Introduction:

LEA: <u>Garden Grove Unified School District</u>   Contact: <u>Gabriela Mafi, Ed.D., Superintendent, gmafi@ggusd.us, (714) 663-6111</u>   LCAP Year: <u>2016-17</u>

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)*

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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?

Section 1: Stakeholder Engagement

Involvement Process	Impact on LCAP
The Garden Grove Unified School District (GGUSD) has coordinated a comprehensive process of stakeholder engagement around the development of the district's Local Control and Accountability Plan (LCAP). As specified in Education Code (EC) section 52062, GGUSD has involved parents, community members, students (pupils), local bargaining units (Garden Grove Education Association (GGEA), California School Employees Association (CSEA), Supervisory Unit, Garden Grove Pupil Personnel Services Association (GGPPSA), and Garden Grove School Administrators Association (GGSAA)), other school personnel, and other stakeholders invested in the success of our students. The superintendent organized and delivered a series of presentations to update stakeholders on district goals and priorities, and to generate feedback and input into the LCAP. Each meeting called for a collaborative approach to student education, emphasizing the need for all stakeholders to be engaged in the LCAP process. An "LCAP Summary" was developed for use at stakeholder meetings. The LCAP Summary contained a district overview, information on the collection of stakeholder input, LCAP metrics with district data, and a draft of goals, actions, and expenditures based on the prior year's LCAP. Data used to determine goals included state academic assessments, Academic Performance Index (API), district benchmarks, grade point average, D/F rates, special education identification, NCLB core course section compliance, credentialing, English learner progress, reclassification, work habits/citizenship, truancy, attendance, dropout rates, graduation rates, suspension/expulsion, a-g rates, Early Assessment Program, SAT/ACT scores, Advanced Placement data, and results from the 2014-15 Strategic Plan survey. This data was presented with the expected outcome, prior year data, and most recent data in a side-by-side format. The District's 2015 Annual Report was also presented and explained. Data relevant to the district goals were shared, and time was provided for group discussion, which was focused on student success. Data was also presented to the School Board, and made available to the public. Links to the district's Annual Report and LCAP Data Portrait were made available to the public on our district's webpage. The GGUSD Strategic Plan (known as The Garden Grove Way) and the GGUSD LCAP were presented and discussed together at each of the stakeholder sessions. The GGUSD Strategic Plan serves as foundation of the LCAP goals. The GGUSD LCAP will meet the Eight State Priorities, as aligned with the GGUSD Strategic Plan, and improve or increase services for educationally disadvantaged youth. **Student Involvement** The Superintendent (or designee) met with student leaders of the Board Representative	Stakeholders were provided multiple opportunities to review data as presented in the Annual Report and the LCAP Summary. Stakeholders also provided input into the LCAP with ideas around district priorities and needed improvements. During the initial development of the LCAP, GGSUSD stakeholders agreed to frame LCAP around the goals of our Strategic Plan, which support our district mission and vision: **Our Shared Vision**: We are committed to preparing all students to be successful and responsible citizens who contribute and thrive in a diverse society. **Our Shared Mission:** To ensure student success, we will provide a rigorous and supportive academic experience that motivates all learners to meet high expectations. 　　**GOAL 1:** All learners will develop the <u>ACADEMIC SKILLS</u> necessary for continual individual growth towards mastery of standards. 　　　　**1A: Academic Content** 　　　　**1B: Academic English** 　　　　**1C: Scholarly Habits** 　　**GOAL 2:** All learners will develop the <u>PERSONAL SKILLS</u> necessary to achieve academic and personal goals. 　　　　**2A: Motivation** 　　　　**2B: Socioemotional Well-being** 　　　　**2C: Climate** 　　**GOAL 3:** All learners will be prepared for <u>LIFELONG SUCCESS</u> in their intended career paths. 　　　　**3A: College & Career Readiness** 　　　　**3B: College & Career Success** 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 and continue to support the alignment between the goals of the LCAP and the Strategic Plan.

Involvement Process	Impact on LCAP
Committee (BRC) throughout the school year (once per month) to discuss the Annual Report, the GGUSD Strategic Plan, and LCAP. Student subgroups, including targeted unduplicated pupils, were represented within the student engagement process. The process engaged students who have participated in a continuation school, special education, English learner, and gifted programs. The student board member representative was included within the BRC and provided committee reports to the board, superintendent, and assistant superintendent of secondary education. **Parent/Community Involvement** Parents and community members were provided multiple ways to engage in the process of developing the LCAP. Meetings were hosted on November 12, 2015, November 19, 2015, April 7, 2016, and April 18, 2016. Members of the District Parent Task Force, District English Learner Advisory Committee (DELAC) and District PTA Council attended as parent leaders. Parents representative of unduplicated pupils were provided the opportunity to participate, and included participation of the foster youth liaison, as well as parents of low income pupils, English learners, and students with disabilities. Translation/Interpretation of the presentation, Annual Report, and LCAP Summary were made available to stakeholders. **Local Bargaining Units/School Personnel** In August 2015, the superintendent held a keynote session to discuss the Strategic Plan and goals, with each assistant superintendent presenting key initiatives supporting the Strategic Plan and LCAP goals. Representatives from all bargaining groups (GGEA, CSEA, Supervisory Unit, GGPPSA, and GGSAA) met on February 18, 2016, March 9, 2016, and April 1, 2016. Representatives were provided an update on the Strategic Plan and LCAP, and reviewed the Annual Report and LCAP Summary. Site administrators received monthly updates from the superintendent, assistant superintendent of elementary education, or assistant superintendent of secondary education to support effective communication around the Strategic Plan goals, progress, and actions/services described in the plan. An Administrator Advisory Group was created to provide guidance around the implementation of the Strategic Plan surveys, an important tool for collecting data and input into the district's plan.	Discussions from meetings, notes, and survey information were taken into consideration in the development of this plan. In addition to the in person meetings, staff, parents, students in grades three through twelve were asked to complete the Annual Strategic Plan Survey. The survey is completed in April through May. The data are used to help inform district plans. Stakeholders are informed that their feedback will help to inform the LCAP. Feedback was collected to determine which areas each stakeholder would focus attention on areas for improvement in the district. Open response comments were compiled to identify key themes. The following key themes from each of the major stakeholder groups have been identified through the survey. Staff: technology; decision-making and communication; special education; curriculum, assessment, and teacher workload; more emphasis on electives and non-core courses; professional development; and facilities modernization. Parents and community: more enrichment activities for students; food; teaching and academics; discipline and rules; and communication. Students: facilities maintenance (restrooms, cleanliness, air conditioning); food; bullying; and more enrichment activities, hands-on learning, and special programs. All of the above key themes are areas which GGUSD have been discussed with district leadership. A number of district initiatives, projects, and programs have been focused on the topics discussed above and/or are a part of ongoing district work.
Annual Update: In a review of the 2015-16 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 initially engaged in the process of developing our Strategic Plan goals during the 2013-14 school year. As determined by our continuing	**Annual Update:** Stakeholder feedback from student groups included a discussion around topics such as, motivation, classroom environment, socio-emotional wellbeing, school climate, electives, school connectedness and extracurricular activities, opportunities for student interaction, tutoring, mentoring, school pride, bullying, increased availability of counselors and teachers, athletics, food

Involvement Process	Impact on LCAP
process of stakeholder engagement in 2014-15 and 2015-16, there has been continued support for maintaining these goals moving forward. The reason these goals continue to serve as the foundation of the LCAP is because these goals recognize the importance of all stakeholders involved in the education process. The goals also recognize that students need both academic and personal skills as we prepare students for college/career and ultimately, lifelong success. In order to achieve these goals, students, parents and staff (both certificated and classified) are all important partners in supporting student growth and achievement. **Students** 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. **Parent/Community Involvement** Meetings were held to review the current status of Strategic Plan and LCAP implementation. In conjunction with the District Parent Task Force, District English Learner Advisory Committee (DELAC) and District PTA Council meetings, parents and community members were provided opportunities to be engaged in the LCAP process. **Local Bargaining Units/School Personnel** Meetings were held to review the current status of Strategic Plan and LCAP implementation. The LCAP data, actions, services, and expenditures were reviewed and representatives and leaders from the bargaining units of the Garden Grove Education Association, California School Employees Association, Supervisory Unit, Garden Grove Pupil Personnel Services Association, and Garden Grove School Administrators Association contributed to the LCAP process.	quality, scholarly habits, better preparation for the real world (college/career), class size, and facilities maintenance (cleanliness and modernization). Stakeholder feedback from parent groups included a discussion around topics such as, a need for interpretation/ translation at school sites, more bilingual personnel, welcoming school climate, special education support, help for parents on how to support their children at home, increased availability of school counseling/psychology/mental health, consistent discipline, increased technology, motivation, incentives and awards, extended learning opportunities/tutoring, parent education offerings, and support for English learners and advanced learners. Stakeholder feedback from bargaining units included a discussion around topics such as, additional instructional support, additional custodial support, facilities maintenance, training for classified staff, professional development for teachers, support for English learners, support for special education programs, technology, libraries, parent engagement, motivation, mindset, bullying, mental health and counseling, school safety, substance abuse prevention, well-rounded education with broad course of study, internship and work experience opportunities, and extended day opportunities. Through the engagement of stakeholders during meetings and use of surveys, several themes emerged as common areas of interest. Stakeholders specifically discussed the need for additional enrichment activities and special programs to increase students' sense of belonging and school connectedness. As a result, the district provided sites with additional guidance on the development of site-hosted enrichment programs, based on data and student interests. The state's renewed focus on a well-rounded education will validate this work. These programs will be implemented in addition to the existing focus on extended day programs. Facilities maintenance is another area receiving ongoing attention, with the work of the modernization bond. Discipline, rules, and bullying were areas of interest for stakeholders related to overall school climate, and are being addressed through a process of evaluating site needs and programs district support for sites.

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 school sites 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 school sites 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 school sites 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 school sites 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 school sites?
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 school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

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

The budgeted expenditures in the Section 2 only reflect LCFF as a funding source. Other funding sources supporting district- or site-level actions/services are not included in the LCAP.

GOAL:	**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 Strategic Plan Goal 1A

Identified Need :	GGUSD students will demonstrate continued growth in all content areas, including critical thinking and problem-solving. Student progress in all subject areas, including their core classes and electives, will to be supported by technology and assessed regularly to ensure that students are succeeding.
Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

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 for a broad course of study (including world languages, visual and performing arts, physical education, and career education (ROP/CTE), etc.).

* *Those marked with an asterisk are metrics required by LCAP regulations.*

Metric	Description	GGUSD Expected Outcomes YEAR 1	Most Recent Data
State Standardized Assessment * **Proficiency Rates**	Percent of students met or exceeded standards in English Language Arts	51%	District Overall[1] 49%
	Percent of students met or exceeded standards in Math	41%	District Overall[1] 39%
Academic Performance Index (API) *	2013 Growth API is the most recent API available	N/A	820 *(2013)*
District Assessments (T3/Q3)	Percent of students at or above proficient on district benchmarks in English Language Arts	45%	District Overall[2] 43%
	Percent of students at or above proficient on district benchmarks in Math	42%	District Overall[2] 40%
Grade Point Average/Report Cards	Average 7-8 Grade Point Average (GPA)	greater than or equal to 2.9	2.9
	Average 9-12 Grade Point Average (GPA)	greater than or equal to 2.7	2.7

		High School Rate of Ds	less than or equal to 10%	9.3%
		High School Rate of Fs	less than or equal to 7%	6.4%
	Special Education Identification Rates*	Overall districtwide rate (K-12 District of Service)	less than or equal to 10% *(with no over- or under-identification of subgroups)*	10.1%
	Appropriate Teacher Assignment and Credentialing Rates *	NCLB Core Course Section Compliance	greater than or equal to 95%	99%[3]
		Credentialing Rate	100%	100%
	Access to Standards-Aligned Materials* and Implementation of SBE-adopted Academic Content and Performance Standards*	Maintain full compliance with expected timelines and targets related to standards implementation and materials	Zero Williams Settlement findings related to curriculum materials	0

[1] 2014-15 was the first year of the new CAASPP (State Standardized Assessment).
[2] District Benchmark Assessments were redesigned.
[3] Where a site is not demonstrating 100% Highly Qualified Teacher (HQT) compliance, the district will complete a Non-Compliant Teacher Action Plan.

GOAL 1A Actions/Services **(Year 1)**	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. (Y1) SITE-LEVEL STAFFING **Teachers:** Recruit and retain highly qualified teachers to work in Garden Grove USD. Class size in 2016-17 will be 25.5:1 in K-3, 29:1 in 4-12 (as detailed in the bargaining agreement). Effective 2016-17, GGUSD will implement full-day kindergarten. Ensure that teachers are appropriately assigned and fully-credentialed in subjects taught. Teachers will appropriately implement an effective instructional delivery model, instructional strategies, resources, and classroom routines to support all students toward meeting academic goals. **Site Administrators:** Recruit and retain highly effective site administrators (principals and assistant principals) to manage school operations and serve as instructional leaders. **Site Classified Staff:** Staff schools with efficient and reliable secretarial and clerical employees. Office staff will also support administrators to create a welcoming environment for students and parents. **Instructional Support:** Increase instructional support personnel to support student needs in the classroom, including instructional aides.	LEA-wide	✓ ALL ----------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$245,161,320 *(LCFF)*
2. (Y1) CENTRALIZED STAFFING **District Certificated and Classified Staff:** Coordinate centralized/district resources and personnel to support schools in providing quality programs and meet requirements for county, state, and federal regulations.	LEA-wide	✓ ALL ----------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:	$12,344,899 *(LCFF)*

GOAL 1A Actions/Services **(Year 1)**	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		(Specify)_____	
3. (Y1) IMPLEMENTATION OF CA STATE STANDARDS AND TEXTBOOKS/ CURRICULUM MATERIALS Implement textbook and curriculum materials aligned to the CA State Standards. Provide training and support necessary for teachers to implement the CA state standards within an effective instructional delivery model. Provide training and support for all teachers on the board-adopted materials in math and English language arts (ELA). • Launch new English language arts textbook implementation, pacing guides, and assessments. This will be the first year of the ELA adoption. • Continue with transition to Next Generation Science Standards (NGSS) by focusing on shifts in NGSS practices and cross-cutting concepts. • Implement units of study aligned to and integrated with the CA State Standards and benchmarks. • Maintain quality practices that align to the CA State Standards through site level support. Connect practices with the CA State Standards by introducing specific instructional strategies and techniques through district level professional development. • Build long-term capacity in teacher leaders through research, consults, and collaboration.	LEA-wide	✓ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$21,905,313 *(LCFF)*
4. (Y1) RESOURCES TO SUPPORT ALL CONTENT AREAS Maintain/Increase site-level instructional supply budgets and/or resources to support classrooms needs in all content areas. Increased/Improved services to students will be principally directed to targeted students and increase hands-on learning opportunities and real-world application of concepts taught in content areas. • Support program needs in all content areas to provide a well-rounded education, including, but not limited to: academic language/writing skills, science, history/social studies, world and heritage language programs, visual and performing arts, and career preparation (ROP/CTE) programs. Increase/Expand student access to programs. • Implement the Visual and Performing Arts (VAPA) Plan 2015-2020, which addresses the specific needs of a comprehensive arts program. • Provide supplemental support for students with special needs (including specialized program curriculum and support) and advanced learners.	LEA-wide *Schoolwide*	__ALL OR: ✓ Low Income pupils ✓ English Learners ✓ Foster Youth ✓ Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$12,426,080 *(LCFF)*
5. (Y1) PROFESSIONAL DEVELOPMENT	LEA-wide	✓ ALL	$218,834

GOAL 1A Actions/Services (Year 1)	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to maintain a strong program of professional development for teachers to support strong instruction leading to increased student achievement. • Provide Super Week and Summer Institute professional development opportunities (various topics covering all grade level, content areas, and a focus on effective instructional practices/ instructional strategies). • Provide site-based professional development tailored to site needs with increased opportunities for on-site coaching and support. • Increased opportunities for teacher collaboration. (Any changes to collaboration that would be subject to bargaining would be negotiated prior to implementation.) • Build teacher capacity and teacher leaders through opportunities such as the instructional leadership teams. • Allow for attendance at pre-approved conferences and other district-aligned professional development opportunities. • Professional development focused on the needs of advanced learners (including Advanced Placement, GATE/Gifted students) and other specialized district programs (e.g., AVID, etc.). • Support students with special needs, including training for teachers on how to effectively support special education students (students with disabilities/special needs), and collaboration between general education and special education teachers. • Continue to expand professional development in the area of instructional technology. • Host bi-monthly Principals' Meetings and quarterly K-12 Administrators' Meetings.	*Schoolwide*	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	*(LCFF)*
6. (Y1) INSTRUCTIONAL SUPPORT Maintain strong support for teachers through the services provided by the Offices of Elementary and Secondary Education and Office of Personnel Services, including in-class support for teachers, co-planning/co-teaching, demonstration lessons, and ongoing instructional coaching. • Coordinate and deliver professional development/training for district programs, including support for the implementation of CA State Standards and instructional materials. • Provide support in areas related to effective instruction, content, and instructional strategies. (Districtwide focus areas include: Effective Instruction, Content & Literacy Support, Professional Learning Communities, Effective Use of Technology, Strategy Support) • Support beginning teachers through the district-sponsored GGUSD Teacher Induction Program and provide training and mentoring for participating administrators (with funding from the Educator Effectiveness grant). • Assist principals and individual teachers in identifying and providing for the needs of gifted and talented students (GATE) and special education students.	LEA-wide *Schoolwide* *Increased support for Program Improvement sites*	✓ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$3,685,336 *(LCFF)*

