>		<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____</p>	
<p>Identified Need :</p>	<p>GOAL 2C. CLIMATE expects that facilities that are clean, safe, and well-maintained, that there are respectful and positive interactions between all stakeholders, and that all settings maintain respectful environments that embraces diversity and respects differences. Metrics include: 1. Annual Survey measuring climate of support for academic learning, discipline rules and norms, safety, and facilities maintenance 2. Annual survey of students, parents, teachers, and other staff measuring school climate and the sense of safety and school connectedness* 3. Parent involvement* 4. Student suspension rates* 5. Student expulsion rates* 6. Focus groups/interviews <i>* Those marked with an asterisk are metrics required by LCAP regulations.</i></p>			
<p>Goal Applies to:</p>	<p>Schools: All</p>	<p>Applicable Pupil Subgroups: All</p>		
<p>LCAP Year 1: 2015-16</p>				
<p>Expected Annual Measurable Outcomes:</p>	<p>1. Annual Survey measuring climate of support for academic learning, discipline rules and norms, safety, and facilities maintenance: Established 2014-15 Benchmark + 1% positive ratings 2. Annual survey of students, parents, teachers, and other staff measuring school climate and the sense of safety and school connectedness: Established 2014-15 Benchmark + 1% positive ratings 3. Parent involvement: Established 2014-15 Benchmark + 1% 4. Student suspension rates: Maintain student suspension rates less than 3.6% 5. Student expulsion rates: Maintain student expulsion rates less than or equal to 0.1% 6. Focus groups/interviews</p>			
<p>GOAL 2C Actions/Services</p>		<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>1.1 Welcoming Climate Create caring and motivating schools that welcome diversity and respect all staff, parents, and students. Encourage events/activities that celebrate different cultures. (In 2015-16, the district will celebrate the 50th Anniversary of GGUSD.)</p>		<p>LEA-wide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>All</u></p>	<p>\$50,000 (LCFF)</p>

GOAL 2C Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		<u>Stakeholders</u>	
<p>1.2 Communication Keep all stakeholders engaged and informed and implement communication guidelines to facilitate internal and external communication processes.</p> <ul style="list-style-type: none"> • Inform all stakeholders about the district’s new 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. • 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. 	LEA-wide	__ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient ✓ Other Subgroups:(Specify) <u>All Stakeholders</u>	\$293,363 (LCFF)
<p>1.3 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.</p>	LEA-wide	__ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient ✓ Other Subgroups:(Specify) <u>GGUSD Employees</u>	\$100,000 (LCFF)
<p>1.4 Facilities Maintenance Ensure that schools and other district facilities are clean and well-maintained.</p> <ul style="list-style-type: none"> • Continue to analyze and review Maintenance, Operations, and Transportation needs, including 	LEA-wide	✓ ALL	\$52,913,106 (LCFF)

GOAL 2C Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>staffing formulas to add additional positions to support all functions across levels.</p> <ul style="list-style-type: none"> • 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. 		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>1.5 Campus Safety Ensure campus safety via ongoing analysis and adjustment of safety protocols to include:</p> <ul style="list-style-type: none"> • 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. • Review School Safety Plans and other safety related plans and protocols. • 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. • Train staff and other stakeholders on emergency and safety protocols. 	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>All Stakeholders</u></p>	\$1,781,537 (LCFF)
<p>1.6 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. 	LEA-wide	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Parents and Community</u></p>	\$250,000 (LCFF)

GOAL 2C Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<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>1.7 Parents of Pupils with Exceptional Needs Provide opportunities for parents of pupils with exceptional needs to participate in programs.</p> <ul style="list-style-type: none"> 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). 	LEA-wide	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Parents of Pupils with Exceptional Needs</u></p>	\$25,000 (LCFF)
LCAP Year 2: 2016-17			
<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> Annual Survey measuring climate of support for academic learning, discipline rules and norms, safety, and facilities maintenance: Established 2014-15 Benchmark + 2% positive ratings Annual survey of students, parents, teachers, and other staff measuring school climate and the sense of safety and school connectedness: Established 2014-15 Benchmark + 2% positive ratings Parent involvement: Established 2014-15 Benchmark + 2% Student suspension rates: Maintain student suspension rates less than 3.5% Student expulsion rates: Maintain student expulsion rates less than or equal to 0.1% Focus groups/interviews 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.1 Welcoming Climate Create caring and motivating schools that welcome diversity and respect all staff, parents, and students. Encourage events/activities that celebrate different cultures.</p>	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>All Stakeholders</u></p>	\$50,000 (LCFF) <i>Goal is to maintain or increase on previous year based on LCFF funding and district priorities</i>
<p>2.3 Communication</p>	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p>	\$293,363

GOAL 2C Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Keep all stakeholders engaged and informed and implement communication guidelines to facilitate internal and external communication processes.</p> <ul style="list-style-type: none"> Inform all stakeholders about the district’s new 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. 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. <p>Promote parent conferences to inform parents of student progress.</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>All Stakeholders</u></p>	<p>(LCFF)</p> <p>Goal is to maintain or increase on previous year based on LCFF funding and district priorities</p>
<p>2.2 Training for All Staff</p> <p>Continue to 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.</p>	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>GGUSD Employees</u></p>	<p>\$100,000</p> <p>(LCFF)</p> <p>Goal is to maintain or increase on previous year based on LCFF funding and district priorities</p>
<p>2.4 Facilities Maintenance</p> <p>Ensure that schools and other district facilities are clean and well-maintained.</p> <ul style="list-style-type: none"> Continue to analyze and review 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. 		<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$52,913,106</p> <p>(LCFF)</p> <p>Goal is to maintain or increase on previous year based on LCFF funding and district priorities</p>
<p>2.5 Campus Safety</p>	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p>	<p>\$1,781,537</p>

GOAL 2C Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Ensure campus safety via ongoing analysis and adjustment of safety protocols to include:</p> <ul style="list-style-type: none"> • 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. • Review School Safety Plans and other safety related plans and protocols. Review/Train staff and other stakeholders on emergency and safety protocols. • 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. 		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>(LCFF)</p> <p>Goal is to maintain or increase on previous year based on LCFF funding and district priorities</p>
<p>2.6 Parent/Community</p> <p>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>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Parents and Community</u></p>	<p>\$250,000</p> <p>(LCFF)</p> <p>Goal is to maintain or increase on previous year based on LCFF funding and district priorities</p>
<p>2.7 Parents of Pupils with Exceptional Needs</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> ALL</p>	<p>\$25,000</p>

GOAL 2C Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide opportunities for parents of pupils with exceptional needs to participate in programs. <ul style="list-style-type: none"> 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). 		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Parents of Pupils with Exceptional Needs</u>	(LCFF) Goal is to maintain or increase on previous year based on LCFF funding and district priorities
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> Annual Survey measuring climate of support for academic learning, discipline rules and norms, safety, and facilities maintenance: Established 2014-15 Benchmark + 3% positive ratings Annual survey of students, parents, teachers, and other staff measuring school climate and the sense of safety and school connectedness: Established 2014-15 Benchmark + 3% positive ratings Parent involvement: Established 2014-15 Benchmark + 3% Student suspension rates: Maintain student suspension rates less than 3.4% Student expulsion rates: Maintain student expulsion rates less than or equal to 0.1% Focus groups/interviews 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Welcoming Climate Create caring and motivating schools that welcome diversity and respect all staff, parents, and students. Encourage events/activities that celebrate different cultures.	LEA-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>All Stakeholders</u>	\$50,000 (LCFF) Goal is to maintain or increase on previous year based on LCFF funding and district priorities
3.3 Communication Keep all stakeholders engaged and informed and implement communication guidelines to facilitate internal and external communication processes. <ul style="list-style-type: none"> Inform all stakeholders about the district’s new 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. Improve the marketing of schools and communication about school achievement activities/events, and special accomplishments. 	LEA-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>All Stakeholders</u>	\$293,363 (LCFF) Goal is to maintain or increase on previous year based on LCFF funding and district priorities

GOAL 2C Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> 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. 			
<p>3.2 Training for All Staff Continue to provide 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.</p>	LEA-wide	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>GGUSD Employees</u>	\$100,000 (LCFF) <i>Goal is to maintain or increase on previous year based on LCFF funding and district priorities</i>
<p>3.4 Facilities Maintenance Ensure that schools and other district facilities are clean and well-maintained.</p> <ul style="list-style-type: none"> Continue to analyze and review 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. 	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$52,913,106 (LCFF) <i>Goal is to maintain or increase on previous year based on LCFF funding and district priorities</i>
<p>3.5 Campus Safety Ensure campus safety via ongoing analysis and adjustment of safety protocols to include:</p> <ul style="list-style-type: none"> 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. Review School Safety Plans and other safety related plans and protocols. Review/Train staff and other stakeholders on emergency and safety protocols. 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 	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$1,781,537 (LCFF) <i>Goal is to maintain or increase on previous year based on LCFF funding and district priorities</i>

GOAL 2C Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Behavior Intervention and Support (PBIS) model.</p>			
<p>3.6 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>LEA-wide</p>	<p><u>__ ALL</u></p> <hr/> <p>OR:</p> <p><u>__ Low Income pupils</u></p> <p><u>__ English Learners</u></p> <p><u>__ Foster Youth</u></p> <p><u>__ Redesignated fluent English proficient</u></p> <p><input checked="" type="checkbox"/> <u>Other Subgroups:(Specify) <u>Parents and Community</u></u></p>	<p>\$250,000 <i>(LCFF)</i> <i>Goal is to maintain or increase on previous year based on LCFF funding and district priorities</i></p>
<p>3.7 Parents of Pupils with Exceptional Needs Provide opportunities for parents of pupils with exceptional needs to participate in programs.</p> <ul style="list-style-type: none"> • 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). 	<p>LEA-wide</p>	<p><u>__ ALL</u></p> <hr/> <p>OR:</p> <p><u>__ Low Income pupils</u></p> <p><u>__ English Learners</u></p> <p><u>__ Foster Youth</u></p> <p><u>__ Redesignated fluent English proficient</u></p> <p><input checked="" type="checkbox"/> <u>Other Subgroups:(Specify) <u>Parents of Pupils with Exceptional Needs</u></u></p>	<p>\$25,000 <i>(LCFF)</i> <i>Goal is to maintain or increase on previous year based on LCFF funding and district priorities</i></p>

GOAL:	<h2 style="margin: 0;">GOAL 3A. COLLEGE & CAREER READINESS</h2> <p style="margin: 0;">District-wide data that are predictive of success after high school will improve annually.</p>	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____		
Identified Need :	GOAL 3A. COLLEGE & CAREER READINESS will use K-12 assessments and measures that can be predictors of college and career readiness will be identified and implemented. Metrics include: 1. CAHSEE pass rates 2. a-g rates* 3. Early Assessment Program (EAP)* 4. College Readiness Exams (PSAT/SAT/ACT) 5. Advanced Placement (AP) pass rates* 6. Advanced Placement (AP) enrollment rates <i>* Those marked with an asterisk are metrics required by LCAP regulations.</i>			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. CAHSEE pass rates: Maintain or increase CAHSEE pass rates, greater than or equal to 84% (ELA) 87% (math) 2. a-g rates: Maintain an overall districtwide a-g rate greater than or equal to 60% 3. Early Assessment Program (EAP): The percentage of students with a “college-ready” status should be a rate greater than or equal to 23% (ELA) 13% (math). The percentage of students with a “conditionally-ready” status should be a rate greater than or equal to 18% (ELA) 45% (math). 4. College Readiness Exams (PSAT/SAT/ACT): The districtwide average SAT score should be greater than or equal to 475 (critical reading), 515 (math). The SAT participation rate should be greater than or equal to 57%. 5. Advanced Placement (AP) pass rates: The districtwide AP pass rate should be greater than or equal to 57%. 6. Advanced Placement (AP) enrollment rates: The number of students enrolled in AP courses and number of AP test takers should be maintained or increased from the previous year, with enrollment representative to the demographics of the school. 			
GOAL 3A Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 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: <ul style="list-style-type: none"> • Host district-wide events, including College Fair, Career Fair, Roadmap to College, and Life After High School. • Host College Information Nights and Financial Aid Nights at every high school and expand program at intermediate schools and elementary schools. • Expand the College & Career Mentoring Program (CCMP) that includes mentoring of elementary 		LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$300,000 (LCFF)

GOAL 3A Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>students by GGUSD alumni (as college workers).</p> <ul style="list-style-type: none"> Expand 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>1.2 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>LEA-wide (grades 9-12)</p>	<p>✓ALL</p> <hr/> <p>OR:</p> <p>__ Low Income pupils</p> <p>__ English Learners</p> <p>__ Foster Youth</p> <p>__ Redesignated fluent English proficient</p> <p>__ Other Subgroups:(Specify) _____</p>	<p>\$5,344,631 (LCFF)</p>
<p>1.3 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 grade students (at no cost to students) and increase promotion of 11th 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, working with Equal Opportunity Schools supported by Google Impact Awards and Harvard Educational Labs. Consider the feasibility of expanding use of the California College Guidance Initiative (CCGI) tools and resources. 	<p>LEA-wide (grades 8-12)</p>	<p>✓ALL</p> <hr/> <p>OR:</p> <p>__ Low Income pupils</p> <p>__ English Learners</p> <p>__ Foster Youth</p> <p>__ Redesignated fluent English proficient</p> <p>__ Other Subgroups:(Specify) _____</p>	<p>\$40,000 (LCFF)</p>

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> CAHSEE pass rates: Maintain or increase CAHSEE pass rates, greater than or equal to 84.5% (ELA) 87.5% (math) a-g rates: Maintain an overall districtwide a-g rate greater than or equal to 60.5% Early Assessment Program (EAP): The percentage of students with a "college-ready" status should be a rate greater than or equal to 23.5% (ELA) 13.5% (math). The percentage of students with a "conditionally-ready" status should be a rate greater than or equal to 18.5% (ELA) 45.5% (math).
---	---

GOAL 3A Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>4. College Readiness Exams (PSAT/SAT/ACT): The districtwide average SAT score should be greater or equal to 476 (critical reading), 516 (math). The SAT participation rate should be greater than or equal to 58%.</p> <p>5. Advanced Placement (AP) pass rates: The districtwide AP pass rate should be greater than or equal to 57.5%.</p> <p>6. Advanced Placement (AP) enrollment rates: The number of students enrolled in AP courses and number of AP test takers should be maintained or increased from the previous year, with enrollment representative to the demographics of the school.</p>			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.1 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. • Host College Information Nights and Financial Aid Nights at every high school and expand program at intermediate schools and elementary schools. • Expand the College & Career Mentoring Program (CCMP) that includes mentoring of elementary students by GGUSD alumni (as college workers). • Expand 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.” 	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$300,000 (LCFF) Goal is to maintain or increase on previous year based on LCFF funding and district priorities
<p>2.2 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. 	LEA-wide (grades 9-12)	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$5,344,631 (LCFF) Goal is to maintain or increase on previous year based on LCFF funding and district priorities
<p>2.3 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 grade students (at no cost to students) and increase promotion of 11th PSAT. • Offer SAT Preparation courses to all 11th grade students (at a reduced rate) and promote free 	LEA-wide (grades 8-12)	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	\$40,000 (LCFF) Goal is to maintain or increase on previous year based on LCFF funding and district priorities