GOAL 1A Actions/Services **(Year 1)**	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
• Increase support for Program Improvement schools, which may also include additional TOSA time at site and training opportunities.			
7. (Y1) EXTENDED LEARNING PROGRAMS AND SPECIAL PROGRAMS Expand and improve extended learning opportunities and special programs for both intervention and enrichment needs. • Continue to refine intervention/tutoring programs and offer evidence-based programs for students performing below grade-level standards. Include programs that focus on improving writing skills and academic language. Schools may extend library/media center access hours. Increase opportunities for tutoring to support students at all achievement levels. • Include special enrichment programs (extended learning opportunities), such as the expansion of afterschool language enrichment programs at the elementary level, afterschool computer skills enrichment programs, STEAM (science, technology, engineering, art, math), and increased opportunities for involvement in art and music programs. • Provide Summer Bridge, Early Start, and Content Camp programs for students. Programs include the use of effective instructional delivery and research-based strategies in areas such as: 1) extra support in preparation for Advanced Placement, AVID, AVID Excel, or other special programs, 2) preview of material/content to facilitate building background knowledge, 3) scaffolding language support, and 4) transition support programs (particularly the transition to kindergarten, between sixth and seventh grade, or between eighth and ninth grade). Summer Bridge/Early Start programs should also include a parent component. • Provide summer academic programs, including, 1) Summer Institute programs for students with targeted needs in grades K-8, 2) Summer School for credit recovery for students in grades 9-12, and 3) other credit-bearing summer courses for students in grades 9-12, including CTE/ROP.	LEA-wide *Schoolwide*	__ALL OR: OR: ✓Low Income pupils ✓English Learners ✓Foster Youth ✓Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$433,025 *(LCFF)* Additional costs captured in 2A.4 and 2B.3
8. (Y1) SUPPLEMENTAL SERVICES Provide supplementary services for foster and homeless youth. Allocate funds for academic supports and remediation; transportation; and costs and fees for sports and extracurricular programs. Specific actions and services targeting the needs of foster and/or homeless youth may include opportunities for small group or one-on-one tutoring (in-home or at school site), mentoring, resources to support foster youth involved in the emancipation process, career planning and/or coaching for independent living skills, individualized educational counseling, and parenting classes for parents of foster or homeless youth. Allow foster and homeless youth to remain for a 5th year, if necessary and appropriate, to complete A-G requirements.	LEA-wide	__ALL OR: __Low Income pupils __English Learners ✓Foster Youth _Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Costs included in 2B.2
9. (Y1) ASSESSMENT AND DATA ANALYSIS	LEA-wide	✓ALL	$1,186,977 *(LCFF)*

GOAL 1A Actions/Services **(Year 1)**	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide evaluation services for the collection of test data and the completion of evaluation reports for local schools, district, and state. Use multiple types of assessments to measure achievement and use data to inform instruction and use data to identify students with targeted instructional needs. • Provide district interim assessments (benchmark exams) in grades 2-12. • Provide guidelines and assistance to schools to meet the evaluation requirements and training for staff in the areas of research design, tests, measurements, and evaluation techniques. • Schedule and perform student skills testing at schools with the support of School Testing Assistants and other school personnel. • Present data to the Board of Education and stakeholders annually.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	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 for a broad course of study (including world languages, visual and performing arts, physical education, and career education (ROP/CTE), etc.). * *Those marked with an asterisk are metrics required by LCAP regulations.*

Metric	Description	GGUSD Expected Outcomes YEAR 2
State Standardized Assessment * Proficiency Rates	Percent of students met or exceeded standards in English Language Arts	53%
	Percent of students met or exceeded standards in Math	43%
Academic Performance Index (API) *	2013 Growth API is the most recent API available	N/A
District Assessments (T3/Q3)	Percent of students at or above proficient on district benchmarks in English Language Arts	47%
	Percent of students at or above proficient on district benchmarks in Math	44%
Grade Point Average/Report Cards	Average 7-8 Grade Point Average (GPA)	maintain/ improve
	Average 9-12 Grade Point Average (GPA)	maintain/ improve
	High School Rate of Ds	less than or equal to 9.5%
	High School Rate of Fs	less than or equal to 6.5%
Special Education Identification Rates*	Overall districtwide rate (K-12 District of Service)	less than or equal to 10%

	Appropriate Teacher Assignment and Credentialing Rates *	NCLB Core Course Section Compliance	maintain/ improve rates from prior year
		Credentialing Rate	100%
	Access to Standards-Aligned Materials* and Implementation of SBE-adopted Academic Content and Performance Standards*	Maintain full compliance with expected timelines and targets related to standards implementation and materials	Zero Williams Settlement findings related to curriculum materials

GOAL 1A Actions/Services **(Year 2)**	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. (Y2) SITE-LEVEL STAFFING **Teachers:** Recruit and retain highly qualified teachers to work in Garden Grove USD. 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.	LEA-wide	✓ ALL ------------------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$245,161,320 *(LCFF)* *Goal is to maintain or increase on previous year based on LCFF funding and district priorities*
2. (Y2) CENTRALIZED STAFFING **District Certificated and Classified Staff:** Coordinate centralized/district resources and personnel to support schools in providing quality programs and meet requirements for county, state, and federal regulations.	LEA-wide	✓ ALL ------------------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$12,344,899 *(LCFF)* *Goal is to maintain or increase on previous year based on LCFF funding and district priorities*
3. (Y2) IMPLEMENTATION OF CA STATE STANDARDS AND TEXTBOOKS/ CURRICULUM MATERIALS Implement textbook and curriculum materials aligned to the CA State Standards. Provide training and support necessary for teachers to implement the CA state standards within an effective instructional delivery model. Provide training and support for all teachers on the board-adopted materials in math and English language arts (ELA). • Implement interim pacing based on Next Generation Science Standards (NGSS).	LEA-wide	✓ ALL ------------------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:	$5,571,179 *(LCFF)* *Based on needs. Budget in 2016-17 included ELA adoption.*

GOAL 1A Actions/Services (Year 2)	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
• 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.		(Specify)_____	
4. (Y2) RESOURCES TO SUPPORT ALL CONTENT AREAS Maintain/Increase site-level instructional supply budgets and/or resources to support classrooms needs in all content areas. Increased/Improved services to students will be principally directed to targeted students and increase hands-on learning opportunities and real-world application of concepts taught in content areas. • Support program needs in all content areas to provide a well-rounded education, including, but not limited to: academic language/writing skills, science, history/social studies, world and heritage language programs, visual and performing arts, and career preparation (ROP/CTE) programs. Increase/Expand student access to programs. • Implement the Visual and Performing Arts (VAPA) Plan 2015-2020, which addresses the specific needs of a comprehensive arts program. • Provide supplemental support for students with special needs (including specialized program curriculum and support) and advanced learners.	LEA-wide *Schoolwide*	__ALL OR: ✓ Low Income pupils ✓ English Learners ✓ Foster Youth ✓ Redesignated fluent English proficient __ Other Subgroups: (Specify)_____	$12,426,080 *(LCFF)* *Goal is to maintain or increase on previous year based on LCFF funding and district priorities*
5. (Y2) PROFESSIONAL DEVELOPMENT Continue to maintain a strong program of professional development for teachers to support strong instruction leading to increased student achievement. • 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	LEA-wide *Schoolwide*	✓ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)_____	$218,834 *(LCFF)* *Goal is to maintain or increase on previous year based on LCFF funding and district priorities*

LCAP YEAR 2016-17

GOAL 1A Actions/Services (Year 2)	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Placement, GATE/Gifted students) and other specialized district programs (e.g., AVID, etc.). • Support students with special needs, including training for teachers on how to effectively support special education students (students with disabilities/special needs), and collaboration between general education and special education teachers. • Continue to expand professional development in the area of instructional technology. • Host bi-monthly Principals' Meetings and quarterly K-12 Administrators' Meetings.			
6. (Y2) INSTRUCTIONAL SUPPORT Maintain strong support for teachers through the services provided by the Offices of Elementary and Secondary Education and Office of Personnel Services, including in-class support for teachers, co-planning/co-teaching, demonstration lessons, and ongoing instructional coaching. • Coordinate and deliver professional development/training for district programs, including support for the implementation of CA State Standards and instructional materials. • Provide support in areas related to effective instruction, content, and instructional strategies. (Districtwide focus areas include: Effective Instruction, Content & Literacy Support, Professional Learning Communities, Effective Use of Technology, Strategy Support) • Support beginning teachers through the district-sponsored GGUSD Teacher Induction Program and provide training and mentoring for participating administrators (with funding from the Educator Effectiveness grant). • Assist principals and individual teachers in identifying and providing for the needs of gifted and talented students (GATE) and special education students. • Increase support for Program Improvement schools, which may also include additional TOSA time at site and training opportunities.	LEA-wide *Schoolwide* *Increased support at Program Improvement sites*	✓ ALL - - - - - - - - - - - OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$3,685,336 *(LCFF)* *Goal is to maintain or increase on previous year based on LCFF funding and district priorities*
7. (Y2) EXTENDED LEARNING PROGRAMS AND SPECIAL PROGRAMS Expand and improve extended learning opportunities and special programs for both intervention and enrichment needs. • Continue to refine intervention/tutoring programs and offer evidence-based programs for students performing below grade-level standards. Include programs that focus on improving writing skills and academic language. Schools may extend library/media center access hours. Increase opportunities for tutoring to support students at all achievement levels. • Include special enrichment programs (extended learning opportunities), such as the expansion of afterschool language enrichment programs at the elementary level, afterschool computer skills enrichment programs, STEAM (science, technology, engineering, art, math), and increased opportunities for involvement in art and music programs.	LEA-wide *Schoolwide*	__ALL - - - - - - - - - - - OR: ✓Low Income pupils ✓English Learners ✓Foster Youth ✓Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$433,025 *(LCFF)* Additional costs captured in 2A.4 and 2B.3 *Goal is to maintain or increase on previous year based on LCFF funding and district priorities*

GOAL 1A Actions/Services (Year 2)	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
• Provide Summer Bridge, Early Start, and Content Camp programs for students. Programs include the use of effective instructional delivery and research-based strategies in areas such as: 1) extra support in preparation for Advanced Placement, AVID, AVID Excel, or other special programs, 2) preview of material/content to facilitate building background knowledge, 3) scaffolding language support, and 4) transition support programs (particularly the transition to kindergarten, between sixth and seventh grade, or between eighth and ninth grade). Summer Bridge/Early Start programs should also include a parent component. • Provide summer academic programs, including, 1) Summer Institute programs for students with targeted needs in grades K-8, 2) Summer School for credit recovery for students in grades 9-12, and 3) other credit-bearing summer courses for students in grades 9-12, including CTE/ROP.			
8. (Y2) SUPPLEMENTAL SERVICES Provide supplementary services for foster and homeless youth. Allocate funds for academic supports and remediation; transportation; and costs and fees for sports and extracurricular programs. Specific actions and services targeting the needs of foster and/or homeless youth may include opportunities for small group or one-on-one tutoring (in-home or at school site), mentoring, resources to support foster youth involved in the emancipation process, career planning and/or coaching for independent living skills, individualized educational counseling, and parenting classes for parents of foster or homeless youth. Allow foster and homeless youth to remain for a 5th year, if necessary and appropriate, to complete A-G requirements.	LEA-wide	__ALL - - - - - - - - - - - - OR: __Low Income pupils __English Learners ✓Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Costs included in 2B.2 *Goal is to maintain or increase on previous year based on LCFF funding and district priorities*
9. (Y2) ASSESSMENT AND DATA ANALYSIS Provide evaluation services for the collection of test data and the completion of evaluation reports for local schools, district, and state. Use multiple types of assessments to measure achievement and use data to inform instruction and use data to identify students with targeted instructional needs. • Provide district interim assessments (benchmark exams) in grades 2-12. • Provide guidelines and assistance to schools to meet the evaluation requirements and training for staff in the areas of research design, tests, measurements, and evaluation techniques. • Schedule and perform student skills testing at schools with the support of School Testing Assistants and other school personnel. • Present data to the Board of Education and stakeholders annually.	LEA-wide	✓ALL - - - - - - - - - - - - OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$1,186,977 *(LCFF)* *Goal is to maintain or increase on previous year based on LCFF funding and district priorities*

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	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 for a broad course of study (including world languages, visual and performing arts, physical education,

and career education (ROP/CTE), etc.).

* *Those marked with an asterisk are metrics required by LCAP regulations.*

Metric	Description	GGUSD Expected Outcomes YEAR 3
State Standardized Assessment * Proficiency Rates	Percent of students met or exceeded standards in English Language Arts	55%
	Percent of students met or exceeded standards in Math	45%
Academic Performance Index (API) *	2013 Growth API is the most recent API available	N/A
District Assessments (T3/Q3)	Percent of students at or above proficient on district benchmarks in English Language Arts	49%
	Percent of students at or above proficient on district benchmarks in Math	46%
Grade Point Average/Report Cards	Average 7-8 Grade Point Average (GPA)	maintain/ improve
	Average 9-12 Grade Point Average (GPA)	maintain/ improve
	High School Rate of Ds	less than or equal to 9%
	High School Rate of Fs	less than or equal to 6%
Special Education Identification Rates*	Overall districtwide rate (K-12 District of Service)	less than or equal to 10%
Appropriate Teacher Assignment and Credentialing Rates *	NCLB Core Course Section Compliance	maintain/ improve rates from prior year
	Credentialing Rate	100%
Access to Standards-Aligned Materials* and Implementation of SBE-adopted Academic Content and Performance Standards*	Maintain full compliance with expected timelines and targets related to standards implementation and materials	Zero Williams Settlement findings related to curriculum materials

GOAL 1A Actions/Services **(Year 3)**	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. (Y3) SITE-LEVEL STAFFING **Teachers:** Recruit and retain highly qualified teachers to work in Garden Grove USD. 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.	LEA-wide	✓ ALL -------------------------------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	$245,161,320 *(LCFF)* *Goal is to maintain or increase on previous year based on LCFF funding and district priorities*

GOAL 1A Actions/Services (Year 3)	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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.		__Other Subgroups: (Specify)_____	
2. (Y3) CENTRALIZED STAFFING **District Certificated and Classified Staff:** Coordinate centralized/district resources and personnel to support schools in providing quality programs and meet requirements for county, state, and federal regulations.	LEA-wide	✓ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$12,344,899 *(LCFF)* *Goal is to maintain or increase on previous year based on LCFF funding and district priorities*
3. (Y3) IMPLEMENTATION OF CA STATE STANDARDS AND TEXTBOOKS/ CURRICULUM MATERIALS Implement textbook and curriculum materials aligned to the CA State Standards. Provide training and support necessary for teachers to implement the CA state standards within an effective instructional delivery model. Provide training and support for all teachers on the board-adopted materials in math and English language arts (ELA). • Pilot science materials aligned to Next Generation Science Standards (NGSS). • 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	✓ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$5,571,179 *(LCFF)* *Goal is to maintain or increase on previous year based on LCFF funding and district priorities*
4. (Y3) RESOURCES TO SUPPORT ALL CONTENT AREAS Maintain/Increase site-level instructional supply budgets and/or resources to support classrooms needs in all content areas. Increased/Improved services to students will be principally directed to targeted students and increase hands-on learning opportunities and real-world application of concepts taught in content areas. • Support program needs in all content areas to provide a well-rounded education, including, but not limited to: academic language/writing skills, science, history/social studies, world and heritage language programs, visual and performing arts, and career preparation (ROP/CTE) programs. Increase/Expand student access to programs.	LEA-wide *Schoolwide*	__ALL OR: ✓ Low Income pupils ✓ English Learners ✓ Foster Youth ✓ Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$12,426,080 *(LCFF)* *Goal is to maintain or increase on previous year based on LCFF funding and district priorities*

GARDEN GROVE UNIFIED SCHOOL DISTRICT (CDS: 3066522)