GOAL 3A Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>online SAT preparation. Review the feasibility of the SAT School day administration.</p> <ul style="list-style-type: none"> • 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 California College Guidance Initiative (CCGI) tools and resources. 		<p>___Other Subgroups:(Specify)_____</p>	
LCAP Year 3: 2017-18			
<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. CAHSEE pass rates: Maintain or increase CAHSEE pass rates, greater than or equal to 85% (ELA) 88% (math) 2. a-g rates: Maintain an overall districtwide a-g rate greater than or equal to 61% 3. Early Assessment Program (EAP): The percentage of students with a “college-ready” status should be a rate greater than or equal to 24% (ELA) 13% (math). The percentage of students with a “conditionally-ready” status should be a rate greater than or equal to 19% (ELA) 46% (math). 4. College Readiness Exams (PSAT/SAT/ACT): The districtwide average SAT score should be greater or equal to 477 (critical reading), 517 (math). The SAT participation rate should be greater than or equal to 59%. 5. Advanced Placement (AP) pass rates: The districtwide AP pass rate should be greater than or equal to 58%. 6. Advanced Placement (AP) enrollment rates: The number of students enrolled in AP courses and number of AP test takers should be maintained or increased from the previous year, with enrollment representative to the demographics of the school. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.1 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. • Host College Information Nights and Financial Aid Nights at every high school and expand program at intermediate schools and elementary schools. • Expand the College & Career Mentoring Program (CCMP) that includes mentoring of elementary students by GGUSD alumni (as college workers). • Expand 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>LEA-wide</p>	<p>✓ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____</p>	<p>\$300,000 (LCFF) <i>Goal is to maintain or increase on previous year based on LCFF funding and district priorities</i></p>
<p>3.2 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. 	<p>LEA-wide</p>	<p>✓ALL OR: ___Low Income pupils ___English Learners</p>	<p>\$5,344,631 (LCFF) <i>Goal is to maintain or increase on previous year based on LCFF funding and district</i></p>

GOAL 3A Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> 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. 		___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	<i>priorities</i>
<p>3.3 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 grade students (at no cost to students) and increase promotion of 11th 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 California College Guidance Initiative (CCGI) tools and resources. 	LEA-wide	✓ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$40,000 (LCFF) <i>Goal is to maintain or increase on previous year based on LCFF funding and district priorities</i>

GOAL:	<h2 style="text-align: center;">GOAL 3B. COLLEGE & CAREER SUCCESS</h2> <p>College and career entrance and completion rates will improve annually.</p>		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____	
Identified Need :	GOAL 3B. COLLEGE & CAREER SUCCESS will track our alumni formally and informally to assess their preparedness for success as adults. Metrics include: 1. National Student Clearinghouse 2. Focus groups/Interviews			
Goal Applies to:	Schools:	All Applicable Pupil Subgroups: All		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	1. National Student Clearinghouse: The overall district alumni postsecondary enrollment rate will be greater than equal to 70%. The percentage of students enrolling at a 4-year university will be greater than or equal to 30%. 2. Focus groups/Interviews			
GOAL 3B Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Student Tracker Use the Student Tracker for High Schools service through the National Student Clearinghouse to monitor our graduates. <ul style="list-style-type: none"> 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. 		LEA-wide <i>(grades 9-12)</i>	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$3,000 <i>(LCFF)</i>
1.2 College/Career Pathways and Options Provide opportunities for student to be exposed to various college and career options, including: <ul style="list-style-type: none"> 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. 		LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$329,088 <i>(LCFF)</i>

GOAL 3B Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:	1. National Student Clearinghouse: The overall district alumni postsecondary enrollment rate will be greater than equal to 70.5%. The percentage of students enrolling at a 4-year university will be greater than or equal to 30.5%. 2. Focus groups/Interviews			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Student Tracker Use the Student Tracker for High Schools service through the National Student Clearinghouse to monitor our graduates. <ul style="list-style-type: none"> 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. 		LEA-wide <i>(grades 9-12)</i>	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$3,000 <i>(LCFF)</i>
2.2 College/Career Pathways and Options Provide opportunities for student to be exposed to various college and career options, including: <ul style="list-style-type: none"> 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. 		LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$329,088 <i>(LCFF)</i> <i>Goal is to maintain or increase on previous year based on LCFF funding and district priorities</i>
LCAP Year 3: 2017-18				
Expected Annual Measurable Outcomes:	1. National Student Clearinghouse: The overall district alumni postsecondary enrollment rate will be greater than equal to 71%. The percentage of students enrolling at a 4-year university will be greater than or equal to 31%. 2. Focus groups/Interviews			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

GOAL 3B Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.1 Student Tracker: Use the Student Tracker for High Schools service through the National Student Clearinghouse to monitor our graduates.</p> <ul style="list-style-type: none"> 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. 	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$3,000 (LCFF)
<p>3.2 College/Career Pathways and Options Provide opportunities for student to be exposed to various college and career options, including:</p> <ul style="list-style-type: none"> 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. 	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$329,088 (LCFF) <i>Goal is to maintain or increase on previous year based on LCFF funding and district priorities</i>

Complete a copy of this table for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 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 Education Code 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 schoolsites 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?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	GOAL 1A. ACADEMIC CONTENT: Students will demonstrate continued growth in all content areas, with an emphasis on critical thinking and problem-solving.		Related State and/or Local Priorities: 1 ✓ 2 ✓ 3__ 4 ✓ 5__ 6__ 7 ✓ 8 ✓ COE only: 9__ 10__ Local : Specify _____		
Goal Applies to:	Schools:	All	Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	<p>State standardized assessments* 2014-15 is the first year of California Assessment of Student Performance and Progress (CAASPP).</p> <p>Academic Performance Index (API)* 2013 Growth API (820) is the most recent API provided</p> <p>District assessments Baseline year. New benchmark assessments developed to align with the California State Standards.</p> <p>Grades, Report Cards 2012-13 Average 7-8 Grade Point Average (GPA) = 2.86 2012-13 Average 9-12 Grade Point Average (GPA) = 2.66 GOAL: Raise average GPA by 0.05 points D/F Rate (9-12 only) Percentage of total grades given 2012-13 D's = 10.6% 2012-13 F's = 7.2% GOAL: Reduce D Rate by ≥0.05% GOAL: Reduce F Rate by ≥ 0.05%</p> <p>Special education identification rates GOAL: Special education identification rate ≤ 10%</p> <p>Teachers appropriately assigned and fully credentialed* Current NCLB Core Course Section Compliance Rate = 89.2% GOAL: NCLB Core Course Section Compliance ≥ 89%</p>		Actual Annual Measurable Outcomes:	<p>State standardized assessments* 2014-15 is the first year of California Assessment of Student Performance and Progress (CAASPP). Scores are pending, and will determine the baseline for future years.</p> <p>Academic Performance Index (API)* 2013 Growth API (820) is the most recent API provided</p> <p>District assessments Baseline year. New benchmark assessments developed to align with the California State Standards.</p> <p>Grades, Report Cards 2013-14 Average 7-8 Grade Point Average (GPA) = 2.93 2013-14 Average 9-12 Grade Point Average (GPA) = 2.65 D/F Rate (9-12 only) Percentage of total grades given 2013-14 D's = 10.21% 2013-14 F's = 7.55% ^Data disaggregated by subgroups is reviewed at the site/district</p> <p>Special education identification rates 2013-14 Special education identification rate = 8.59% ^Data disaggregated by subgroups is reviewed at the site/district</p> <p>Teachers appropriately assigned and fully credentialed* 2013-14 NCLB Core Course Section Compliance = 99.1% 2013-14 Credentialing Rate = 100%</p>	
LCAP Year: 2014-15					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures	Estimated Actual Annual Expenditures		
Site and Centralized Staffing Staff schools and the district to result in positive outcomes for students.		Staffing \$235,595,248 (LCFF)	New label: Site Staffing & Centralized Staffing Formerly six sections: Teachers, Instructional Support, Site Administrators, Site Classified Staff, District Centralized Staff, and		
			\$224,974,734 LCFF		

<ul style="list-style-type: none"> • Teachers: Recruit and retain highly qualified teachers to work in Garden Grove USD and reduction of class size (requiring bargaining prior to implementation action). Ensure that teachers are appropriately assigned and fully-credentialed in subjects taught. • Instructional Support: Increase instructional support personnel to support student needs in the classroom. • Site Administrators and Site Classified Staff Recruit and retain highly effective site administrators (principals and assistant principals) to manage school operations and serve as instructional leaders. • District Certificated and Classified Staff Coordinate centralized/district resources and certificated administrative personnel to guide and assist schools in providing quality programs while meeting requirements county, state, and federal regulations. Coordinate centralized/district resources and classified personnel to support schools in providing quality programs while meeting requirements county, state, and federal regulations. 		<p>District Classified Staff</p> <p><i>No change to initial plan</i></p>		
<p>Scope of service:</p>	<p>LEA-wide</p>		<p>Scope of service:</p> <p>LEA-wide</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>		
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		
<p>Textbooks/ New Curriculum Materials: Implement textbook and curriculum materials aligned to the new Common Core State Standards (CCSS). Common Core State Standards: Provide training and support necessary for teachers to transition to the Common Core State Standards (CCSS) within an effective instructional delivery model.</p>	<p>Professional Development Costs Consultant (ELA) Consultant (Math) \$840,000 (LCFF)</p>	<p><i>New label: Implementation of CA State Standards and Textbooks/Curriculum Materials</i> <i>Formerly two sections: Textbooks/ New Curriculum Materials and Common Core State Standards</i></p> <p><i>No change to initial plan</i> The district has completed the textbook process for mathematics and is implementing the California State Standards.</p>	<p>\$1,319,668 LCFF</p>	
<p>Scope of service:</p>	<p>LEA-wide</p>		<p>Scope of service:</p> <p>LEA-wide</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>		
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>		

__ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			__ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
Materials/Supplies: Increase instructional supply budgets and/or resources to support classrooms needs in all content areas. This includes a consideration for updating curriculum materials in content areas outside of English language arts and math. Other Content Area Support: Consider support needed in the following areas related to programs and/or content:		Materials and Supplies (Site Budgets) \$9,500,000 (LCFF)	New label: Resources to Support All Content Areas Formerly two sections: Materials/Supplies and Other Content Area Support No change to initial plan Site budgets received an increase in funds, both of base funds and targeted supplemental/concentration funds. Site completed a "Site-LCFF Plan" per district guidelines to document intended expenditures and obtained approvals for increased/improved actions/services, where required.		\$4,867,937 LCFF
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
✓ ALL			✓ ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
Professional Development: Continue to build a strong program of professional development for teachers to support strong instruction leading to increased student achievement.		Professional Development Costs \$3,200,000 (LCFF)	Professional Development: No change to initial planed actions/services – majority of school funding for professional development was Title I GGUSD continues to offer a strong, cohesive professional development program for teachers using the K-12 Effective Instruction Model as a foundation.		\$685,906 LCFF
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
✓ ALL			✓ ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
Instructional Offices: Maintain strong support for teachers through the services provided by the elementary and secondary instructional offices.		Instructional Office Staffing and Program Costs (all certificated and classified)	Instructional Offices: No change to initial plan The Departments of Instruction continue to plan and deliver districtwide professional development for teachers and provide support at the school-site level.		\$2,852,143 LCFF

		\$3,500,000 (LCFF)		
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Extended Learning/ Tutoring: Expand and improve extended learning opportunities for both intervention and enrichment needs. Summer School and Summer Institute: Provide summer academic programs for students. Summer Bridge/ Early Start: Provide Summer Bridge/Early Start programs for students. Programs include the use of effective instructional delivery and research-based strategies.		Materials and Supplies \$1,000,000 (LCFF) Program Costs \$2,000,000 (LCFF)	New label: Extended Learning Programs <i>Formerly three sections: Extended Learning/ Tutoring, Summer School and Summer Institute, and Summer Bridge/ Early Start</i> <i>No change to initial planed actions/services –school funding for extended learning also consists of Title I</i> GGUSD continues to offer after school intervention and summer programs. Enrichment programs are offered by site request.	\$871,493 LCFF
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Assessment and Data Analysis: Use multiple types of assessments to measure achievement and use data to inform instruction.		ELA/Math Benchmark Development Team and Program Costs \$200,000 (LCFF) School Testing Assistants and Proctors \$1,111,500 (LCFF) Evaluation & Research Support Staffing \$156,918 (LCFF)	Assessment and Data Analysis: <i>No change to initial plan</i> GGUSD worked with Key Data Systems to develop district benchmark exams aligned to the California State Standards in English Language Arts and Mathematics. In addition, Key Data Systems provided item banks for formative assessments.	\$948,052 LCFF

Scope of service:	LEA-wide	Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>For Goal 1A, GGUSD will combine certain actions/services related to budget expenditures for staffing. Costs for site-level and centralized district-level personnel continue to be listed as separate expenditures for purpose of LCAP reporting. Staffing related specific goals within the LCAP are detailed elsewhere within the plan and not represented in this goal area. GGUSD will review the expected outcome measure of GPA and D/F rate, district benchmarks, CAASP, and API at the end of 2015-16. Site budgets received an increase in funds, both of base funds and targeted supplemental/concentration funds. Sites completed a "Site-LCFF Plan" per district guidelines to document intended expenditures and obtained approvals for increased/improved actions/services, where required. All expenditures related to staffing are included in LCAP. Staff whose responsibilities are directly related to specific goals of the LCAP are included within the descriptions of those actions/services. The district has completed the textbook adoption process for mathematics and is implementing the California State Standards. GGUSD continues to offer a strong, cohesive professional development program for teachers using the K-12 Effective Instruction Model as a foundation. GGUSD will continue to build a strong program of professional development for teachers to support strong instruction leading to increased student achievement. Ongoing professional development and coaching for teachers is based on district initiatives and priorities for instruction, including the work of the instruction offices. The Departments of Instruction continue to plan and deliver districtwide professional development for teachers and provide support at the school-site level. GGUSD worked with Key Data Systems to develop district benchmark exams aligned to the California State Standards in English Language Arts and Mathematics. In addition, Key Data Systems provided item banks for formative assessments. 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. Multi-year implementation plans will support student outcomes through a process of continuous improvement.</p>
---	---

Original GOAL from prior year LCAP:	<p>GOAL 1B. ACADEMIC ENGLISH: English Learners will demonstrate continued growth towards mastery of Academic English and being designated English language proficient.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3__ 4 <input checked="" type="checkbox"/> 5__ 6__ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____</p>	
Goal Applies to:	Schools: All		
	Applicable Pupil Subgroups: English Learners		
Expected Annual Measurable	<p>English Proficiency Level (EPL) rates* as measured by State English Learner (EL) assessments <i>Percent of EL students progressing toward EPL and RFEP status Based on 5-year average of percent of EL students progressing (63.2%)</i></p>	Actual Annual Measurable Outcomes:	<p>English Proficiency Level (EPL) rates* as measured by State English Learner (EL) assessments 2013-14 Percent of English learners progressing toward proficiency = 64%</p>