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GOAL 1A Actions/Services (Year 3)	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
• Implement the Visual and Performing Arts (VAPA) Plan 2015-2020, which addresses the specific needs of a comprehensive arts program. • Provide supplemental support for students with special needs (including specialized program curriculum and support) and advanced learners.			
5. (Y3) PROFESSIONAL DEVELOPMENT Continue to maintain a strong program of professional development for teachers to support strong instruction leading to increased student achievement. • Provide Super Week and Summer Institute professional development opportunities (various topics covering all grade level, content areas, and a focus on effective instructional practices/ instructional strategies). • Provide site-based professional development tailored to site needs with increased opportunities for on-site coaching and support. • Increased opportunities for teacher collaboration. (Any changes to collaboration that would be subject to bargaining would be negotiated prior to implementation.) • Build teacher capacity and teacher leaders through opportunities such as the instructional leadership teams. • Allow for attendance at pre-approved conferences and other district-aligned professional development opportunities. • Professional development focused on the needs of advanced learners (including Advanced Placement, GATE/Gifted students) and other specialized district programs (e.g., AVID, etc.). • Support students with special needs, including training for teachers on how to effectively support special education students (students with disabilities/special needs), and collaboration between general education and special education teachers. • Continue to expand professional development in the area of instructional technology. • Host bi-monthly Principals' Meetings and quarterly K-12 Administrators' Meetings.	LEA-wide *Schoolwide*	✓ ALL ------ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$218,834 *(LCFF)* *Goal is to maintain or increase on previous year based on LCFF funding and district priorities*
6. (Y3) INSTRUCTIONAL SUPPORT Maintain strong support for teachers through the services provided by the Offices of Elementary and Secondary Education and Office of Personnel Services, including in-class support for teachers, co-planning/co-teaching, demonstration lessons, and ongoing instructional coaching. • Coordinate and deliver professional development/training for district programs, including support for the implementation of CA State Standards and instructional materials. • Provide support in areas related to effective instruction, content, and instructional strategies. (Districtwide focus areas include: Effective Instruction, Content & Literacy Support, Professional	LEA-wide *Schoolwide* *Increased support at Program Improvement sites*	✓ ALL ------ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$3,685,336 *(LCFF)* *Goal is to maintain or increase on previous year based on LCFF funding and district priorities*

LCAP YEAR 2016-17

GOAL 1A Actions/Services (Year 3)	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Learning Communities, Effective Use of Technology, Strategy Support) • Support beginning teachers through the district-sponsored GGUSD Teacher Induction Program and provide training and mentoring for participating administrators (with funding from the Educator Effectiveness grant). • Assist principals and individual teachers in identifying and providing for the needs of gifted and talented students (GATE) and special education students. • Increase support for Program Improvement schools, which may also include additional TOSA time at site and training opportunities.			
7. (Y3) EXTENDED LEARNING PROGRAMS AND SPECIAL PROGRAMS Expand and improve extended learning opportunities and special programs for both intervention and enrichment needs. • Continue to refine intervention/tutoring programs and offer evidence-based programs for students performing below grade-level standards. Include programs that focus on improving writing skills and academic language. Schools may extend library/media center access hours. Increase opportunities for tutoring to support students at all achievement levels. • Include special enrichment programs (extended learning opportunities), such as the expansion of afterschool language enrichment programs at the elementary level, afterschool computer skills enrichment programs, STEAM (science, technology, engineering, art, math), and increased opportunities for involvement in art and music programs. • Provide Summer Bridge, Early Start, and Content Camp programs for students. Programs include the use of effective instructional delivery and research-based strategies in areas such as: 1) extra support in preparation for Advanced Placement, AVID, AVID Excel, or other special programs, 2) preview of material/content to facilitate building background knowledge, 3) scaffolding language support, and 4) transition support programs (particularly the transition to kindergarten, between sixth and seventh grade, or between eighth and ninth grade). Summer Bridge/Early Start programs should also include a parent component. • Provide summer academic programs, including, 1) Summer Institute programs for students with targeted needs in grades K-8, 2) Summer School for credit recovery for students in grades 9-12, and 3) other credit-bearing summer courses for students in grades 9-12, including CTE/ROP.	LEA-wide *Schoolwide*	__ALL ------------------- OR: ✓ Low Income pupils ✓ English Learners ✓ Foster Youth ✓ Redesignated fluent English proficient __ Other Subgroups: (Specify)_____	$433,025 *(LCFF)* Additional costs captured in 2A.4 and 2B.3 *Goal is to maintain or increase on previous year based on LCFF funding and district priorities*
8. (Y3) SUPPLEMENTAL SERVICES Provide supplementary services for foster and homeless youth. Allocate funds for academic supports and remediation; transportation; and costs and fees for sports and extracurricular programs. Specific actions and services targeting the needs of foster and/or homeless youth may include opportunities for small group or one-on-one tutoring (in-home or at school site), mentoring, resources to support	LEA-wide	__ALL OR: __ Low Income pupils __ English Learners ✓ Foster Youth	Costs included in 2B.2 *Goal is to maintain or increase on previous year based on LCFF funding and district priorities*

GOAL 1A Actions/Services (Year 3)	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
foster youth involved in the emancipation process, career planning and/or coaching for independent living skills, individualized educational counseling, and parenting classes for parents of foster or homeless youth. Allow foster and homeless youth to remain for a 5th year, if necessary and appropriate, to complete A-G requirements.		__Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
9. (Y3) ASSESSMENT AND DATA ANALYSIS Provide evaluation services for the collection of test data and the completion of evaluation reports for local schools, district, and state. Use multiple types of assessments to measure achievement and use data to inform instruction and use data to identify students with targeted instructional needs. • Provide district interim assessments (benchmark exams) in grades 2-12. • Provide guidelines and assistance to schools to meet the evaluation requirements and training for staff in the areas of research design, tests, measurements, and evaluation techniques. • Schedule and perform student skills testing at schools with the support of School Testing Assistants and other school personnel. • Present data to the Board of Education and stakeholders annually.	LEA-wide	✓ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$1,186,977 *(LCFF)* *Goal is to maintain or increase on previous year based on LCFF funding and district priorities*

GOAL 1B. ACADEMIC ENGLISH

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

Related State and/or Local Priorities:
1 ✓ 2 ✓ 3__ 4 ✓ 5__ 6__ 7 ✓ 8 __
COE only: 9__ 10__

Local : Specify Strategic Plan Goal 1B

Identified Need :	Mastery of Academic English is crucial for all learners, whether English is their first or second language. GGUSD will support all students' academic English so they can excel in reading, writing, listening and speaking.
Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: English Learners

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

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.
* *Those marked with an asterisk are metrics required by LCAP regulations.*

Metric	Description	GGUSD Expected Outcomes YEAR 1	Most Recent Data

State English Learner Assessment * California English Language Development Test (CELDT)	English Proficiency Level (EPL): Annual Measurable Achievement Objectives (AMAO 1): Percentage of ELs Making Annual Progress in Learning English	greater than or equal to 63%	District Overall 63.1%
	Reclassification rates: Number and Percent of Students Redesignated to Fluent English Proficient (FEP)	greater than or equal to 10%	District Overall 5.9%[1]
State Standardized Assessments (EL subgroup)	Percent of students met or exceeded standards in English Language Arts	18%	District Overall 17%
	Percent of students met or exceeded standards in Math	17%	District Overall[2] 16%
District Assessments (T3/Q3) (EL subgroup)	Percent of students at or above proficient on district benchmarks in English Language Arts	16%	District Overall[2] 15%
	Percent of students at or above proficient on district benchmarks in Math	28%	District Overall[2] 27%

[1] RFEP rates were affected during the year that score reports for state standardized testing were not available.
[2] 2014-15 was the first year of the new CAASPP (State Standardized Assessment).
[3] District Benchmark Assessments were redesigned.

GOAL 1B Actions/Services **(Year 1)**	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. **(Y1) ENGLISH LANGUAGE DEVELOPMENT PROGRAM AND PROFESSIONAL DEVELOPMENT** Implement a research-based English language development program designed to meet the instructional needs of English Learners. Provide ongoing professional development opportunities on the forms and functions of English through Systematic ELD and Constructing Meaning and the connection to Integrated and Designated ELD. Constructing Meaning provides functional academic language instruction in all content areas which aligns to the ELA/ELD Framework's call for Integrated ELD, and Systematic ELD provides structured and explicit language instruction around the forms of the English language, which addresses the Framework's call for Designated ELD. Ensure that English learners acquire full proficiency in English as rapidly and effectively as possible to attain parity with native speakers of English and achieve the same rigorous standards that are expected of all native speakers of English. Implement the 2014 Board Approved Plan to support English Learners and the preservation of heritage language. • Provide appropriate services for English learners in Structured English Immersion (SEI) and English Language Mainstream (ELM) programs through Designated and Integrated ELD. Based on parent/ guardian interest, develop continue to develop heritage language enrichment programs.	LEA-wide	__ALL --- OR: __Low Income pupils ✓English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$2,627 *(LCFF)* Additional costs captured in 1A.5

GOAL 1B Actions/Services (Year 1)	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
• Implement effective instruction for English learners, including the use of language and content objectives, background building, comprehensible input, and structured interaction. • Teach the forms and functions of English through daily instructional time utilizing Systematic English Language Development and Constructing Meaning. • Identify and implement high-leverage strategies and differentiated expectations for English learners. **Instructional Materials and Supplies:** Provide standards-based ELD curricular materials and other resources to facilitate teacher success in the implementation of appropriate and effective ELD instruction and research-based strategies to support progress toward English language proficiency.			
2. (Y1) EXTENDED LEARNING/TUTORING/SUMMER PROGRAMS FOR ENGLISH LEARNER SUPPORT Provide students with opportunities for English language development programs in afterschool or summer programs. These programs may include Summer Institute programs to support the development of English academic language development; Summer School, including Intensive ELD course for students newly enrolled in US schools; afterschool programs specifically designed to support the needs of English learners; and AVID Excel programs. Programs and activities should focus on increasing availability of early learning opportunities, access to rigorous academic content, and participation in enrichment and extended learning.	LEA-wide	__ALL ------------------------ OR: __Low Income pupils ✓English Learners __Foster Youth ✓Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Costs included in 1A.7
3. (Y1) SUPPORT FOR RECLASSIFIED ENGLISH PROFICIENT STUDENTS (RFEP) Maintain progress monitoring of RFEP students for a minimum of two years after students are reclassified. Provide guidance and protocols for teachers to report progress. • Provide guidance to school on how to best support the needs of RFEP students to ensure that they continue to make adequate academic progress. RFEP students receive instruction comparable to that given to English only students. • Support RFEP students through the use of instructional strategies within the effective instruction framework. • Continue to monitor data related to RFEP students. Achievement data of RFEP students is disaggregated and analyzed for district and site-level data reporting.	LEA-wide	__ALL ------------------------ OR: __Low Income pupils __English Learners __Foster Youth ✓Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Costs included in 1B.5
4. (Y1) 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. • 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.	LEA-wide	__ALL ------------------------ OR: __Low Income pupils ✓English Learners __Foster Youth ✓Redesignated fluent	$2,982,258 *(LCFF)*

GOAL 1B Actions/Services (Year 1)	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
• Reach out to communities and provide information about school activities and topics (including outreach meetings, radio show, and other special outreach activities). • Increase bilingual support personnel to enhance translation/interpretation services provided for parents with language needs other than English. • Support primary language literacy to enhance cross-language transfer of language and literacy skills, which fosters biliteracy and helps to develop comprehension skills.		English proficient __Other Subgroups: (Specify)_____	
5. (Y1) ENGLISH LEARNER PROGRAMS STAFFING/PERSONNEL Maintain/Increase staffing/personnel related to services for English learners. • Provide guidance regarding the increase of bilingual support personnel, including bilingual instructional aides, at school sites, based on site-specific needs and resources. • Maintain staffing to support English Learner Programs, including the Director of English Learner Services to implement the 2014 Board approved plan to support English learners and the preservation of heritage language. • Provide instructional coaching, support, and professional development addressing the academic needs for the varied profiles of English learners and culturally responsive instruction. • Maintain the Assessment and Registration Center (ARC) to assist individual teachers, principals, and parents in their goals for meeting the needs of English learners.	LEA-wide	__ALL --------------- OR: __Low Income pupils ✓English Learners __Foster Youth ✓Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$2,574,572 *(LCFF)*
6. (Y1) PRESERVATION OF HERITAGE LANGUAGE & LANGUAGE SCHOOL OF CHOICE Continue to promote and support the biliteracy and the preservation of heritage language. Honor the rich linguistic and cultural assets of the District and communicate that master of two or more languages is an important skill enabling effective participation in a global, political, social, and economic context. • Open new Monroe Language Academy, with Spanish dual language immersion classes open for kindergarten and 1st grade. • Maintain heritage language options at all ten intermediate schools and all seven comprehensive high schools and expand after school heritage language programs for students in upper elementary grades. • Continue to offer the State Seal of Biliteracy to graduating seniors to recognize students who are able to demonstrate proficiency in English and a language other than English.	LEA-wide	__ALL --------------- OR: __Low Income pupils ✓English Learners __Foster Youth ✓Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$60,152 *(LCFF)* *Additional costs captured in 1B.5*

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	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. * *Those marked with an asterisk are metrics required by LCAP regulations.*

Metric	Description	GGUSD Expected Outcomes YEAR 2	
State English Learner Assessment * California English Language Development Test (CELDT)	English Proficiency Level (EPL): Annual Measurable Achievement Objectives (AMAO 1): Percentage of ELs Making Annual Progress in Learning English	greater than or equal to 63%	
	Reclassification rates: Number and Percent of Students Redesignated to Fluent English Proficient (FEP)	greater than or equal to 10%	
State Standardized Assessments (EL subgroup)	Percent of students met or exceeded standards in English Language Arts	19%	
	Percent of students met or exceeded standards in Math	18%	
District Assessments (T3/Q3) (EL subgroup)	Percent of students at or above proficient on district benchmarks in English Language Arts	17%	
	Percent of students at or above proficient on district benchmarks in Math	29%	

GOAL 1B Actions/Services **(Year 2)**	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. **(Y2) ENGLISH LANGUAGE DEVELOPMENT PROGRAM AND PROFESSIONAL DEVELOPMENT** Implement a research-based English language development program designed to meet the instructional needs of English Learners. Ensure that English learners acquire full proficiency in English as rapidly and effectively as possible to attain parity with native speakers of English and achieve the same rigorous standards that are expected of all native speakers of English. Implement the 2014 Board Approved Plan to support English Learners and the preservation of heritage language. • Provide professional development opportunities in Designated and Integrated ELD and effective instruction for English learners, including the use of language and content objectives, background building, comprehensible input, and structured interaction. • Provide ongoing professional development opportunities on base program materials for Integrated and Designated English Language Development, supplemented as appropriate with Systematic English Language Development and Constructing Meaning strategies. • Provide appropriate services for English learners in Structured English Immersion (SEI) and English Language Mainstream (ELM) programs through Designated and Integrated ELD. Based on parent/ guardian interest, develop continue to develop heritage language enrichment programs. • Reinforce effective instruction for English learners, including the use of language and content	LEA-wide	__ALL ---------------------------------- OR: __Low Income pupils ✓English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$2,627 *(LCFF)* *Goal is to maintain or increase on previous year based on LCFF funding and district priorities*

GOAL 1B Actions/Services (Year 2)	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
objectives, background building, comprehensible input, and structured interaction. • Continue to teach the forms and functions of English through daily instructional time utilizing Systematic English Language Development and Constructing Meaning through Integrated and Designated ELD. • Identify and implement high-leverage strategies and differentiated expectations for English learners. **Instructional Materials and Supplies:** Provide standards-based ELD curricular materials and other resources to facilitate teacher success in the implementation of appropriate and effective ELD instruction and research-based strategies to support progress toward English language proficiency.			
2. (Y2) EXTENDED LEARNING/TUTORING/SUMMER PROGRAMS FOR ENGLISH LEARNER SUPPORT Provide students with opportunities for English language development programs in afterschool or summer programs. These programs may include Summer Institute programs to support the development of English academic language development; Summer School, including Intensive ELD course for students newly enrolled in US schools; afterschool programs specifically designed to support the needs of English learners; and AVID Excel programs. Programs and activities should focus on increasing availability of early learning opportunities, access to rigorous academic content, and participation in enrichment and extended learning.	LEA-wide	__ALL - - - - - - - - - - - OR: __Low Income pupils ✓English Learners __Foster Youth ✓Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Costs included in 1A.7 *(LCFF)* *Goal is to maintain or increase on previous year based on LCFF funding and district priorities*
3. (Y2) SUPPORT FOR RECLASSIFIED ENGLISH PROFICIENT STUDENTS (RFEP) Maintain progress monitoring of RFEP students for a minimum of two years after students are reclassified. Provide guidance and protocols for teachers to report progress. • Provide professional development opportunities on how English learners are: Identified, Assessed, Supported, and Reclassified. • Continue to support RFEP students through the use of instructional strategies within the effective instruction framework. Train teachers on the unique implications of supporting RFEP students and the continued development of academic vocabulary and expressive language, both oral and written fluency and automaticity. • Develop an assessment protocol and provide professional development for staff so that we can evaluate and monitor data related to current English learners as well as RFEP students. • Continue to monitor data related to RFEP students. Achievement data of RFEP students is disaggregated and analyzed for district and site-level data reporting.	LEA-wide	__ALL - - - - - - - - - - - OR: __Low Income pupils __English Learners __Foster Youth ✓Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Costs included in 1B.5 *(LCFF)* *Goal is to maintain or increase on previous year based on LCFF funding and district priorities*
4. (Y2) PARENT INVOLVEMENT/EDUCATION	LEA-wide	__ALL	$2,982,258

GOAL 1B Actions/Services (Year 2)	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
District and school staff will implement outreach activities to engage the parents/guardians of English learners in a home-school-community partnership. • Ensure the provision of translation and interpretation services for groups of parents whose primary correspondence language exceeds 15% of the school/district population. • Address barriers to participation and provide opportunities for parent/guardian participation. • Reach out to communities and provide information about school activities and topics (including outreach meetings, radio show, and other special outreach activities). • Increase bilingual support personnel to enhance translation/interpretation services provided for parents with language needs other than English. • Support primary language literacy to enhance cross-language transfer of language and literacy skills, which fosters biliteracy and helps to develop comprehension skills.		OR: __Low Income pupils ✓English Learners __Foster Youth ✓Redesignated fluent English proficient __Other Subgroups: (Specify)_____	(LCFF) Goal is to maintain or increase on previous year based on LCFF funding and district priorities
5. (Y2) ENGLISH LEARNER PROGRAMS STAFFING/PERSONNEL Maintain/Increase staffing/personnel related to services for English learners. • Provide guidance regarding the increase of bilingual support personnel, including bilingual instructional aides, at school sites, based on site-specific needs and resources. • Maintain staffing to support English Learner Programs, including the Director of English Learner Services to implement the 2014 Board approved plan to support English learners and the preservation of heritage language. • Provide instructional coaching, support, and professional development addressing the academic needs for the varied profiles of English learners and culturally responsive instruction. • Maintain the Assessment and Registration Center (ARC) to assist individual teachers, principals, and parents in their goals for meeting the needs of English learners.	LEA-wide	__ALL OR: __Low Income pupils ✓English Learners __Foster Youth ✓Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$2,574,572 (LCFF) Goal is to maintain or increase on previous year based on LCFF funding and district priorities
6. (Y2) PRESERVATION OF HERITAGE LANGUAGE & LANGUAGE SCHOOL OF CHOICE Continue to promote and support the biliteracy and the preservation of heritage language. Honor the rich linguistic and cultural assets of the District and communicate that master of two or more languages is an important skill enabling effective participation in a global, political, social, and economic context. • Continue to expand the Monroe Language Academy, Spanish dual language immersion program, by opening 2nd grade classrooms and adding three new kindergarten classrooms. • Maintain heritage language options at all ten intermediate schools and all seven comprehensive high schools and continue to expand after school heritage language programs for students in upper elementary grades. • Continue to offer the State Seal of Biliteracy to graduating seniors to recognize students who are	LEA-wide	__ALL OR: __Low Income pupils ✓English Learners __Foster Youth ✓Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$60,152 (LCFF) Additional costs captured in 1B.5 Goal is to maintain or increase on previous year based on LCFF funding and district priorities

GOAL 1B Actions/Services (Year 2)	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
able to demonstrate proficiency in English and a language other than English.			

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	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. * *Those marked with an asterisk are metrics required by LCAP regulations.*

Metric	Description	GGUSD Expected Outcomes YEAR 3	
State English Learner Assessment * Expected outcomes may be adjusted based on new assessment (English Learner Proficiency Assessments for California, ELPAC)	English Proficiency Level (EPL): Annual Measurable Achievement Objectives (AMAO 1): Percentage of ELs Making Annual Progress in Learning English	greater than or equal to 63%	
	Reclassification rates: Number and Percent of Students Redesignated to Fluent English Proficient (FEP)	greater than or equal to 10%	
State Standardized Assessments (EL subgroup)	Percent of students met or exceeded standards in English Language Arts	20%	
	Percent of students met or exceeded standards in Math	19%	
District Assessments (T3/Q3) (EL subgroup)	Percent of students at or above proficient on district benchmarks in English Language Arts	18%	
	Percent of students at or above proficient on district benchmarks in Math	30%	

GOAL 1B Actions/Services (Year 3)	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. **(Y3) ENGLISH LANGUAGE DEVELOPMENT PROGRAM AND PROFESSIONAL DEVELOPMENT** Implement a research-based English language development program designed to meet the instructional needs of English Learners. Ensure that English learners acquire full proficiency in English as rapidly and effectively as possible to attain parity with native speakers of English and achieve the same rigorous standards that are expected of all native speakers of English. Implement the 2014	LEA-wide	__ALL -------------------------------- OR: __Low Income pupils ✓English Learners __Foster Youth __Redesignated fluent English proficient	$2,627 *(LCFF)* *Goal is to maintain or increase on previous year based on LCFF funding and district priorities*

GOAL 1B Actions/Services (Year 3)	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Board Approved Plan to support English Learners and the preservation of heritage language. • Provide professional development opportunities in Designated and Integrated ELD and effective instruction for English learners, including the use of language and content objectives, background building, comprehensible input, and structured interaction. • Provide ongoing professional development opportunities on base program materials for Integrated and Designated English Language Development, supplemented as appropriate with Systematic English Language Development and Constructing Meaning strategies. • Provide appropriate services for English learners in Structured English Immersion (SEI) and English Language Mainstream (ELM) programs through Designated and Integrated ELD. Based on parent/guardian interest, develop continue to develop heritage language enrichment programs. • Reinforce effective instruction for English learners, including the use of language and content objectives, background building, comprehensible input, and structured interaction. • Continue to teach the forms and functions of English through daily instructional time utilizing Systematic English Language Development and Constructing Meaning through Integrated and Designated ELD. • Identify and implement high-leverage strategies and differentiated expectations for English learners. **Instructional Materials and Supplies:** Provide standards-based ELD curricular materials and other resources to facilitate teacher success in the implementation of appropriate and effective ELD instruction and research-based strategies to support progress toward English language proficiency.		__Other Subgroups: (Specify)_____	
2. (Y3) EXTENDED LEARNING/TUTORING/SUMMER PROGRAMS FOR ENGLISH LEARNER SUPPORT Provide students with opportunities for English language development programs in afterschool or summer programs. These programs may include Summer Institute programs to support the development of English academic language development; Summer School, including Intensive ELD course for students newly enrolled in US schools; afterschool programs specifically designed to support the needs of English learners; and AVID Excel programs. Programs and activities should focus on increasing availability of early learning opportunities, access to rigorous academic content, and participation in enrichment and extended learning.	LEA-wide	__ALL ------------------ OR: __Low Income pupils ✓English Learners __Foster Youth ✓Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Costs included in 1A.7 *(LCFF)* *Goal is to maintain or increase on previous year based on LCFF funding and district priorities*
3. (Y3) SUPPORT FOR RECLASSIFIED ENGLISH PROFICIENT STUDENTS (RFEP)	LEA-wide	__ALL	Costs included in

GOAL 1B Actions/Services **(Year 3)**	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain progress monitoring of RFEP students for a minimum of two years after students are reclassified. Provide guidance and protocols for teachers to report progress. • Provide professional development opportunities on how English learners are: Identified, Assessed, Supported, and Reclassified. • Continue to support RFEP students through the use of instructional strategies within the effective instruction framework. Train teachers on the unique implications of supporting RFEP students and the continued development of academic vocabulary and expressive language, both oral and written fluency and automaticity. • Develop an assessment protocol and provide professional development for staff so that we can evaluate and monitor data related to current English learners as well as RFEP students. • Continue to monitor data related to RFEP students. Achievement data of RFEP students is disaggregated and analyzed for district and site-level data reporting.		OR: __Low Income pupils __English Learners __Foster Youth ✓Redesignated fluent English proficient __Other Subgroups: (Specify)_____	1B.5 *(LCFF)* *Goal is to maintain or increase on previous year based on LCFF funding and district priorities*
4. (Y3) 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. • Ensure the provision of translation and interpretation services for groups of parents whose primary correspondence language exceeds 15% of the school/district population. • Address barriers to participation and provide opportunities for parent/guardian participation. • Reach out to communities and provide information about school activities and topics (including outreach meetings, radio show, and other special outreach activities). • Increase bilingual support personnel to enhance translation/interpretation services provided for parents with language needs other than English. • Support primary language literacy to enhance cross-language transfer of language and literacy skills, which fosters biliteracy and helps to develop comprehension skills.	LEA-wide	__ALL OR: __Low Income pupils ✓English Learners __Foster Youth ✓Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$2,982,258 *(LCFF)* *Goal is to maintain or increase on previous year based on LCFF funding and district priorities*
5. (Y3) ENGLISH LEARNER PROGRAMS STAFFING/PERSONNEL Maintain/Increase staffing/personnel related to services for English learners. • Provide guidance regarding the increase of bilingual support personnel, including bilingual instructional aides, at school sites, based on site-specific needs and resources. • Maintain staffing to support English Learner Programs, including the Director of English Learner Services to implement the 2014 Board approved plan to support English learners and the preservation of heritage language. • Provide instructional coaching, support, and professional development addressing the academic	LEA-wide	__ALL OR: __Low Income pupils ✓English Learners __Foster Youth ✓Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$2,574,572 *(LCFF)* *Goal is to maintain or increase on previous year based on LCFF funding and district priorities*

GOAL 1B Actions/Services **(Year 3)**	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
needs for the varied profiles of English learners and culturally responsive instruction. • Maintain the Assessment and Registration Center (ARC) to assist individual teachers, principals, and parents in their goals for meeting the needs of English learners.			
6. (Y3) PRESERVATION OF HERITAGE LANGUAGE & LANGUAGE SCHOOL OF CHOICE Continue to promote and support the biliteracy and the preservation of heritage language. Honor the rich linguistic and cultural assets of the District and communicate that master of two or more languages is an important skill enabling effective participation in a global, political, social, and economic context. • Continue to expand the Monroe Language Academy, Spanish dual language immersion program, by opening 3rd grade classrooms and adding three new kindergarten classrooms. • Maintain heritage language options at all ten intermediate schools and all seven comprehensive high schools and continue to expand after school heritage language programs for students in upper elementary grades. • Continue to offer the State Seal of Biliteracy to graduating seniors to recognize students who are able to demonstrate proficiency in English and a language other than English.	LEA-wide	___ALL OR: ___Low Income pupils ✓English Learners ___Foster Youth ✓Redesignated fluent English proficient ___Other Subgroups: (Specify)_____	$60,152 *(LCFF)* *Additional costs captured in 1B.5 Goal is to maintain or increase on previous year based on LCFF funding and district priorities*

	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 ✓ 2 ✓ 3__ 4 ✓ 5 ✓ 6__ 7 ✓ 8 ✓ COE only: 9__ 10__ Local : Specify Strategic Plan Goal 1C
GOAL:		
Identified Need :	Scholarly habits are necessary for academic achievement and include maintaining focus, goal-setting, note-taking, time management and the use of effective study skills. We will teach, support and reinforce scholarly habits so students are always ready to learn!	
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups: All	

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	GOAL 1C. SCHOLARLY HABITS refer to study skills, including goal-setting, time management, note-taking, regulation and monitoring of learning strategies.

Expected Annual Measurable Outcomes:	*Those marked with an asterisk are metrics required by LCAP regulations.*

Metric	Description	GGUSD Expected Outcomes YEAR 1	Most Recent Data
Annual Survey (Grades 3-12) (Described as a composite scores by domain) Scale: 1 (low) to 4(high)	Overall	greater than or equal to 3.0	Elementary 3.19 / Intermediate 2.98 / High School 2.88
	Self-Management	greater than or equal to 3.0	Elementary 3.22 / Intermediate 3.08 / High School 3.01
	Scholarly Habits	greater than or equal to 3.0	Elementary 3.16 / Intermediate 2.90 / High School 2.79
Work Habits Scale O = 4, S = 3, N = 2, U =1	Overall	greater than or equal to 3.0	3.13
	Grades 7-8	greater than or equal to 3.0	3.25
	Grades 9-12	greater than or equal to 3.0	3.06

GOAL 1C Actions/Services (Year 1)	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. (Y1) SELF-REGULATORY SKILLS Continue to focus on building self-regulatory skills in all students at all levels: • Maintain AVID (7-12), AVID Excel (7-8), Academy (7-10), and Resource Center (9-12) programs across the district, including tutoring and college preparation components. • Continue to support the implementation of self-regulatory skills learning expectations into all classrooms at all grade levels, including the development of a district scope & sequence, through a process that will include varied levels of stakeholder involvement. The tool will serve as a guide for scholarly habits that can be reinforced in the classroom setting at every grade level. • Implement goal-setting documents or other site-based strategies to build self-regulatory skills.	LEA-wide *Schoolwide*	✓ ALL ------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$1,211 *(LCFF)*
2. (Y1) TECHNOLOGY	LEA-wide	✓ ALL	$13,709,715

GOAL 1C Actions/Services (Year 1)	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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.	*Schoolwide*	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	*(LCFF)*
3. (Y1) 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*	✓ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$1,453,734 *(LCFF)*

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	GOAL 1C. SCHOLARLY HABITS refer to study skills, including goal-setting, time management, note-taking, regulation and monitoring of learning strategies. *Those marked with an asterisk are metrics required by LCAP regulations.*			

Metric	Description	GGUSD Expected Outcomes YEAR 2
Annual Survey (Grades 3-12) (Described as a composite scores by domain) Scale: 1 (low) to 4(high)	Overall	greater than or equal to 3.0
	Self-Management	greater than or equal to 3.0
	Scholarly Habits	greater than or equal to 3.0
Work Habits Scale O = 4, S = 3, N = 2, U =1	Overall	greater than or equal to 3.0
	Grades 7-8	greater than or equal to 3.0
	Grades 9-12	greater than or equal to 3.0

GOAL 1C Actions/Services (Year 2)	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. (Y2) SELF-REGULATORY SKILLS	LEA-wide	✓ALL	$1,211

Continue to focus on building self-regulatory skills in all students at all levels: • Maintain AVID (7-12), AVID Excel (7-8), Academy (7-10), and Resource Center (9-12) programs across the district, including tutoring and college preparation components. • Continue to support the implementation of self-regulatory skills learning expectations into all classrooms at all grade levels, including launch of a district 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 or other site-based strategies to build self-regulatory skills.	*Schoolwide*	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	*(LCFF)* *Goal is to maintain or increase on previous year based on LCFF funding and district priorities*
2. (Y2) 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*	✓ALL ------ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$9,000,000 *(LCFF)* *Goal is to maintain or increase on previous year based on LCFF funding and district priorities*
3. (Y2) 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*	✓ALL ------ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$1,453,734 *(LCFF)* *Goal is to maintain or increase on previous year based on LCFF funding and district priorities*

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	GOAL 1C. SCHOLARLY HABITS refer to study skills, including goal-setting, time management, note-taking, regulation and monitoring of learning strategies. *Those marked with an asterisk are metrics required by LCAP regulations.*

Metric	Description	GGUSD Expected Outcomes YEAR 3
Annual Survey (Grades 3-12) (Described as a composite scores by domain) Scale: 1 (low) to 4(high)	Overall	greater than or equal to 3.0
	Self-Management	greater than or equal to 3.0
	Scholarly Habits	greater than or equal to 3.0
Work Habits Scale *O = 4, S = 3, N = 2, U =1*	Overall	greater than or equal to 3.0
	Grades 7-8	greater than or equal to 3.0
	Grades 9-12	greater than or equal to 3.0

Goal 1C Actions/Services (Year 3)	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. (Y3) SELF-REGULATORY SKILLS Continue to focus on building self-regulatory skills in all students at all levels: • Maintain AVID (7-12), AVID Excel (7-8), Academy (7-10), and Resource Center (9-12) programs across the district, including tutoring and college preparation components. • Continue to support the implementation of self-regulatory skills learning expectations into all classrooms at all grade levels, including 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 or other site-based strategies to build self-regulatory skills.	LEA-wide *Schoolwide*	✓ ALL -------------------------------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$1,211 *(LCFF)* *Goal is to maintain or increase on previous year based on LCFF funding and district priorities*
2. (Y3) 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*	✓ ALL -------------------------------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$9,000,000 *(LCFF)* *Goal is to maintain or increase on previous year based on LCFF funding and district priorities*
3. (Y3) 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*	✓ ALL -------------------------------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$1,453,734 *(LCFF)* *Goal is to maintain or increase on previous year based on LCFF funding and district priorities*

GOAL:	**GOAL 2A. MOTIVATION** Students will demonstrate continued growth in their attitude towards learning.	Related State and/or Local Priorities: 1 __ 2 __ 3 __ 4 ✓ 5 ✓ 6 __ 7 __ 8 ✓ COE only: 9 __ 10 __ Local : Specify <u>Strategic Plan Goal 2A</u>
Identified Need :	Motivation is one of the most important ingredients for success in school and life. We will assist students in GGUSD to demonstrate continued growth in their attitude towards learning by pursuing academic challenges and believing in their ability to master challenging material and improve over time in order to achieve their goals.	
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups: All	

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	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. * *Those marked with an asterisk are metrics required by LCAP regulations.*			

Metric	Description	GGUSD Expected Outcomes YEAR 1	Most Recent Data
Annual Survey (Grades 3-12) (Described as a composite scores by domain) Scale: 1 (low) to 4(high)	Overall	greater than or equal to 3.0	Elementary 3.29 Intermediate 3.15 High School 3.03
	Growth Mindset	greater than or equal to 3.0	Elementary 3.17 Intermediate 3.07 High School 2.94
	Self-Efficacy	greater than or equal to 3.0	Elementary 3.37 Intermediate 3.21 High School 3.09
	Expectations	greater than or equal to 3.0	Elementary 3.40 Intermediate 3.20 High School 3.11
Truancy Rates*	Overall	less than or equal to 21%	21.92%
Attendance Rates*	Attendance Rates	greater than or equal to 96%	96.76%
	Chronic Absenteeism Rate	less than or equal to 3%	2.11%
Dropout Rates*	Middle School Dropout Rate	less than or equal to 1%	0.4% *(2014)*
	High School Dropout Rate	less than or equal to 9.5%	8.0% *(2014)*
High School Graduation Rate*	Overall	greater than or equal to 89%	89.7% *(2014)*
Work Habits Scale *O = 4, S = 3, N = 2, U =1*	Overall	greater than or equal to 3.0	3.13
	Intermediate	greater than or equal to 3.0	3.25