Outcomes:	GOAL: Percent of English learners progressing toward proficiency \geq 63% Reclassification rates* <i>(Potential Reclassified Fluent English Proficient (RFEP) students with CELDT overall proficiency level of 4 or 5)</i> <i>Based on 5-year average of the percent of English learners who reclassify (27.1%)</i> GOAL: Reclassification rates \geq 26%		<i>^Data disaggregated by subgroups is reviewed at the site/district</i> Reclassification rates* 2013-14 Reclassification rates = 10.2% <i>^Data disaggregated by subgroups is reviewed at the site/district</i>
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
English Language Development Program and Professional Development: All English Learners receive an English language development program designed to meet their instructional needs. 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. Provide 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. Instructional Materials and Supplies: Provide 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.	Program Costs \$1,000,000 (LCFF) Materials and Supplies \$1,000,000 (LCFF)	English Language Development Program and Professional Development and Instructional Materials and Supplies: <i>No change to initial planed actions/services – funding source Title III</i> GGUSD is planning a comprehensive professional development plan that includes: <ul style="list-style-type: none"> • New ELA/ELD standards and framework • Best practices (i.e. SDAIE, GLAD, SIOP, CM) • Curriculum-embedded and other assessments to provide formative/interim feedback on English acquisition. 	\$3,147 LCFF
Scope of service:	LEA-wide	Scope of service:	LEA-wide
__ ALL		__ ALL	
OR: __ Low Income pupils <input checked="" type="checkbox"/> English Learners __ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils <input checked="" type="checkbox"/> English Learners __ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Extended Learning/Tutoring/Summer Programs for English Learner Support: Provide students with opportunities for English language development programs in afterschool or summer programs. Pilot program of afterschool language programs.	Summer Programs \$50,000 (LCFF) Staffing Extra Duty \$400,000 (LCFF)	Extended Learning/Tutoring/Summer Programs for English Learner Support: <i>No change to initial planed actions/services – funding source Title III</i> School sites coordinate site-level afterschool tutoring/intervention programs based on site needs. The District coordinates ELD an EL support programs for summer programs. The District piloted an	\$28,468 LCFF

			afterschool heritage language program at four elementary schools.	
Scope of service:	LEA-wide		Scope of service:	LEA-wide
__ALL			__ALL	
OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
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.		Program Costs \$100,000 (LCFF)	Parent Involvement/Education: <i>No change to initial plan</i>	\$87,234 LCFF
Scope of service:	LEA-wide		Scope of service:	LEA-wide
__ALL			__ALL	
OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
English Learner Programs Staffing/Personnel: Increase staffing/personnel related to services for English learners.		Bilingual instructional aides \$554,000 (LCFF)	English Learner Programs Staffing/Personnel: <i>No change to initial plan--bilingual aides, ARC Staffing, and EL Program Staffing has been included in this action/service</i>	\$2,526,815 LCFF
Scope of service:	LEA-wide		Scope of service:	LEA-wide
__ALL			__ALL	
OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Preservation of Heritage Language & Language School of Choice: Based on an analysis of community interests, the district will begin a process of developing a language school of choice.		N/A	Preservation of Heritage Language & Language School of Choice: Based on an analysis of community interests, the district will begin a process of developing a language school of choice. Maintain heritage language options at all ten intermediate schools and all seven comprehensive high schools. Expand after school heritage language programs for students in upper elementary grades. Hired a	N/A

		principal for the language school of choice and lead teachers to begin the work of starting a program in 2016-17.	
Scope of service:	LEA-wide	Scope of service:	LEA-wide
__ALL		__ALL	
OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Within this revised 2015-16 LCAP template, GGUSD will separate actions/services for English learners, as Goal 1B focuses on Academic English (targeting English learners). In the previous LCAP, this goal was included together with Goal 1A (Academic Content), and further described in Section 2B of the 2014-15 LCAP template. The new Director of English Learner Programs is in the process of developing a multi-year plan ("EL Blueprint") for English Learners, 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. 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. Multi-year implementation plans will support student outcomes through a process of continuous improvement.	

Original GOAL from prior year LCAP:	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.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3__ 4 <input checked="" type="checkbox"/> 5__ 6__ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Annual survey (measures of self-efficacy/self-regulation) GOAL: <i>Under development</i> Work Habits O = 4, S = 3, N = 2, U = 1 <i>Quantified as districtwide average 2-year average (3.1)</i> GOAL: Work Habits ≥ 3.0	Actual Annual Measurable Outcomes: Annual survey (measures of self-efficacy/self-regulation) <i>First year of administration to students grades 3-12</i> Work Habits O = 4, S = 3, N = 2, U = 1 2013-14 Work Habits = 3.10325
LCAP Year: 2014-15		
Planned Actions/Services		Actual Actions/Services
	Budgeted Expenditures	Estimated Actual Annual

					Expenditures
Self-Regulatory Skills: Continue to focus on building self-regulatory skills in all students at all levels.		Program Costs \$350,000 (LCFF)	Self-Regulatory Skills: <i>No change to initial planed actions/services – funding source for program tutors: Title I</i> The Instruction Office continues to work on the development of a scope and sequence for scholarly habits, which will set expectations for each grade level.		\$78,580 LCFF
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
✓ ALL			✓ ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
Technology: Increase access and availability of technology (computers and technology tools).		Technology Hardware, Software Costs \$5,000,000 (LCFF) Technology/ Information Systems and Site-Based Technology Assistants Staffing \$2,932,000 (LCFF)	Technology: <i>No change to initial plan</i>		\$9,169,828 LCFF
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
✓ ALL			✓ ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
Libraries: Upgrade or maintain libraries services and increase access to the library both during the school day and beyond school day. Library support services should include use of computer labs and support staff.		Librarians and Library Media Technician Staffing \$910,700 (LCFF)	Libraries: <i>No change to initial plan</i>		\$1,371,423 LCFF
Scope of service:	LEA-wide		Scope of service:	LEA-wide	

<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The District is developing a scope and sequence for scholarly habits. A group of Teachers On Special Assignment (TOSAs) has been meeting with the Directors of the K-6 and 7-12 Instruction to develop a plan. 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. 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. Multi-year implementation plans will support student outcomes through a process of continuous improvement.	