		High School	greater than or equal to 3.0	3.06

GOAL 2A Actions/Services (Year 1)	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. (Y1) PRACTICES THAT BUILD MOTIVATION Build practices that support student motivation in classrooms and schools, with a specific focus on growth mindset, high expectations, and self-talk. • Use recognition, awards, and incentives based on site-based programs and/or student needs. • Implement specialized programs or strategies based on Caring & Motivating Schools and/or Teacher Expectations and Student Achievement (TESA) models, which focus on specific observable behaviors that communicate high expectations for students.	LEA-wide	✓ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	*Costs included in 1A.5*
2. (Y1) 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. • Maintain services provided by the district office Student Services department. • Investigate training curriculum on how to tackle truancy and chronic absence. • Establish updated teacher, staff, and administrator training for attendance-related issues. • Maintain partnerships with Boys & Girls Clubs of Garden Grove, local police departments, and other agencies, to provide resources that support families with issues related to attendance and truancy. • Use school climate data and surveys to identify barriers to attendance; connect barriers to attendance data with student-level attendance and school climate metrics.	LEA-wide	✓ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$243,594 *(LCFF)*
3. (Y1) 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. • 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	✓ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Costs included in 2B.2
4. (Y1) CREDIT RECOVERY Maintain and increase programs that support the goal for all students to graduate from high school. • Provide multiple opportunities for high school credit recovery (repeating courses in which a grade	LEA-wide	✓ ALL OR: __Low Income pupils	$109,564 *(LCFF)*

GOAL 2A Actions/Services (Year 1)	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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.		__English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	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. * *Those marked with an asterisk are metrics required by LCAP regulations.*

Metric	Description	GGUSD Expected Outcomes YEAR 2
Annual Survey (Grades 3-12) (Described as a composite scores by domain) Scale: 1 (low) to 4(high)	Overall	greater than or equal to 3.0
	Growth Mindset	greater than or equal to 3.0
	Self-Efficacy	greater than or equal to 3.0
	Expectations	greater than or equal to 3.0
Truancy Rates*	Overall	less than or equal to 21%
Attendance Rates*	Attendance Rates	greater than or equal to 96%
	Chronic Absenteeism Rate	less than or equal to 3%
Dropout Rates*	Middle School Dropout Rate	less than or equal to 1%
	High School Dropout Rate	less than or equal to 9%
High School Graduation Rate*	Overall	greater than or equal to 90%
Work Habits Scale O = 4, S = 3, N = 2, U =1	Overall	greater than or equal to 3.0
	Intermediate	greater than or equal to 3.0
	High School	greater than or equal to 3.0

GOAL 2A Actions/Services (Year 2)	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. (Y2) PRACTICES THAT BUILD MOTIVATION Build practices that support student motivation in classrooms and schools, with a specific focus on growth mindset, high expectations, and self-talk. • Use recognition, awards, and incentives based on site-based programs and/or student needs. Implement specialized programs or strategies based on Caring & Motivating Schools and/or Teacher Expectations and Student Achievement (TESA) models, which focus on specific	LEA-wide	✓ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent	*Costs included in 1A.5* *Goal is to maintain or increase on previous year based on LCFF funding and district priorities*

GOAL 2A Actions/Services (Year 2)	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
observable behaviors that communicate high expectations for students.		English proficient __Other Subgroups: (Specify)_____	
2. (Y2) 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. • Maintain services provided by the district office Student Services department. • Investigate training curriculum on how to tackle truancy and chronic absence. • Establish updated teacher, staff, and administrator training for attendance-related issues. • Maintain partnerships with Boys & Girls Clubs of Garden Grove, local police departments, and other agencies, to provide resources that support families with issues related to attendance and truancy. • Use school climate data and surveys to identify barriers to attendance; connect barriers to attendance data with student-level attendance and school climate metrics.	LEA-wide	✓ ALL ------------------------ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$243,594 *(LCFF)* *Goal is to maintain or increase on previous year based on LCFF funding and district priorities*
3. (Y2) 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. • 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	✓ ALL ------------------------ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Costs included in 2B.2 *Goal is to maintain or increase on previous year based on LCFF funding and district priorities*
4. (Y2) CREDIT RECOVERY Maintain and increase programs that support the goal for all students to graduate from high school. • Provide multiple opportunities for high school credit recovery (repeating courses in which a grade of "F" was initially earned). • 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	✓ ALL ------------------------ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$109,564 *(LCFF)* *Goal is to maintain or increase on previous year based on LCFF funding and district priorities*

LCAP Year 3: 2018-19		

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.

* *Those marked with an asterisk are metrics required by LCAP regulations.*

Expected Annual Measurable Outcomes:

Metric	Description	GGUSD Expected Outcomes YEAR 3	
Annual Survey (Grades 3-12) (Described as a composite scores by domain) Scale: 1 (low) to 4(high)	Overall	greater than or equal to 3.0	
	Growth Mindset	greater than or equal to 3.0	
	Self-Efficacy	greater than or equal to 3.0	
	Expectations	greater than or equal to 3.0	
Truancy Rates*	Overall	less than or equal to 21%	
Attendance Rates*	Attendance Rates	greater than or equal to 96%	
	Chronic Absenteeism Rate	less than or equal to 3%	
Dropout Rates*	Middle School Dropout Rate	less than or equal to 1%	
	High School Dropout Rate	less than or equal to 8.5%	
High School Graduation Rate*	Overall	greater than or equal to 90%	
Work Habits Scale O = 4, S = 3, N = 2, U =1	Overall	greater than or equal to 3.0	
	Intermediate	greater than or equal to 3.0	
	High School	greater than or equal to 3.0	

Goal 2A Actions/Services *(Year 3)*	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. (Y3) PRACTICES THAT BUILD MOTIVATION Build practices that support student motivation in classrooms and schools, with a specific focus on growth mindset, high expectations, and self-talk. • Use recognition, awards, and incentives based on site-based programs and/or student needs. Implement specialized programs or strategies based on Caring & Motivating Schools and/or Teacher Expectations and Student Achievement (TESA) models, which focus on specific observable behaviors that communicate high expectations for students.	LEA-wide	✓ ALL ‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	*Costs included in 1A.5* *Goal is to maintain or increase on previous year based on LCFF funding and district priorities*
2. (Y3) 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. • 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.	LEA-wide	✓ ALL ‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	$243,594 *(LCFF)* *Goal is to maintain or increase on previous year based on LCFF funding and district priorities*

Goal 2A Actions/Services *(Year 3)*	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
• Maintain partnerships with Boys & Girls Clubs of Garden Grove, local police departments, and other agencies, to provide resources that support families with issues related to attendance and truancy. • Use school climate data and surveys to identify barriers to attendance; connect barriers to attendance data with student-level attendance and school climate metrics.		__Other Subgroups: (Specify)_____	
3. (Y3) 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. • 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	✓ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Costs included in 2B.2 *Goal is to maintain or increase on previous year based on LCFF funding and district priorities*
4. (Y3) CREDIT RECOVERY Maintain and increase programs that support the goal for all students to graduate from high school. • Provide multiple opportunities for high school credit recovery (repeating courses in which a grade of "F" was initially earned). • 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	✓ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$109,564 *(LCFF)* *Goal is to maintain or increase on previous year based on LCFF funding and district priorities*

	GOAL 2B. SOCIOEMOTIONAL WELL-BEING	Related State and/or Local Priorities:
GOAL:	Students will demonstrate continued growth in their attitudes towards themselves and others.	1 __ 2 __ 3__ 4 ✓ 5 ✓ 6__ 7 __ 8 ✓ COE only: 9__ 10__ Local : Specify Strategic Plan Goal 2B
Identified Need :	Positive feelings about oneself and others result in respectful and helpful interactions between students and adults, preparing students for current and lifelong success. We will assist GGUSD students in demonstrating continued growth in their attitudes about themselves and others in order to develop their socio-emotional well-being.	
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups: All	

LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:	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. * *Those marked with an asterisk are metrics required by LCAP regulations.*			

Metric	Description	GGUSD Expected Outcomes YEAR 1	Most Recent Data
Annual Survey (Grades 3-12) (Described as a composite scores by domain) Scale: 1 (low) to 4(high)	Overall	greater than or equal to 3.0	Elementary 3.15 Intermediate 2.97 High School 2.95
	Social Awareness	greater than or equal to 3.0	Elementary 3.09 Intermediate 2.92 High School 2.98
	Emotional Care	greater than or equal to 3.0	Elementary 3.02 Intermediate 2.98 High School 3.00
	Sense of Belonging and School Connectedness*	greater than or equal to 3.0	Elementary 3.29 Intermediate 3.00 High School 2.87
Citizenship Scale O = 4, S = 3, N = 2, U =1	Overall	greater than or equal to 3.0	3.37
	Intermediate	greater than or equal to 3.0	3.49
	High School	greater than or equal to 3.0	3.32

GOAL 2B Actions/Services (Year 1)	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. (Y1) WELL-BEING Maintain programs to support the health and well-being of students and families. • Provide school-based clinical counseling services and socioemotional supports for students. The "Now is the Time" Project AWARE (NITT-AWARE-SEA) grant can also support objectives related to the coordination of mental health services and provides training for staff in the Youth Mental Health First Aid (YMHFA) program. • Address risks associated with substance abuse through prevention programs, including the implementation of district-adopted substance abuse prevention programs where appropriate: Positive Action (K-5), Life Skills (6-8), and Project Towards No Drug Abuse (high school). • Support Local School Wellness Programs (LSWP) as required by the Healthy, Hunger-Free Kids Act (HHFKA) of 2010, including programs that provide additional programs, such as physical activities beyond physical education courses and nutritional education.	LEA-wide	✓ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Costs included in 1A.4 and 1A.5

GOAL 2B Actions/Services (Year 1)	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2. (Y1) SUPPORT SERVICES/ PUPIL SERVICES Continue to maintain support services providers at appropriate levels, including restoration of positions where necessary. This includes: Nurses and Health Assistants who screen students for health problems and refer to appropriate services as necessary; School Psychologists who coordinate assessments for students and make appropriate recommendations to an IEP team, supporting the process of identifying and providing services for individuals with exceptional needs; Speech and Language Pathologists who consult with the teacher regarding the speech and language needs of students; Behavior Specialists who work with students with special behavioral needs; Vision and Audiological Services to test, identify, and monitor disorders; and School Counselors (See Goal 3A).	LEA-wide	✓ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$5,578,854 (LCFF)
3. (Y1) SCHOOL CONNECTEDNESS Provide more opportunities and increased access for students to be involved and engaged in school at all levels (clubs, sports, programs, school activities, etc.). Provide schools with guidance, support, and resources to increase students' sense of belonging and school connectedness. • Increase elective course options where feasible (including arts, career technical education, world languages, etc.). • Increase opportunities for student involvement in afterschool or summer enrichment programs, including opportunities that include mentoring and community service. • Increase opportunities for students to participate in athletic/physical education programs, including intermediate school intramural sports. • Offer opportunities for students to attend educational field trips and participate in assemblies. • Maintain strong partnership with Boys & Girls Clubs of Garden Grove (BGCGG) to provide after school programs, youth development, and family strengthening/community resource programs. • Inform parents about community-based summer programs, including support for the annual Summer Resources Fair for families.	LEA-wide	✓ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$3,189,247 (LCFF)

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	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.

LCAP Year 2: 2017-18		

* Those marked with an asterisk are metrics required by LCAP regulations.

	Metric	Description	GGUSD Expected Outcomes YEAR 2	
Expected Annual Measurable Outcomes:	Annual Survey (Grades 3-12) (Described as a composite scores by domain) Scale: 1 (low) to 4(high)	Overall	greater than or equal to 3.0	
		Social Awareness	greater than or equal to 3.0	
		Emotional Care	greater than or equal to 3.0	
		Sense of Belonging and School Connectedness*	greater than or equal to 3.0	
	Citizenship Scale O = 4, S = 3, N = 2, U =1	Overall	greater than or equal to 3.0	
		Intermediate	greater than or equal to 3.0	
		High School	greater than or equal to 3.0	

GOAL 2B Actions/Services (Year 2)	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. (Y2) WELL-BEING Maintain programs to support the health and well-being of students and families. • Provide school-based clinical counseling services and socioemotional supports for students. The "Now is the Time" Project AWARE (NITT-AWARE-SEA) grant can also support objectives related to the coordination of mental health services and provides training for staff in the Youth Mental Health First Aid (YMHFA) program. • Address risks associated with substance abuse through prevention programs, including the implementation of district-adopted substance abuse prevention programs where appropriate: Positive Action (K-5), Life Skills (6-8), and Project Towards No Drug Abuse (high school). • Support Local School Wellness Programs (LSWP) as required by the Healthy, Hunger-Free Kids Act (HHFKA) of 2010, including programs that provide additional programs, such as physical activities beyond physical education courses and nutritional education.	LEA-wide	✓ ALL -------------------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Costs included in 1A. 4 and 1A.5 *Goal is to maintain or increase on previous year based on LCFF funding and district priorities*
2. (Y2) SUPPORT SERVICES/ PUPIL SERVICES Continue to maintain support services providers at appropriate levels, including restoration of positions where necessary. This includes: Nurses and Health Assistants who screen students for health problems and refer to appropriate services as necessary; School Psychologists who coordinate assessments for	LEA-wide	✓ ALL -------------------- OR: __Low Income pupils __English Learners	$5,578,854 *(LCFF)* *Goal is to maintain or increase on previous year based on LCFF funding and district*

GOAL 2B Actions/Services (Year 2)	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
students and make appropriate recommendations to an IEP team, supporting the process of identifying and providing services for individuals with exceptional needs; Speech and Language Pathologists who consult with the teacher regarding the speech and language needs of students; Behavior Specialists who work with students with special behavioral needs; Vision and Audiological Services to test, identify, and monitor disorders; and School Counselors (See Goal 3A).		__Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	*priorities*
3. (Y2) SCHOOL CONNECTEDNESS Provide more opportunities and increased access for students to be involved and engaged in school at all levels (clubs, sports, programs, school activities, etc.). Provide schools with guidance, support, and resources to increase students' sense of belonging and school connectedness. • Increase elective course options where feasible (including arts, career technical education, world languages, etc.). • Increase opportunities for student involvement in afterschool or summer enrichment programs, including opportunities that include mentoring and community service. • Increase opportunities for students to participate in athletic/physical education programs, including intermediate school intramural sports. • Offer opportunities for students to attend educational field trips and participate in assemblies. • Maintain strong partnership with Boys & Girls Clubs of Garden Grove (BGCGG) to provide after school programs, youth development, and family strengthening/community resource programs. • Inform parents about community-based summer programs, including support for the annual Summer Resources Fair for families.	LEA-wide	✓ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$3,189,247 (*LCFF*) *Goal is to maintain or increase on previous year based on LCFF funding and district priorities*

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	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. * *Those marked with an asterisk are metrics required by LCAP regulations.*

Metric	Description	GGUSD Expected Outcomes YEAR 3
Annual Survey (Grades 3-12) (Described as a composite scores by domain) Scale: 1 (low) to 4(high)	Overall	greater than or equal to 3.0
	Social Awareness	greater than or equal to 3.0
	Emotional Care	greater than or equal to 3.0
	Sense of Belonging and School Connectedness*	greater than or equal to 3.0
Citizenship Scale O = 4, S = 3, N = 2, U =1	Overall	greater than or equal to 3.0
	Intermediate	greater than or equal to 3.0
	High School	greater than or equal to 3.0

GOAL 2B Actions/Services (Year 3)	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. (Y3) WELL-BEING Maintain programs to support the health and well-being of students and families. • Provide school-based clinical counseling services and socioemotional supports for students. The "Now is the Time" Project AWARE (NITT-AWARE-SEA) grant can also support objectives related to the coordination of mental health services and provides training for staff in the Youth Mental Health First Aid (YMHFA) program. • Address risks associated with substance abuse through prevention programs, including the implementation of district-adopted substance abuse prevention programs where appropriate: Positive Action (K-5), Life Skills (6-8), and Project Towards No Drug Abuse (high school). • Support Local School Wellness Programs (LSWP) as required by the Healthy, Hunger-Free Kids Act (HHFKA) of 2010, including programs that provide additional programs, such as physical activities beyond physical education courses and nutritional education.	LEA-wide	✓ ALL - - - - - - - - - - - - - - - OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Costs included in 1A.4 and 1A.5 *Goal is to maintain or increase on previous year based on LCFF funding and district priorities*
2. (Y3) SUPPORT SERVICES/ PUPIL SERVICES Continue to maintain support services providers at appropriate levels, including restoration of positions where necessary. This includes: Nurses and Health Assistants who screen students for health problems and refer to appropriate services as necessary; School Psychologists who coordinate assessments for students and make appropriate recommendations to an IEP team, supporting the process of identifying and providing services for individuals with exceptional needs; Speech and Language Pathologists who consult with the teacher regarding the speech and language needs of students; Behavior Specialists who work with students with special behavioral needs; Vision and Audiological Services to test, identify, and monitor disorders; and School Counselors (See Goal 3A).	LEA-wide	✓ ALL - - - - - - - - - - - - - - - OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$5,578,854 *(LCFF)* *Goal is to maintain or increase on previous year based on LCFF funding and district priorities*
3. (Y3) SCHOOL CONNECTEDNESS Provide more opportunities and increased access for students to be involved and engaged in school at all levels (clubs, sports, programs, school activities, etc.). Provide schools with guidance, support, and resources to increase students' sense of belonging and school connectedness. • Increase elective course options where feasible (including arts, career technical education, world languages, etc.). • Increase opportunities for student involvement in afterschool or summer enrichment programs, including opportunities that include mentoring and community service. • Increase opportunities for students to participate in athletic/physical education programs, including intermediate school intramural sports. • Offer opportunities for students to attend educational field trips and participate in assemblies. • Maintain strong partnership with Boys & Girls Clubs of Garden Grove (BGCGG) to provide after	LEA-wide	✓ ALL - - - - - - - - - - - - - - - OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$3,189,247 *(LCFF)* *Goal is to maintain or increase on previous year based on LCFF funding and district priorities*

GOAL 2B Actions/Services (Year 3)	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
school programs, youth development, and family strengthening/community resource programs. • Inform parents about community-based summer programs, including support for the annual Summer Resources Fair for families.			

	GOAL 2C. CLIMATE Classrooms, schools and the district will demonstrate continued growth in maintaining a positive and safe learning climate for all stakeholders.	Related State and/or Local Priorities: 1 ✓ 2 __ 3 ✓ 4 ✓ 5 ✓ 6 ✓ 7 __ 8 ✓ COE only: 9 __ 10 __ Local : Specify Strategic Plan Goal 2C
GOAL:		
Identified Need :	Research shows that school and classroom climate play a large role in student success. In GGUSD, we will support schools and the district to demonstrate continued growth in maintaining a positive and safe learning climate for all stakeholders. By respecting differences and embracing diversity, we all benefit!	
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups: All	

LCAP Year 1: 2016-17

	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.
Expected Annual Measurable Outcomes:	* *Those marked with an asterisk are metrics required by LCAP regulations.*

Metric	Description	GGUSD Expected Outcomes YEAR 1	Most Recent Data
Annual Survey (Grades 3-12) (Described as a composite scores by domain) Scale: 1 (low) to 4(high)	Climate of support for academic learning	greater than or equal to 3.0	Elementary 3.39 Intermediate 3.13 High School 3.02
	Discipline & Rules	greater than or equal to 3.0	Elementary 2.77 Intermediate 2.71 High School 2.65
	Safety: Feeling safe at school*	greater than or equal to 3.0	Elementary 3.22 Intermediate 3.00 High School 2.91
	Safety: Bullying*	greater than or equal to 3.0	Elementary 2.39 Intermediate 2.74 High School 2.94

	Facilities Maintenance: Clean*	greater than or equal to 3.0	Elementary 2.56 Intermediate 2.64 High School 2.52
	Facilities Maintenance: Well-Maintained*	greater than or equal to 3.0	Elementary 2.98 Intermediate 2.88 High School 2.67
Annual Survey (Staff) (Described as a composite scores by domain) Scale: 1 (low) to 4(high)	Student Climate Overall*	greater than or equal to 3.0	3.33
	School Staff Climate Overall	greater than or equal to 3.0	3.31
Annual Survey (Parents) (Described as a composite scores by domain) Scale: 1 (low) to 4(high)	Student Climate Overall*	greater than or equal to 3.0	3.32
	Adult Climate Overall	greater than or equal to 3.0	3.34
	Opportunities for parent involvement*	greater than or equal to 3.0	3.49
Student Suspension Rates*	Overall	less than 3.6%	2.2%
Student Expulsion Rates*	Overall	less than or equal to 0.1%	0.006%

GOAL 2C Actions/Services **(Year 1)**	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.　(Y1) WELCOMING CLIMATE Create caring and motivating schools that welcome diversity and respect all staff, parents, and students. Encourage district and school-level events/activities that celebrate different cultures. Annually review data regarding school climate using the Strategic Plan survey for students, parents, and staff.	LEA-wide	__ALL ------------------ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient ✓Other Subgroups: 　All Stakeholders	Costs included in 1A.4
2.　(Y1) COMMUNICATION Keep all stakeholders engaged and informed and implement communication guidelines to facilitate internal and external communication processes. • Keep all stakeholders informed about the district's Strategic Plan, including an annual update on progress toward goals. • Use surveys and hold focus groups to gather feedback from all stakeholders, including parents, community members, students, and employees. • Continue to improve the marketing of schools and communication about school achievement activities/events, and special accomplishments.	LEA-wide	__ALL ------------------ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient ✓Other Subgroups: 　All Stakeholders	$308,802 *(LCFF)*

GOAL 2C Actions/Services (Year 1)	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
• 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.			
3. (Y1) 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.	LEA-wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient ✓ Other Subgroups: GGUSD Employees	$50,617 (LCFF)
4. (Y1) FACILITIES MAINTENANCE Ensure that schools and other district facilities are clean and well-maintained. • Continue ongoing analysis and review of Maintenance, Operations, and Transportation needs, including staffing formulas to add additional positions to support all functions across levels. • Fill vacant positions (based on LCFF funding and department priorities). • Make sure that the District's Merit System for classified staffing is followed to ensure that employees are selected, promoted, and retained without favoritism or prejudice. • Provide ongoing and consistent processes, communication, and expectations. • Invest in custodial equipment and increase site custodial budget in alignment with LCFF funding priorities, and invest in equipment and vehicle replacement. • Embed use of technological support tools to facilitate MOT systems.	LEA-wide	✓ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$69,727,870 (LCFF)
5. (Y1) CAMPUS SAFETY AND DISCIPLINE Ensure campus safety via ongoing analysis and adjustment of safety and discipline protocols. Refine emergency response/safe schools protocols working in partnership with local law enforcement. • Review School Safety Plans and other safety related plans and protocols. Ensure that employees receive proper training on emergency and safety protocols. • Maintain a strong collaborative relationship with local law enforcement and community-based agencies, including 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	LEA-wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient ✓ Other Subgroups: All Stakeholders	$1,943,543 (LCFF)

GOAL 2C Actions/Services (Year 1)	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
neighboring cities. • Develop strong bullying/cyberbullying prevention programs across the district at all levels educate all stakeholders, including proactive programs. • 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.			
6. (Y1) 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. • 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. **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. **Parent Education:** Families (parents/guardians) are provided opportunities to learn how to support student learning, including an understanding of the CA State Standards. • Maintain current parent education programs, including 10 Education Commandments for Parents, 40 Developmental Assets, 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. **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. • 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.	LEA-wide	__ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient ✓ Other Subgroups: Parents and Community	$3,197 *(LCFF)* Additional costs captured in 1A.5 and 2B.4

GOAL 2C Actions/Services (Year 1)	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
7. (Y1) PARENTS OF PUPILS WITH EXCEPTIONAL NEEDS Provide opportunities for parents of pupils with exceptional needs to participate in programs. • Promote participation in the Community Advisory Committee (CAC) for parents of students with disabilities. • Offer special events, including the annual "Life After High School" to inform parents and showcase the availability of special programs at the district and in the community for students with disabilities. • Consider barriers to participation, including childcare, transportation, and language needs (translation/interpretation).	LEA-wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient ✓ Other Subgroups: Parents of Pupils with Exceptional Needs	Costs included in 2C.6

LCAP Year 2: 2017-18

	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. * *Those marked with an asterisk are metrics required by LCAP regulations.*	

	Metric	Description	GGUSD Expected Outcomes YEAR 2
Expected Annual Measurable Outcomes:	**Annual Survey (Grades 3-12)** (Described as a composite scores by domain) Scale: 1 (low) to 4(high)	Climate of support for academic learning	greater than or equal to 3.0
		Discipline & Rules	greater than or equal to 3.0
		Safety: Feeling safe at school*	greater than or equal to 3.0
		Safety: Bullying*	greater than or equal to 3.0
		Facilities Maintenance: Clean*	greater than or equal to 3.0
		Facilities Maintenance: Well-Maintained*	greater than or equal to 3.0
	Annual Survey (Staff) (Described as a composite scores by domain) Scale: 1 (low) to 4(high)	Student Climate Overall*	greater than or equal to 3.0
		School Staff Climate Overall	greater than or equal to 3.0
	Annual Survey (Parents) (Described as a composite scores by domain) Scale: 1 (low) to 4(high)	Student Climate Overall*	greater than or equal to 3.0
		Adult Climate Overall	greater than or equal to 3.0
		Opportunities for parent involvement*	greater than or equal to 3.0
	Student Suspension Rates*	Overall	less than 3.6%
	Student Expulsion Rates*	Overall	less than or equal to 0.1%

GOAL 2C Actions/Services **(Year 2)**	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. (Y2) WELCOMING CLIMATE Create caring and motivating schools that welcome diversity and respect all staff, parents, and students. Encourage district and school-level events/activities that celebrate different cultures. Annually review data regarding school climate using the Strategic Plan survey for students, parents, and staff.	LEA-wide	__ALL - - - - - - - - - OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient ✓Other Subgroups: <u>All Stakeholders</u>	Costs included in 1A.4 *Goal is to maintain or increase on previous year based on LCFF funding and district priorities*
2. (Y2) COMMUNICATION Increase stakeholder engagement, raise GGUSD profile through proactive media outreach and improved internal and external communication programs, and strengthen GGUSD brand by highlighting accomplishments. • Provide an annual update on district's Strategic Plan and progress toward goals. • Implement social media campaign to educate community about strategic priorities. • Use surveys and focus groups to gather feedback from all stakeholders • Maintain use of proven communication vehicles to keep families informed including School Messenger, newsletters, parent conferences, and school events. • Increase media outreach with # of press releases and pitches to media contacts. • Increase targeted media outreach with Vietnamese and Hispanic media outlets.	LEA-wide	__ALL - - - - - - - - - OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient ✓Other Subgroups: <u>All Stakeholders</u>	$308,802 *(LCFF)* *Goal is to maintain or increase on previous year based on LCFF funding and district priorities*
3. (Y2) 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.	LEA-wide	__ALL - - - - - - - - - OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient ✓Other Subgroups: <u>GGUSD Employees</u>	$50,617 *(LCFF)* *Goal is to maintain or increase on previous year based on LCFF funding and district priorities*
4. (Y2) FACILITIES MAINTENANCE Ensure that schools and other district facilities are clean and well-maintained. • Continue ongoing analysis and review of Maintenance, Operations, and Transportation needs, including staffing formulas to add additional positions to support all functions across levels. • Fill vacant positions (based on LCFF funding and department priorities). • Make sure that the District's Merit System for classified staffing is followed to ensure that employees		✓ALL - - - - - - - - - OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	$69,727,870 *(LCFF)* *Goal is to maintain or increase on previous year based on LCFF funding and district priorities*

LCAP YEAR 2016-17

GOAL 2C Actions/Services **(Year 2)**	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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.		__Other Subgroups: (Specify)_____	
5. (Y2) CAMPUS SAFETY Ensure campus safety via ongoing analysis and adjustment of safety and discipline protocols. Refine emergency response/safe schools protocols working in partnership with local law enforcement. • Review School Safety Plans and other safety related plans and protocols. Ensure that employees receive proper training on emergency and safety protocols. • Maintain a strong collaborative relationship with local law enforcement and community-based agencies, including regular meetings of the Safety Partnership Committee to discuss topics related to health, safety, and wellness. Maintain a strong partnership with GGPD, including the staffing and support of School Resource officers. Continue to build relationships with law enforcement agencies of neighboring cities. • Develop strong bullying/cyberbullying prevention programs across the district at all levels educate all stakeholders, including proactive programs. • 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.	LEA-wide	__ALL ------------------ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient ✓Other Subgroups: All Stakeholders	$1,943,543 *(LCFF)* *Goal is to maintain or increase on previous year based on LCFF funding and district priorities*
6. (Y2) 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. • Provide professional development opportunities in parent education programs and help schools build their current programs to build leadership and capacity within parents. • Develop and encourage high-quality parent programs and parental involvement opportunities at school sites. Focus on increasing the number of schools implementing district sponsored parent education programs. • Coordinate parent education and community outreach meetings and focus on increasing attendance, trained trainers, and sustainability. **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	LEA-wide	__ALL ------------------ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient ✓Other Subgroups: Parents and Community	$3,197 *(LCFF)* Additional costs captured in 1A.5 and 2B.4 *Goal is to maintain or increase on previous year based on LCFF funding and district priorities*

GOAL 2C Actions/Services **(Year 2)**	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
requirements with efforts to increase regular attendance of all school DELAC reps at every meeting. **Parent Education:** Families (parents/guardians) are provided opportunities to learn how to support student learning, including an understanding of the CA State Standards. • Maintain current parent education programs, including 10 Education Commandments for Parents, 40 Developmental Assets, and Parent Expectations and Student Achievement, and increase participation at the school site level. • Show parents ways to support their children at home, even in parents' primary language, to increase involvement and engagement in learning. **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. • 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. Build capacity within School Community Liaisons to strengthen and reinforce their interpretation skills for events, meetings and IEPs.			
7. (Y2) PARENTS OF PUPILS WITH EXCEPTIONAL NEEDS Provide opportunities for parents of pupils with exceptional needs to participate in programs. • Promote participation in the Community Advisory Committee (CAC) for parents of students with disabilities. • Offer special events, including the annual "Life After High School" to inform parents and showcase the availability of special programs at the district and in the community for students with disabilities. • Consider barriers to participation, including childcare, transportation, and language needs (translation/interpretation).	LEA-wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient ✓ Other Subgroups: <u>Parents of Pupils with Exceptional Needs</u>	Costs included in 2C.6 *Goal is to maintain or increase on previous year based on LCFF funding and district priorities*

LCAP Year 3: 2018-19

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.

Those marked with an asterisk are metrics required by LCAP regulations.

Expected Annual Measurable Outcomes:

Metric	Description	GGUSD Expected Outcomes YEAR 3
Annual Survey (Grades 3-12) (Described as a composite scores by domain) Scale: 1 (low) to 4(high)	Climate of support for academic learning	greater than or equal to 3.0
	Discipline & Rules	greater than or equal to 3.0
	Safety: Feeling safe at school*	greater than or equal to 3.0
	Safety: Bullying*	greater than or equal to 3.0
	Facilities Maintenance: Clean*	greater than or equal to 3.0
	Facilities Maintenance: Well-Maintained*	greater than or equal to 3.0
Annual Survey (Staff) (Described as a composite scores by domain) Scale: 1 (low) to 4(high)	Student Climate Overall*	greater than or equal to 3.0
	School Staff Climate Overall	greater than or equal to 3.0
Annual Survey (Parents) (Described as a composite scores by domain) Scale: 1 (low) to 4(high)	Student Climate Overall*	greater than or equal to 3.0
	Adult Climate Overall	greater than or equal to 3.0
	Opportunities for parent involvement*	greater than or equal to 3.0
Student Suspension Rates*	Overall	less than 3.6%
Student Expulsion Rates*	Overall	less than or equal to 0.1%

GOAL 2C Actions/Services **(Year 3)**	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. (Y3) WELCOMING CLIMATE Create caring and motivating schools that welcome diversity and respect all staff, parents, and students. Encourage district and school-level events/activities that celebrate different cultures. Annually review data regarding school climate using the Strategic Plan survey for students, parents, and staff.	LEA-wide	__ALL ------------------------ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent	Costs included in 1A.4 *Goal is to maintain or increase on previous year based on LCFF funding and district priorities*

LCAP YEAR 2016-17

GOAL 2C Actions/Services (Year 3)	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		English proficient ✓ Other Subgroups: All Stakeholders	
2. (Y3) COMMUNICATION Increase stakeholder engagement, raise GGUSD profile through proactive media outreach and improved internal and external communication programs, and strengthen GGUSD brand by highlighting accomplishments. • Provide an annual update on district's Strategic Plan and progress toward goals. • Continue social media campaign to get community engaged with strategic priorities/increase social media followers on Facebook, Twitter, and YouTube. • Use focus group and survey results to fine-tune strategy and create targeted messaging • Use videos and more dynamic infographics and toolkits to update communication tools for 21st century audience. • Use targeted marketing pieces to combat student transfers and strengthen reputation of schools w/ highest transfers • Promote LCAP toolkit to families through print, web and social media. • Maintain use of proven communication platforms.	LEA-wide	__ALL - - - - - - - - OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient ✓ Other Subgroups: All Stakeholders	$308,802 *(LCFF)* *Goal is to maintain or increase on previous year based on LCFF funding and district priorities*
3. (Y3) 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.	LEA-wide	__ALL - - - - - - - - OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient ✓ Other Subgroups: GGUSD Employees	$50,617 *(LCFF)* *Goal is to maintain or increase on previous year based on LCFF funding and district priorities*
4. (Y3) FACILITIES MAINTENANCE Ensure that schools and other district facilities are clean and well-maintained. • Continue ongoing analysis and review of Maintenance, Operations, and Transportation needs, including staffing formulas to add additional positions to support all functions across levels. • Fill vacant positions (based on LCFF funding and department priorities). • Make sure that the District's Merit System for classified staffing is followed to ensure that employees are selected, promoted, and retained without favoritism or prejudice. • Provide ongoing and consistent processes, communication, and expectations.	LEA-wide	✓ ALL - - - - - - - - OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$69,727,870 *(LCFF)* *Goal is to maintain or increase on previous year based on LCFF funding and district priorities*