Original GOAL from prior year LCAP:	GOAL 2A. MOTIVATION: Students will demonstrate continued growth in their attitude towards learning.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Annual survey (measures of motivation) and other qualitative measures GOAL: <i>Under development</i> Work Habits Same as above in Goal 1C Truancy rates 2012-13 GGUSD Truancy Rate (22.46%) 2012-13 County Truancy Rate (20.09%) GOAL: Truancy Rate ≤ 21% Attendance rates* 2012-13 (96.74%) GOAL: Attendance Rate ≥ 96.5% Chronic absenteeism rates* Based on 2-year average (2.2%) GOAL: Chronic Absenteeism Rate ≤ 2.2% Middle School dropout rates* 2011-12Cohort	Actual Annual Measurable Outcomes:
		Annual survey (measures of motivation) and other qualitative measures First year of administration to students grades 3-12 Work Habits Same as above in Goal 1C Truancy rates 2013-14 County Truancy Rate (22.57%) 2013-14 GGUSD Truancy Rate = 22.13% Attendance rates* 2013-14 GGUSD Attendance Rate = 96.94% Chronic absenteeism rates* 2013-14 Chronic Absenteeism Rate = 2.152931% Middle School dropout rates* 2013-14 Grade 7 Dropouts (17)

<p>Grade 7 Dropouts (38) Grade 8 Dropouts (11) Middle School dropout rate ≤ 0.5%</p> <p>High School dropout rates* 2012-13 GGUSD Annual Adjusted Grade 9-12 Dropout Rate (2.5%) County Rate (2.4%) 2012-13 GGUSD Cohorts Dropout Rate (9.1%) 2011-12 County Cohorts Dropout Rate (7.3%) GOAL: Cohorts Dropout Rate ≤ 10%</p> <p>High School graduation rates* Cohort Outcome Data/ Cohort Graduation Rate 2011-12 (87.8%) 2012-13 (89.2%) GOAL: Cohort Graduation Rate ≥ 88%</p>	<p>2013-14 Grade 8 Dropouts (16) Middle School dropout rate = 0.4%</p> <p>High School dropout rates* 2013-14 GGUSD Annual Adjusted Grade 9-12 Dropout Rate = 2.1% 2013-14 Cohorts Dropout Rate = 8.1%</p> <p>High School graduation rates* 2013-14 Cohort Graduation Rate = 89.7%</p>
--	---

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Motivation: Build practices that support student motivation in classrooms and schools.</p>	<p>Program Costs \$50,000 (LCFF) other costs to be determined</p>	<p>Motivation: One action that supported staff understanding of motivation, and specifically, the concept of growth mindset, was the coordination of a districtwide book study on the book, Mindset, by Carol Dweck. This action also relates to Goal 2C, action #2 "Training for all staff," or Goal 1A, action #5 "Professional development." District employees read the book, and discussed implications of mindset across job classification, in the service of serving students and for professional growth.</p>	<p>\$54,100 LCFF</p>
<p>Scope of service: LEA-wide</p>		<p>Scope of service: LEA-wide</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<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</p>	<p>Student Services Staff \$20,000 (LCFF)</p>	<p>Collaborative Services: Originally contained within Section 2B of 2014-15 LCAP.</p>	<p>\$40,000 LCFF</p>

within the district.				
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
Credit Recovery: Maintain and increase programs that support the goal for all students to graduate from high school.	Online provider contracts \$100,000 (LCFF)		Credit Recovery: <i>No change to initial plan</i>	\$28,611 LCFF
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
Attendance: Maintain services provided by the district office Student Services department and investigate training curriculum on how to tackle truancy and chronic absence.	Student Services/ CWA Staffing \$472,633 (LCFF) Program Costs \$50,000 (LCFF)		Attendance: <i>No change to initial plan</i>	\$183,842 LCFF
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Actions/Services to support Goal 2A are embedded in many of the programming and professional development activities organized by the district. The district will continue to support the work of Caring & Motivating Schools and Teacher Expectations and Student Achievement (TESA), and expand the trainings as requested by schools who determine this as an area of need. The district will also hire a new Director of Student Services, who will support the actions/services of Collaborative Services and Attendance. Departments will continue to work together to offer additional collaborative services for foster youth. 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. Multi-year implementation plans will support student outcomes through a process of continuous improvement.

Original GOAL from prior year LCAP:	GOAL 2B. SOCIO-EMOTIONAL WELLBEING: Students will demonstrate continued growth in their attitudes towards themselves and others.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3__ 4 <input checked="" type="checkbox"/> 5__ 6__ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Annual survey (measures of socioemotional well-being) and other qualitative measures <i>Still under development</i> Citizenship O = 4, S = 3, N = 2, U =1 <i>Quantified as districtwide average 2-year average (3.3)</i> GOAL: Citizenship ≥ 3.0		Actual Annual Measurable Outcomes:	Annual survey (measures of socioemotional well-being) and other qualitative measures <i>First year of administration to students grades 3-12</i> Citizenship O = 4, S = 3, N = 2, U =1 2013-14 Citizenship = 3.3447
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		
Well-Being: Maintain programs to support the well-being of students and families.		Program Costs \$1,000,000 (LCFF)	Well-Being: <i>No change to initial plan</i>	
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Support Services/ Pupil Services: Restore ratio of support services providers to pre-fiscal crisis ratios.		Nurses, Health Assistants, School Psychologists, Speech Language	Support Services/ Pupil Services: <i>No change to initial plan</i>	
			\$4,005,178 LCFF	

		Pathologists, Speech Language Pathology Assistants, Behavior Specialists, and Audiology \$3,433,000 (LCFF)		
Scope of service:	LEA-wide		Scope of service:	LEA-wide
✓ ALL			✓ ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
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.) (After School Education and Safety (ASES) programs and 21 st Century Learning Centers (21 st CCLC) are not included in LCFF funding)		Summer Sports Programs \$200,000 (LCFF) Other Program Costs \$500,000 (LCFF)	School Connectedness: <i>No change to initial plan</i>	
			\$947,626 LCFF	
Scope of service:	LEA-wide		Scope of service:	LEA-wide
✓ ALL			✓ ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The district hired an additional eight school counselors, restoring positions lost due to the fiscal crisis. Supplemental counselors support schools with additional needs. Additional school psychologists were also hired. Personnel will continue to be added to restore positions through a multi-year plan. Supplemental services are also a continued need, and schools have expressed interest in adding additional counseling/mental health services. For the 2015-16 LCAP, the actions/services related to "School Connectedness" were moved from Goal 2A to Goal 2B. In working with Stanford University in the development of our stakeholder surveys, the research based construct of "School Connectedness" was more clearly defined and identified as part of Goal 2B. 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. Multi-year implementation plans will support student outcomes through a process of continuous improvement.		

<p>Original GOAL from prior year LCAP:</p>	<p>GOAL 2C. CLIMATE: Classrooms, schools and the district will demonstrate continued growth in maintaining a positive and safe learning climate for all stakeholders.</p>	<p>Related State and/or Local Priorities: 1 ✓ 2 ✓ 3__ 4 ✓ 5__ 6__ 7 ✓ 8 ✓ COE only: 9__ 10__ Local : Specify _____</p>	
<p>Goal Applies to: Schools: All Applicable Pupil Subgroups: All</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Annual survey of students, parents, teachers, and other staff (measures of school climate and the sense of safety and school connectedness*) 2013-14 Strategic Plan Survey School Safety (84.6%) School Connectedness (64%) GOAL: Safety ≥ 85% positive rating GOAL: School connectedness ≥ 65% positive rating GGUSD/GGEA Climate Survey or other districtwide survey Baseline to be determined in 2013-14 Facilities clean, safe, well-maintained* As measured by annual survey 2013-14 Strategic Plan Survey (Parents and High School Students) 72.9% positive rating GOAL: Facilities ≥ 75% positive rating Parent involvement* 2013-14 Strategic Plan Parent Involvement (4.2) 2013-14 schools offering parent programs (100%) 2012-13 school site representation on District Advisory Committee (67%) Parent Involvement Satisfaction Rating ≤ 4.0 Administrator Survey ≤ 100% offering parent education programs District Advisory Committee Participation ≤ 70% of schools represented Student suspension rates* GGUSD 2-year average suspension rate (3.65) County 2-year average suspension rate (3.75) GOAL: Student suspension rates ≤ 3.6 Student expulsion rates* GGUSD 2-year average expulsion rate (0.05) County 2-year average expulsion rate (0.1) GOAL: Student expulsion rates ≤ 0.1</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Annual survey of students, parents, teachers, and other staff (measures of school climate and the sense of safety and school connectedness*) First year of administration to students grades 3-12 (new baseline) GGUSD/GGEA Climate Survey or other districtwide survey 2013-14 Overall Positive Climate Rating = 74.63% Facilities clean, safe, well-maintained* First year of administration to students grades 3-12 (new baseline) Parent involvement* First year of administration to students grades 3-12 (new baseline) 2013-14 schools offering parent programs = 100% 2013-14 District Advisory Committee Participation = 72% of schools represented Student suspension rates* 2013-14 Student suspension rate = 0.466% Student expulsion rates* 2013-14 Student expulsion rate = 0.008%</p>
<p style="text-align: center;">LCAP Year: 2014-15</p>			
<p style="text-align: center;">Planned Actions/Services</p>		<p style="text-align: center;">Actual Actions/Services</p>	