GOAL 2C Actions/Services (Year 3)	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
• 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.			
5. (Y3) CAMPUS SAFETY Ensure campus safety via ongoing analysis and adjustment of safety and discipline protocols. Refine emergency response/safe schools protocols working in partnership with local law enforcement. • Review School Safety Plans and other safety related plans and protocols. Ensure that employees receive proper training on emergency and safety protocols. • Maintain a strong collaborative relationship with local law enforcement and community-based agencies, including regular meetings of the Safety Partnership Committee to discuss topics related to health, safety, and wellness. Maintain a strong partnership with GGPD, including the staffing and support of School Resource officers. Continue to build relationships with law enforcement agencies of neighboring cities. • Develop strong bullying/cyberbullying prevention programs across the district at all levels educate all stakeholders, including proactive programs. • 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.	LEA-wide	__ALL ------------ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient ✓Other Subgroups: All Stakeholders	$1,943,543 *(LCFF)* *Goal is to maintain or increase on previous year based on LCFF funding and district priorities*
6. (Y3) 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. • Provide professional development opportunities in parent education programs and help schools build their current programs to build leadership and capacity within parents, and have parents lead trainings. • Develop and encourage high-quality parent programs and parental involvement opportunities at school sites. Focus on increasing the number of schools implementing district sponsored parent education programs. • Coordinate parent education and community outreach meetings and focus on increasing attendance, trained trainers, and sustainability of events at school sites. **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 with efforts to increase regular attendance of all school DELAC reps at every meeting.	LEA-wide	__ALL ------------ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient ✓Other Subgroups: Parents and Community	$3,197 *(LCFF)* Additional costs captured in 1A.5 and 2B.4 *Goal is to maintain or increase on previous year based on LCFF funding and district priorities*

GOAL 2C Actions/Services (Year 3)	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Parent Education: Families (parents/guardians) are provided opportunities to learn how to support student learning, including an understanding of the CA State Standards. • Maintain current parent education programs, including 10 Education Commandments for Parents, 40 Developmental Assets, and Parent Expectations and Student Achievement, and increase participation at the school site level. • Show parents ways to support their children at home, even in parents' primary language, to increase involvement and engagement in learning. **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. • 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. Build capacity within School Community Liaisons to strengthen and reinforce their interpretation skills for events, meetings and IEPs.			
7. (Y3) PARENTS OF PUPILS WITH EXCEPTIONAL NEEDS Provide opportunities for parents of pupils with exceptional needs to participate in programs. • Promote participation in the Community Advisory Committee (CAC) for parents of students with disabilities. • Offer special events, including the annual "Life After High School" to inform parents and showcase the availability of special programs at the district and in the community for students with disabilities. • Consider barriers to participation, including childcare, transportation, and language needs (translation/interpretation).	LEA-wide	__ALL -------------------------------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient ✓ Other Subgroups: <u>Parents of Pupils with Exceptional Needs</u>	Costs included in 2C.6 *Goal is to maintain or increase on previous year based on LCFF funding and district priorities*

GOAL:	**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 <u>Strategic Plan Goal 3A</u>

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

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

LCAP Year 1: 2016-17

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.

* *Those marked with an asterisk are metrics required by LCAP regulations.*

Expected Annual Measurable Outcomes:

Metric	Description	GGUSD Expected Outcomes YEAR 1	Most Recent Data
a-g Rates*	All graduates	maintain or improve	54.2%
	Students attending 4-years in GGUSD	greater than or equal to 60%	62.3%
Early Assessment Program (EAP)*	College-Ready (English Language Arts)	greater than or equal to 23%	28%
	College-Ready (Math)	greater than or equal to 13%	12%
	College-Ready, Conditional (ELA)	greater than or equal to 18%	34%
	College-Ready, Conditional (Math)	greater than or equal to 35%	23%
PSAT Exam (Districtwide Average Scores, 10th Grade)	Total Score Overall	maintain or increase	893
	Evidence-Based Reading and Writing	maintain or increase	444
	Math	maintain or increase	449
SAT Exam (Districtwide Average Scores)	Total Score Overall	greater than or equal to 1500	1462
	Critical Reading	greater than or equal to 500	478 *(2014)*
	Math	greater than or equal to 500	506 *(2014)*
	Writing	greater than or equal to 500	478 *(2014)*
ACT Exam (Districtwide Average Scores)	Reading	greater than or equal to 20	21 *(2014)*
	English	greater than or equal to 20	20 *(2014)*
	Math	greater than or equal to 20	22 *(2014)*
	Science	greater than or equal to 20	21 *(2014)*

		AP Pass Rates* (exam scores 3, 4, 5)	greater than or equal to 57%	61.4%
	Advanced Placement (AP)	AP Test Takers (test takers/9-12 enrollment)	maintain or increase	23.8%
		AP Enrollment Rates (# of student enrolled in at least one AP class/9-12 enrollment)	maintain or increase	20.7%

GOAL 3A Actions/Services **(Year 1)**	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. (Y1) COLLEGE/ CAREER PROGRAMS AND EVENTS Maintain a focus on a college-going culture in all grades K-12, and expose students to various college and career options/pathways: • Host district-wide events, including College Fair, Career Fair, Roadmap to College, and Life After High School. • Offer school-hosted College Information Nights and Financial Aid Nights at high schools and college/career focused events at intermediate schools and elementary schools. • Expand the College & Career Mentoring Program (CCMP) to 14 sites. The program includes mentoring of elementary students by GGUSD alumni currently in college. • Maintain the College Boost program, supporting the college application, financial aid, and college selection process. • Increase college awareness starting in the elementary level. Expand programs to reach additional K-8 students, through events such as "Preparing for Secondary Success."	LEA-wide	✓ALL -------------------------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$179,269 *(LCFF)*
2. (Y1) 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). • 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)*	✓ALL -------------------------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$5,440,269 *(LCFF)*
3. (Y1) COLLEGE ENTRANCE AND READINESS	LEA-wide	✓ALL --------------------------	$40,000

GOAL 3A Actions/Services (Year 1)	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Facilitate preparation for college entrance exams: • Consider expansion of the Readistep foundational assessment of college readiness skills in grade 8 (at no cost to students). • Administer the PSAT to all 10th and 11th grade students (at no cost to students) and increase promotion of 11th PSAT. • Offer SAT Preparation courses to all 11th grade students (at a reduced rate) and promote free online SAT preparation. Review the feasibility of the SAT School day administration. • Ensure equitable and open access to Advanced Placement courses, including the consideration of AP Potential for course placement. • Develop systems and structures to sustain and improve AP results and enable further increases in college readiness and closure of opportunity and achievement gaps • Consider the feasibility of expanding use of the tools and resources to support college/career exploration and college/career readiness.	*(grades 8-12)*	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	*(LCFF)*

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	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. * *Those marked with an asterisk are metrics required by LCAP regulations.*

Metric	Description	GGUSD Expected Outcomes YEAR 2
a-g Rates*	All graduates	maintain or improve
	Students attending 4-years in GGUSD	greater than or equal to 61%
Early Assessment Program (EAP)*	College-Ready (English Language Arts)	greater than or equal to 25%
	College-Ready (Math)	greater than or equal to 15%
	College-Ready, Conditional (ELA)	greater than or equal to 25%
	College-Ready, Conditional (Math)	greater than or equal to 35%
PSAT Exam (Districtwide Average Scores, 10th Grade)	Total Score Overall	maintain or increase
	Evidence-Based Reading and Writing	maintain or increase
	Math	maintain or increase
SAT Exam (Districtwide Average Scores)	Total Score Overall	greater than or equal to 1500
	Critical Reading	greater than or equal to 500
	Math	greater than or equal to 500
	Writing	greater than or equal to 500
ACT Exam	Reading	greater than or equal to 20

	(Districtwide Average Scores)	English	greater than or equal to 20	
		Math	greater than or equal to 20	
		Science	greater than or equal to 20	
	Advanced Placement (AP)	AP Pass Rates* (exam scores 3, 4, 5)	greater than or equal to 57%	
		AP Test Takers (test takers/9-12 enrollment)	maintain or increase	
		AP Enrollment Rates (# of student enrolled in at least one AP class/9-12 enrollment)	maintain or increase	

GOAL 3A Actions/Services **(Year 2)**	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. (Y2) COLLEGE/ CAREER PROGRAMS AND EVENTS Maintain a focus on a college-going culture in all grades K-12, and expose students to various college and career options/pathways: • Host district-wide events, including College Fair, Career Fair, Roadmap to College, and Life After High School. • Offer school-hosted College Information Nights and Financial Aid Nights at high schools and college/career focused events at intermediate schools and elementary schools. • Expand the College & Career Mentoring Program (CCMP). The program includes mentoring of elementary students by GGUSD alumni currently in college. • Maintain the College Boost program, supporting the college application, financial aid, and college selection process. • Increase college awareness starting in the elementary level. Expand programs to reach additional K-8 students, through events such as "Preparing for Secondary Success."	LEA-wide	✓ ALL ----------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$179,269 *(LCFF)* *Goal is to maintain or increase on previous year based on LCFF funding and district priorities*
2. (Y2) 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). • 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)*	✓ ALL ----------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$5,440,269 *(LCFF)* *Goal is to maintain or increase on previous year based on LCFF funding and district priorities*

GOAL 3A Actions/Services (Year 2)	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3. (Y2) COLLEGE ENTRANCE AND READINESS Facilitate preparation for college entrance exams: • 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.	LEA-wide *(grades 8-12)*	✓ ALL ---- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$40,000 *(LCFF)* *Goal is to maintain or increase on previous year based on LCFF funding and district priorities*

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

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.

* *Those marked with an asterisk are metrics required by LCAP regulations.*

Metric	Description	GGUSD Expected Outcomes YEAR 3	
a-g Rates*	All graduates	maintain or improve	
	Students attending 4-years in GGUSD	greater than or equal to 62%	
Early Assessment Program (EAP)*	College-Ready (English Language Arts)	greater than or equal to 27%	
	College-Ready (Math)	greater than or equal to 17%	
	College-Ready, Conditional (ELA)	greater than or equal to 30%	
	College-Ready, Conditional (Math)	greater than or equal to 35%	
PSAT Exam (Districtwide Average Scores, 10th Grade)	Total Score Overall	maintain or increase	
	Evidence-Based Reading and Writing	maintain or increase	
	Math	maintain or increase	
SAT Exam (Districtwide Average Scores)	Total Score Overall	greater than or equal to 1500	
	Critical Reading	greater than or equal to 500	
	Math	greater than or equal to 500	

		Writing	greater than or equal to 500	
	ACT Exam (Districtwide Average Scores)	Reading	greater than or equal to 20	
		English	greater than or equal to 20	
		Math	greater than or equal to 20	
		Science	greater than or equal to 20	
	Advanced Placement (AP)	AP Pass Rates* (exam scores 3, 4, 5)	greater than or equal to 57%	
		AP Test Takers (test takers/9-12 enrollment)	maintain or increase	
		AP Enrollment Rates (# of student enrolled in at least one AP class/9-12 enrollment)	maintain or increase	

GOAL 3A Actions/Services **(Year 3)**	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. (Y3) COLLEGE/ CAREER PROGRAMS AND EVENTS Maintain a focus on a college-going culture in all grades K-12, and expose students to various college and career options/pathways: • Host district-wide events, including College Fair, Career Fair, Roadmap to College, and Life After High School. • Offer school-hosted College Information Nights and Financial Aid Nights at high schools and college/career focused events at intermediate schools and elementary schools. • Expand the College & Career Mentoring Program (CCMP). The program includes mentoring of elementary students by GGUSD alumni currently in college. • Maintain the College Boost program, supporting the college application, financial aid, and college selection process. • Increase college awareness starting in the elementary level. Expand programs to reach additional K-8 students, through events such as "Preparing for Secondary Success."	LEA-wide	✓ALL ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$179,269 *(LCFF)* *Goal is to maintain or increase on previous year based on LCFF funding and district priorities*
2. (Y3) 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). • 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	LEA-wide	✓ALL ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$5,440,269 *(LCFF)* *Goal is to maintain or increase on previous year based on LCFF funding and district priorities*

GOAL 3A Actions/Services (Year 3)	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
recovery, enrichment, advancement per guidelines). • Increase availability of school counselors at intermediate school and high school levels.			
3. **(Y3) COLLEGE ENTRANCE AND READINESS** Facilitate preparation for college entrance exams: • 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.	LEA-wide	✓ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)_____	$40,000 *(LCFF)* *Goal is to maintain or increase on previous year based on LCFF funding and district priorities*

	GOAL 3B. COLLEGE & CAREER SUCCESS College and career entrance and completion rates will improve annually.	Related State and/or Local Priorities: 1 __ 2 ✓ 3 __ 4 ✓ 5 __ 6 __ 7 ✓ 8 ✓ COE only: 9 __ 10 __
GOAL:		Local : Specify Strategic Plan Goal 3B

Identified Need :	We want all our students to be successful with us, after they graduate and throughout their lives. Even after students graduate, we will continue to monitor their success after high school.
Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	GOAL 3B. COLLEGE & CAREER SUCCESS will track our alumni formally and informally to assess their preparedness for success as adults. ** Those marked with an asterisk are metrics required by LCAP regulations.*

Metric	Description	GGUSD Expected Outcomes YEAR 1	Most Recent Data
Postsecondary Enrollment Rate (Student Tracker) (Fall immediately after High School)	Overall (enrollment in post-secondary institutions)	greater than or equal to 70%	72%
	Enrollment at 4-year college or university	greater than or equal to 30%	30%
	Enrollment at 2-year college or university	greater than or equal to 40%	42%
Persistence Rate (Student Tracker)	Overall (enrollment in post-secondary institutions)	greater than or equal to 85%	88%
	Enrollment at 4-year college or university	greater than or equal to 95%	97%
	Enrollment at 2-year college or university	greater than or equal to 80%	83%
Future Educational Goals Annual Survey (Grades 3-12)	Plan to obtain 4-year or advanced degree	maintain or increase	84%
	Plan to obtain 2-year degree	N/A	6%

GOAL 3B Actions/Services **(Year 1)**	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. (Y1) STUDENT TRACKER Use the Student Tracker for High Schools service through the National Student Clearinghouse to monitor our graduates. • Review and analyze data to help stakeholders understand student postsecondary enrollment, persistence, and graduation trends. • Annually report trends and college enrollment data through the annual report of Strategic Plan and other methods, including district newsletters.	LEA-wide *(grades 9-12)*	✓ ALL ------------------- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)_____	$2,975 *(LCFF)*
2. (Y1) COLLEGE/CAREER PATHWAYS AND OPTIONS Provide opportunities for student to be exposed to various college and career options, including: • Making connections for students through hands-on learning and real world application. • Increase support for programs in the areas of science, technology, engineering, and math (STEM). • Further develop career pathway/ vocational programs, including CTE/ROP and expansion of electives, at both intermediate school and high school levels. • Organize and host an annual districtwide Career Fair to showcase ROP/CTE programs and career speakers. • Continue to build and develop college/university partnerships and programs to support college readiness and college-going culture.	LEA-wide	✓ ALL ------------------- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)_____	$1,965,605 *(LCFF)*

LCAP Year 2: 2017-18		
Expected Annual Measurable Outcomes:	GOAL 3B. COLLEGE & CAREER SUCCESS will track our alumni formally and informally to assess their preparedness for success as adults. * *Those marked with an asterisk are metrics required by LCAP regulations.*	

Metric	Description	GGUSD Expected Outcomes YEAR 2
Postsecondary Enrollment Rate (Student Tracker) (Fall immediately after High School)	Overall (enrollment in post-secondary institutions)	greater than or equal to 70%
	Enrollment at 4-year college or university	greater than or equal to 30%
	Enrollment at 2-year college or university	greater than or equal to 40%
Persistence Rate (Student Tracker)	Overall (enrollment in post-secondary institutions)	greater than or equal to 85%
	Enrollment at 4-year college or university	greater than or equal to 95%
	Enrollment at 2-year college or university	greater than or equal to 80%
Future Educational Goals Annual Survey (Grades 3-12)	Plan to obtain 4-year or advanced degree	maintain or increase
	Plan to obtain 2-year degree	N/A

GOAL 3B Actions/Services (Year 2)	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. (Y2) STUDENT TRACKER Use the Student Tracker for High Schools service through the National Student Clearinghouse to monitor our graduates. • Review and analyze data to help stakeholders understand student postsecondary enrollment, persistence, and graduation trends. • Annually report trends and college enrollment data through the annual report of Strategic Plan and other methods, including district newsletters.	LEA-wide *(grades 9-12)*	✓ ALL ------------------------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$2,975 *(LCFF)*
2. (Y2) COLLEGE/CAREER PATHWAYS AND OPTIONS Provide opportunities for student to be exposed to various college and career options, including: • Making connections for students through hands-on learning and real world application. • Increase support for programs in the areas of science, technology, engineering, and math (STEM). • Further develop career pathway/ vocational programs, including CTE/ROP and expansion of electives, at both intermediate school and high school levels. • Organize and host an annual districtwide Career Fair to showcase ROP/CTE programs and career speakers. • Continue to build and develop college/university partnerships and programs to support college	LEA-wide	✓ ALL ------------------------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$1,965,605 *(LCFF)* *Goal is to maintain or increase on previous year based on LCFF funding and district priorities*

GOAL 3B Actions/Services (Year 2)	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
readiness and college-going culture.			