		Budgeted Expenditures		Estimated Actual Annual Expenditures
Welcoming Climate: Create caring and motivating schools that welcome diversity and respect all staff, parents, and students. Encourage events/activities that celebrate different cultures.		\$50,000 (LCFF)	Welcoming Climate: <i>No change to initial plan</i> All site-based costs not tracked separately from other actions/services that support this goal (i.e., parent engagement or school connectedness).	\$1,500 LCFF
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Communication: Keep all stakeholders engaged and informed.		Public Information Office Staffing and budget \$300,000 (LCFF) Consultant and Program Costs \$100,000 (LCFF) School Messenger Service Contract \$76,000 (LCFF)	Communication: The district has engaged stakeholders in a process of developing communication guidelines. 2014-15 has been a planning year. Guidelines are projected to be implemented in 2015-16. Communication will be included as part of Goal 2C.	\$373,335 LCFF
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Training for All Staff: Provide more on-site coaching, support, and training opportunities for all employees (including administrators, certificated, and classified employees).		Program Costs \$100,000 (LCFF)	Training for All Staff: <i>No change to initial plan</i> In 2014-15, all classified staff were invited to participate in the Mindset Book Study as well as a training presented by Clay Roberts for building relationships and asset building, as well as informational meetings	\$38,234 LCFF

			regarding the Merit System.	
Scope of service:	LEA-wide		Scope of service:	LEA-wide
✓ ALL			✓ ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<p>Parent Community Outreach: Maintain a Parent and Community Outreach office to provide guidance, support, and training to parents/guardians, teachers, administrators, and support staff.</p> <p>Parent Education: Families (parents/guardians) are provided opportunities to learn how to support student learning, including an understanding of the new Common Core State Standards.</p> <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 Involvement Through a school-home partnership, parents/guardians are provided multiple opportunities for involvement at a welcoming school. Outreach services facilitate parent involvement and parent education programs.</p>	Community Outreach Support Staff \$114,896 (LCFF) Materials and Supplies \$25,000 Professional Consultants for parent presentations and/or staff training \$20,000 Interpretation and translation services as supported by the Assessment and Registration Center (ARC) \$1,159,000 (LCFF) School-Community Liaisons \$2,070,000 (LCFF)	<p><i>New label: Parent/Community</i> <i>No change to initial plan.</i></p>	\$3,545,177 LCFF	
Scope of service:	LEA-wide		Scope of service:	LEA-wide
✓ ALL			✓ ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	

			<u>Other Subgroups:(Specify)</u> _____	
Parents of Pupils with Exceptional Needs: Provide opportunities for parents of pupils with exceptional needs to participate in programs.		N/A	Parents of Pupils with Exceptional Needs: <i>Action/service was previously embedded as part of overall parent education/involvement planning. New LCAP regulations require this to be identified as a separate action/service.</i>	\$18,424 LCFF
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<u>ALL</u>			<u>ALL</u>	
OR: <u>Low Income pupils</u> <u>English Learners</u> <u>Foster Youth</u> <u>Redesignated fluent English proficient</u> <input checked="" type="checkbox"/> <u>Other Subgroups:(Specify)</u> <u>Parents of Pupils with Exceptional Needs</u>			OR: <u>Low Income pupils</u> <u>English Learners</u> <u>Foster Youth</u> <u>Redesignated fluent English proficient</u> <input checked="" type="checkbox"/> <u>Other Subgroups:(Specify)</u> <u>Parents of Pupils with Exceptional Needs</u>	
Facilities Maintenance: Ensure that schools and other district facilities are clean and well-maintained.		Personnel (Classified) Support Staffing \$1,288,000 (LCFF) Facilities/M&O Staffing \$11,559,259 (LCFF) Custodial and Maintenance Staffing \$18,674,200 (LCFF) Custodial Budget \$250,000 (LCFF) Vehicles \$1,115,000 (LCFF)	Facilities Maintenance: <i>No change to initial plan</i>	\$48,358,557 LCFF
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<input checked="" type="checkbox"/> <u>ALL</u>			<input checked="" type="checkbox"/> <u>ALL</u>	
OR: <u>Low Income pupils</u> <u>English Learners</u> <u>Foster Youth</u> <u>Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify)</u> _____			OR: <u>Low Income pupils</u> <u>English Learners</u> <u>Foster Youth</u> <u>Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify)</u> _____	
Campus Safety: Ensure campus safety via ongoing analysis and adjustment of safety		Campus Safety Assistants (CSA)	Campus Safety: <i>No change to initial plan</i>	\$1,741,674 LCFF

protocols.		\$496,400 (LCFF) Noon Duty Supervision+ \$886,000 (LCFF)		
Scope of service:	LEA-wide		Scope of service:	LEA-wide
✓ ALL			✓ ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		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. The Parent and Community Outreach Office continues to focus on all aspects of home-school-community partnerships. Training for classified staff are another continued area of interest. 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. Multi-year implementation plans will support student outcomes through a process of continuous improvement.		

Original GOAL from prior year LCAP:	GOAL 3A. COLLEGE & CAREER READINESS: District-wide data that are predictive of success after high school will improve annually.		Related State and/or Local Priorities: 1 ✓ 2 ✓ 3__ 4 ✓ 5__ 6__ 7 ✓ 8 ✓ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	CAHSEE Pass Rates <i>3-year average of 10th grade combined pass rate</i> <i>ELA Pass Rate (84%) / Math Pass Rate (87%)</i> GOAL: Maintain or increase CAHSEE Pass Rates from previous year a-g rates* <i>4-year average (50.5%) / 5-year average year-to-year growth (5.6%)</i> <i>2012-13 rate (58.6%)</i> GOAL: a-g rate ≥ 59% Early Assessment Program (EAP)* <i>Based on 5-year average:</i> <i>"College-Ready" Status / ELA 23.2% / Math 13.6%</i>	Actual Annual Measurable Outcomes:	CAHSEE Pass Rates 2014-15 (combined dates) ELA Pass Rate (84%) 2014-15 (combined dates) Math Pass Rate (87%) a-g rates* 2013-14 a-g rate = 61.1% <i>^Data disaggregated by subgroups is reviewed at the site/district</i> Early Assessment Program (EAP)* Percent of EAP test takers who earned status

<p><i>“Conditionally-Ready” Status / ELA 18.5% (2-year average) / Math 45.4%</i> GOAL: “College-Ready” Status / ELA ≥ 23% / Math ≥ 13% GOAL: “Conditionally-Ready” Status / ELA ≥ 18% / Math ≥ 45% College Readiness Exams: PSAT/SAT/ACT <i>Based on 5-year average: SAT Critical Reading (479), SAT Math (520)</i> <i>Most current year SAT average for GGUSD students:</i> SAT Critical Reading (474), SAT Math (512) <i>Based on 5-year average for SAT participation rate (48.6%)</i> Most current year SAT participation rate (56%) GOAL: Maintain or increase PSAT Average from previous year SAT Average Score: <i>Critical Reading ≥ 475, Math ≥ 515</i> SAT Participation Rate ≥ 57% Advanced Placement (AP) pass rates* <i>Based on 5-year average for AP pass rates (58.91%)</i> 2013 AP Pass Rate = 57.98% GOAL: AP Pass Rate ≥ 57% Advanced Placement (AP) enrollment rates <i>Based on 5-year average for number of AP Exams taken (5426 exams)</i> 2013 AP Tests Taken = 6545 51% growth (percent change from 2009 to 2013), with smallest year-over-year growth at 2.7% <i>Based on 3-year average for number of individual AP test takers (3085)</i> 2013 Number of individual test takers = 3267 Percent of students graduating from high school having had completed at least one AP course 2012-13 Number of Test Takers = 21.63% 3276 (test takers) of 15,143 (enrollment 9-12) GOAL: AP Tests Taken increase by ≥ 2% GOAL: Number of Test Takers ≥ 3300 GOAL: Maintain or increase Percent of Students Enrolled in an AP Course from previous year</p>	<p>2013-14 “College-Ready” Status ELA = 28% / Math = 11% 2013-14 “Conditionally-Ready” Status ELA = 16% / Math = 39%</p> <p>College Readiness Exams: PSAT/SAT/ACT 2013-14 SAT Average Score: Critical Reading = 478 / Math = 509 / Writing = 479 2013-14 ACT Average Score: Reading = 21 / English = 21 / Math = 23 / Science = 21</p> <p>Advanced Placement (AP) pass rates* 2013-14 AP Pass Rate = 61.45% <i>^Data disaggregated by subgroups is reviewed at the site/district</i></p> <p>Advanced Placement (AP) enrollment rates 2013-14 Number of Test Takers = 20.25% 3,014 (test takers) of 14,881 (enrollment 9-12)</p>
--	---

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<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>	<p>District/Site Event Costs \$35,000 (LCFF) Program Costs/ College Workers</p>	<p>College/ Career Events: No change to initial planed actions/services – funding source for programs: Title I The district added an additional event called, “Preparing for Secondary Success.” This event targeted parents and students in grade 4-6. All</p>	<p>N/A</p>

		\$500,000 (LCFF)	other events were implemented as planned.	
Scope of service:	LEA-wide		Scope of service:	LEA-wide
✓ ALL			✓ ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
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).		Counselors \$5,200,000 (LCFF) Program Costs \$1,000,000 (LCFF)	High School Programs and a-g Awareness: No change to initial plan The guaranteed services of the secondary counseling and guidance programs has remained consistent. Additional resources have been added, such as the use of the California Colleges Guidance Initiative (CCGI), and the partnership with the University of Southern California (USC) College Advising Corps, both at no cost to the district.	\$4,857,683 LCFF
Scope of service:	LEA-wide		Scope of service:	LEA-wide
✓ ALL			✓ ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
College Entrance and Readiness: Facilitate preparation for college entrance exams.		PSAT Administration SAT Preparation Courses: District-funded portion Other Program Costs \$200,000 (LCFF)	College Entrance and Readiness: No change to initial planed actions/services – funding source for programs: Title I During the development of the 2014-15 LCAP, one intermediate school had implemented the Readistep assessment. Due to the success of this program and the new pricing structure for the PSAT, the District was considering the addition of the Readistep testing districtwide. Discussions for implementation were delayed. Readistep as a districtwide assessment will be further reviewed prior to engaging in a contract.	\$521 LCFF
Scope of service:	LEA-wide		Scope of service:	LEA-wide
✓ ALL			✓ ALL	
OR:			OR:	

__ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	__ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The district will continue to implement existing actions/services based on the needs of schools and our students. College/Career Readiness is an existing are of focus for all secondary schools. The district will continue to develop programming to support elementary schools and to make connections to this goal. Counselors began using CCGI resources to support the work of college/career units presented to students in grades 9-12. After reviewing the metrics for AP enrollment, the goal was revised to reflect a total percentage of test takers based on the 9-12 enrollment, rather than the number of test takers alone. 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. Multi-year implementation plans will support student outcomes through a process of continuous improvement.	

Original GOAL from prior year LCAP:	GOAL 3B. COLLEGE & CAREER SUCCESS: College and career entrance and completion rates will improve annually.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3__ 4 <input checked="" type="checkbox"/> 5__ 6__ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: _____ Applicable Pupil Subgroups: _____		
Expected Annual Measurable Outcomes:	National Student Clearinghouse – Student Tracker <i>Enrollment, persistence, and completion rates</i> Based on 2-year average of post-secondary enrollment (69.4%) Overall postsecondary enrollment rate ≥ 69% 4-Year ≥ 30.0% 2-Year or less than 2-years ≥ 39.0%	Actual Annual Measurable Outcomes: National Student Clearinghouse – Student Tracker Class of 2014 Overall postsecondary enrollment rate = 69.6% Class of 2014 4-Year ≥ 30.3% Class of 2014 2-Year or less than 2-years ≥ 39.3%	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Student Tracker: Use the Student Tracker for High Schools service through the National Student Clearinghouse to monitor our graduates.	Student Tracker Costs \$3,000 (LCFF)	Student Tracker: No change to initial plan	\$3,000 LCFF
Scope of service:	LEA-wide	Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
College/Career Pathways and Options: Provide opportunities for student to be exposed to various college and career options.		Other Program Costs \$500,000 (LCFF)	College/Career Pathways and Options: No change to initial plan		\$369,538 LCFF
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The district will continue to implement existing actions/services based on the needs of schools and our students. Student Tracker data has shown that college enrollment rates have been maintained districtwide. The district is examining potential for engaging and connecting to alumni. 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. Multi-year implementation plans will support student outcomes through a process of continuous improvement.			

Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, 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 pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$71,004,687</u>
<p>As of the 2014-15 second interim, the total amount of supplemental and concentration grant funds calculated for 2015-16 is \$71,004,687, based on the number and concentration of low income, foster youth and English learner pupils (unduplicated count). GGUSD has an unduplicated enrollment of 80.44% based on a two-year modified average. 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. Actions and services described within the LCAP will support key areas to upgrade the entire educational program of the district and school sites. These key areas include: professional development/training of staff (i.e., teachers and other support staff), increases in support personnel, extended day and extended year programs, parent involvement/education programs, curricular materials necessary to implement the California State Standards, materials and supplies necessary to upgrade all content areas to support the California State Standards and college and career readiness goals, technology integration, programs that support school connectedness and the development of self-regulatory skills, and college/career readiness programs and services. These actions and services will support the goals for our unduplicated pupils in each of the state priorities. 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. 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.</p>	

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

21.04	%
-------	---

The minimum proportionality percentage (MPP) for the LCAP year 2015-16 has been calculated as **21.04%**. 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. Actions and services targeted to meet the needs of unduplicated pupils (i.e., low income, foster youth, and English learners) can be categorized in several key areas:

1. High-quality, effective instruction, including instructional strategies and curriculum materials to support unduplicated pupils.
2. Targeted intervention programs to meet the needs of unduplicated pupils (e.g., in-class interventions, afterschool tutoring programs, summer programs).
3. Focused professional development and ongoing coaching and support for teachers (related to needs of unduplicated pupils).
4. Additional instructional/classroom support personnel (e.g., instructional aides, bilingual aides).
5. Increased support services and programs (e.g., counseling programs, student services).
6. Parent education/engagement programs (for parents of unduplicated pupils).

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, 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 California Code of Regulations, title 5, 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).