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	GOAL 3B. COLLEGE & CAREER SUCCESS will track our alumni formally and informally to assess their preparedness for success as adults. * *Those marked with an asterisk are metrics required by LCAP regulations.*		

Metric	Description	GGUSD Expected Outcomes YEAR 3
Postsecondary Enrollment Rate (Student Tracker) (Fall immediately after High School)	Overall (enrollment in post-secondary institutions)	greater than or equal to 70%
	Enrollment at 4-year college or university	greater than or equal to 30%
	Enrollment at 2-year college or university	greater than or equal to 40%
Persistence Rate (Student Tracker)	Overall (enrollment in post-secondary institutions)	greater than or equal to 85%
	Enrollment at 4-year college or university	greater than or equal to 95%
	Enrollment at 2-year college or university	greater than or equal to 80%
Future Educational Goals Annual Survey (Grades 3-12)	Plan to obtain 4-year or advanced degree	maintain or increase
	Plan to obtain 2-year degree	N/A

GOAL 3B Actions/Services (Year 3)	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. (Y3) STUDENT TRACKER Use the Student Tracker for High Schools service through the National Student Clearinghouse to monitor our graduates. • Review and analyze data to help stakeholders understand student postsecondary enrollment, persistence, and graduation trends. • Annually report trends and college enrollment data through the annual report of Strategic Plan and	LEA-wide	✓ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent	$2,975 *(LCFF)*

GOAL 3B Actions/Services (Year 3)	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
other methods, including district newsletters.		English proficient __Other Subgroups: 　(Specify)_____	
2. (Y3) COLLEGE/CAREER PATHWAYS AND OPTIONS Provide opportunities for student to be exposed to various college and career options, including: • Making connections for students through hands-on learning and real world application. • Increase support for programs in the areas of science, technology, engineering, and math (STEM). • Further develop career pathway/ vocational programs, including CTE/ROP and expansion of electives, at both intermediate school and high school levels. • Organize and host an annual districtwide Career Fair to showcase ROP/CTE programs and career speakers. • Continue to build and develop college/university partnerships and programs to support college readiness and college-going culture.	LEA-wide	✓ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent 　English proficient __Other Subgroups: 　(Specify)_____	$1,965,605 *(LCFF)* *Goal is to maintain or increase on previous year based on LCFF funding and district priorities*

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 school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

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.

Annual Update

The budgeted expenditures and estimated actual annual expenditures in the Annual Update only reflect LCFF as a funding source. Other funding sources supporting district- or site-level actions/services are not included in the LCAP.

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 Strategic Plan Goal 1A

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

^*Site-specific data and data disaggregated by subgroups is reviewed at the site/district and informs the development of actions/services included within the Single Plan for Student Achievement (SPSA)*

Expected Annual Measurable Outcomes:	Actual Annual Measurable Outcomes:		Metric	Description	Expected Annual Measurable Outcomes	Actual Annual Measurable Outcomes
			State Standardized Assessment* Proficiency Rates	Percent of students met or exceeded standards in English Language Arts	*2014-15 was the first year of California Assessment of Student Performance and Progress (CAASPP).*	**District Overall[1] 49%**
				Percent of students met or exceeded standards in Math		**District Overall[1] 39%**
			Academic Performance Index (API)*	2013 Growth API is the most recent API available	*2013 Growth API (820)is the most recent API provided*	**820 (2013)**
			District Assessments (T3/Q3)	Percent of students at or above proficient on district benchmarks in English Language Arts	56%	**District Overall[2] 43%**
				Percent of students at or above proficient on district benchmarks in Math	52%	**District Overall[2] 40%**
			Grade Point Average/Report Cards	Average 7-8 Grade Point Average (GPA)	2.8	**2.94**
				Average 9-12 Grade Point Average (GPA)	2.6	**2.74**
				High School Rate of Ds	less than or equal to 11%	**9.29%**
				High School Rate of Fs	less than or equal to 8%	**6.43%**
			Special Education Identification Rates*	Overall districtwide rate (K-12 District of Service)	less than or equal to 10% *(with no over- or under-identification of subgroups)*	**10.1%**
			Appropriate Teacher Assignment and Credentialing Rates *	NCLB Core Course Section Compliance	greater than or equal to 89%	**99%[3]**
				Credentialing Rate	100%	**100%**
			Access to Standards-Aligned	Maintain full compliance with expected	Zero Williams Settlement	**0**

| | | **Materials* and Implementation of SBE-adopted Academic Content and Performance Standards*** | timelines and targets related to standards implementation and materials | findings related to curriculum materials | |

[1] 2014-15 was the first year of the new CAASPP (State Standardized Assessment).
[2] District Benchmark Assessments were redesigned.
[3] Where a site is not demonstrating 100% Highly Qualified Teacher (HQT) compliance, the district will complete a Non-Compliant Teacher Action Plan.

LCAP Year: 2015-16

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
SITE-LEVEL STAFFING: Recruit, hire, and retain Teachers, Site Administrators, and Site Classified Staff. Increase instructional support personnel to support student needs in the classroom, including instructional aides. **CENTRALIZED STAFFING:** Coordinate centralized/district resources and personnel to support schools in providing quality programs and meet requirements for county, state, and federal regulations.	$244,404,752 *(LCFF)* $8,854,186 *(LCFF)*	*No change to planned actions/services* Expenditures related to the staffing of the Office of Personnel Services is now included within Centralized Staffing, where it was previously included within the budget for Site-Level Staffing. Note: A memorandum of understanding for class size and full day kindergarten was approved and ratified to take effect in the 2016-17 school year.	$226,926,234 *(LCFF)* $10,570,049 *(LCFF)*
Scope of service: LEA-wide ✔ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA-wide ✔ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
IMPLEMENTATION OF CA STATE STANDARDS AND TEXTBOOKS/CURRICULUM MATERIALS: Implement textbook and curriculum materials aligned to the CA State Standards. Provide training and support necessary for teachers to implement the CA state standards within an effective instructional delivery model.	$5,571,179 *(LCFF)*	*No change to planned actions/services* During the 2015-16 school year, GGUSD piloted and adopted new English Language Arts textbooks.	$11,907,952 *(LCFF)*
Scope of service: LEA-wide ✔ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA-wide ✔ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
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	$10,112,690 *(LCFF)*	*No change to planned actions/services* 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	$7,224,584 *(LCFF)*

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
math for a broad course of study.		and obtained approvals for increased/improved actions/services, where required.	
Scope of service:　LEA-wide __ALL OR: ✓Low Income pupils ✓English Learners ✓Foster Youth ✓Redesignated fluent English proficient　__Other Subgroups:(Specify)_____		Scope of service:　LEA-wide __ALL OR: ✓Low Income pupils ✓English Learners ✓Foster Youth ✓Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
PROFESSIONAL DEVELOPMENT: Continue to maintain a strong program of professional development for teachers to support strong instruction leading to increased student achievement. **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.	$304,272 *(LCFF)* $2,386,990 *(LCFF)*	*No change to planned actions/services* GGUSD continues to offer a strong, cohesive professional development program for teachers using the K-12 Effective Instruction Model as a foundation. *No change to planned actions/services*	$1,687,613 *(LCFF)* $2,474,155 *(LCFF)*
Scope of service:　LEA-wide ✓ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service:　LEA-wide ✓ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
EXTENDED LEARNING PROGRAMS AND SPECIAL PROGRAMS: Expand and improve extended learning opportunities and special programs for both intervention and enrichment needs, including programs such as summer school, summer institute, summer bridge, early start.	$834,984 *(LCFF)*	*No change to planned actions/services* GGUSD continues to offer after school intervention and summer programs and has expanded opportunities for enrichment programming.	$1,148,114 *(LCFF)*
Scope of service:　LEA-wide __ALL OR: ✓Low Income pupils ✓English Learners ✓Foster Youth ✓Redesignated fluent English proficient　__Other Subgroups:(Specify)_____		Scope of service:　LEA-wide __ALL OR: ✓Low Income pupils ✓English Learners ✓Foster Youth ✓Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
SUPPLEMENTAL SERVICES: Provide supplementary services for foster youth.	$40,000 *(LCFF)*	*No change to planned actions/services*	*Costs included in 2A.2*
Scope of service:　LEA-wide		Scope of service:　LEA-wide	

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
__ALL OR: __Low Income pupils __English Learners ✓Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: __Low Income pupils __English Learners ✓Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
ASSESSMENT AND DATA ANALYSIS: Provide evaluation services for the collection of test data and the completion of evaluation reports for local schools, district, and state. Use multiple types of assessments to measure achievement and use data to inform instruction and use data to identify students with targeted instructional needs.	$1,199,578 *(LCFF)*	*No change to planned actions/services*	$1,233,274 *(LCFF)*
Scope of service: LEA-wide ✓ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA-wide ✓ALL 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?	Goal 1A indicators show that existing actions/services are effective and GGUSD is making adequate progress toward goals. Expected outcomes for the district benchmark assessments were not met as a result of the revision of benchmarks. Year to year comparisons could not be made due to these changes. Future expected outcomes for the district benchmark assessments have been reset based on this new baseline data from 2015-16. Special education identification rates have increased by 0.2% since the previous year. The district contracted with the Fiscal Crisis & Management Assistance Team (FCMAT) this year to review support for special education, and to provide expert recommendations based on data. For 2015-16, sites completed a "Site-LCFF Plan" per district guidelines to document intended expenditures and obtained approvals for increased/improved actions/services, where required. A focus on increased/improved services for targeted students was emphasized, and schools were encouraged to develop extended day opportunities. For 2016-17, the sites will include Site-LCFF proposals and expenditures within the process of developing the Single Plan for Student Achievement (SPSA). Revised guidelines for tracking base and supplemental/concentration grant funds will also be implemented for 2016-17. The timeline and template for the SPSA has been revised in order to better align with the district's Strategic Plan goals and the key LCAP actions/services. GGUSD will continue to build a strong program of professional development for teachers to support strong instruction leading to increased student achievement. The Departments of Instruction continue to plan and deliver districtwide professional development for teachers and provide support at the school-site level. Overall, GGUSD will continue to implement planned actions/services to maintain progress toward goals as our multi-year implementation plans will support student outcomes through a process of continuous improvement.

Original GOAL from prior year LCAP:	GOAL 1B. ACADEMIC ENGLISH: English Learners will demonstrate continued growth towards mastery of Academic English and being designated English language proficient.	Related State and/or Local Priorities: 1 ✓ 2 ✓ 3 __ 4 ✓ 5 __ 6 __ 7 ✓ 8 __ COE only: 9 __ 10 __ Local : Specify Strategic Plan Goal 1B

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	English Learners

Expected Annual Measurable Outcomes:	Actual Annual Measurable Outcomes:	^Site-specific data and data disaggregated by subgroups is reviewed at the site/district and informs the development of actions/services included within the Single Plan for Student Achievement (SPSA)			

		Metric	Description	Expected Annual Measurable Outcomes	Actual Annual Measurable Outcomes
		State English Learner Assessment * California English Language Development Test (CELDT)	English Proficiency Level (EPL): Annual Measurable Achievement Objectives (AMAO 1): Percentage of ELs Making Annual Progress in Learning English	greater than or equal to 63%	District Overall 63.1%
			Reclassification rates: Number and Percent of Students Redesignated to Fluent English Proficient (FEP)	greater than or equal to 26%	District Overall 5.9%[1]
		District Assessments (T3/Q3) (EL subgroup)	Percent of students at or above proficient on district benchmarks in English Language Arts	greater than or equal to 20%	District Overall[2] 15%
			Percent of students at or above proficient on district benchmarks in Math	greater than or equal to 34%	District Overall[2] 27%

[1] RFEP rates were affected during the year that score reports for state standardized testing were not available.
[2] District Benchmark Assessments were redesigned.

LCAP Year: 2015-16

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
ENGLISH LANGUAGE DEVELOPMENT PROGRAM AND PROFESSIONAL DEVELOPMENT: Implement an English language development program designed to meet the instructional needs of English Learners. 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.	$10,000 (LCFF)	*No change to planned actions/services* Created an EL Advisory group of school and district administrators to plan and guide the work of supporting EL programs.	$4,414 (LCFF) *Additional costs captured in 1A.5*

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Scope of service: LEA-wide __ALL OR: __Low Income pupils ✓English Learners __Foster Youth ✓Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA-wide __ALL OR: __Low Income pupils ✓English Learners __Foster Youth ✓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.	$100,000 *(LCFF)*	*No change to planned actions/services* School sites coordinate site-level afterschool tutoring/intervention programs based on site needs. GGUSD centrally coordinates ELD an EL support programs for summer programs.	$236 *(LCFF)* *Additional costs captured in 1A.7*
Scope of service: LEA-wide __ALL OR: __Low Income pupils ✓English Learners __Foster Youth ✓Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA-wide __ALL OR: __Low Income pupils ✓English Learners __Foster Youth ✓Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
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.	$10,000 *(LCFF)*	*No change to planned actions/services* Department of English Learner Programs continues to work on consistency of implementation.	*Costs included in 1B.5*
Scope of service: LEA-wide __ALL OR: __Low Income pupils __English Learners __Foster Youth ✓Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA-wide __ALL OR: __Low Income pupils ___English Learners __Foster Youth ✓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.	$2,799,492 *(LCFF)*	*No change to planned actions/services*	$3,278,788 *(LCFF)*
Scope of service: LEA-wide __ALL OR: __Low Income pupils ✓English Learners		Scope of service: LEA-wide __ALL OR: __Low Income pupils ✓English Learners	

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
__Foster Youth ✔Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__Foster Youth ✔Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
ENGLISH LEARNER PROGRAMS STAFFING/PERSONNEL: Increase staffing/personnel related to services for English learners.	$2,456,929 *(LCFF)*	*No change to planned actions/services*	$2,579,662 *(LCFF)*
Scope of service: ┆ LEA-wide __ALL OR: __Low Income pupils ✔English Learners __Foster Youth ✔Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: ┆ LEA-wide __ALL OR: __Low Income pupils ✔English Learners __Foster Youth ✔Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
PRESERVATION OF HERITAGE LANGUAGE & 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.	$200,000 *(LCFF)*	*No change to planned actions/services*	*Costs included in 1B.5*
Scope of service: ┆ LEA-wide __ALL OR: __Low Income pupils ✔English Learners __Foster Youth ✔Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: ┆ LEA-wide __ALL 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 expected outcome for reclassification data was developed using previous criteria, which included the California Standards Test (CST). Without CST data, local assessments were substituted for the criterion that requires "comparison of student performance in basic skills…" As these local assessments were revised, the proficiency rates were lower than in previous years for all students. This resulted in lower reclassification rates, which was a trend also seen at the state and county levels. Expected outcomes for the district benchmark assessment have been reset, due to this new baseline year. A team of district and site administrators have formed an English Learner Advisory team to review current practices and guide future work. Members of this advisory have reflected on services provided to English learners in the district and will continue to refine and define best practices for increased/improved actions and services, and to identify and implement high-leverage strategies. Plans for a multi-year plan ("EL Blueprint") for English Learners will coincide with the revision of the EL Master Plan, which will guide the work of the district in the areas of identification, re-classification, ELD placement, professional development, ELD curriculum, and instruction for English learners. Early indicators show that existing actions/services are effective and GGUSD is making adequate progress toward goals. Therefore, GGUSD will continue to implement planned actions/services to maintain progress toward goals as our multi-year implementation plans will support student outcomes through a process of continuous improvement.

LCAP YEAR 2016-17

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 ✓ 2 ✓ 3 __ 4 ✓ 5 ✓ 6 __ 7 ✓ 8 ✓ COE only: 9 __ 10 __ Local : Specify Strategic Plan Goal 1C

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

Expected Annual Measurable Outcomes:	Actual Annual Measurable Outcomes:	^Site-specific data and data disaggregated by subgroups is reviewed at the site/district and informs the development of actions/services included within the Single Plan for Student Achievement (SPSA)			
		Metric	**Description**	**Expected Annual Measurable Outcomes**	**Actual Annual Measurable Outcomes**
		Annual Survey (Grades 3-12) (Described as a composite scores by domain) Scale: 1 (low) to 4(high)	Overall	greater than or equal to 3.0	**Elementary 3.19** Intermediate 2.98 High School 2.88
			Self-Management	greater than or equal to 3.0	**Elementary 3.22** **Intermediate 3.08** **High School 3.01**
			Scholarly Habits	greater than or equal to 3.0	**Elementary 3.16** Intermediate 2.90 High School 2.79
		Work Habits Scale O = 4, S = 3, N = 2, U =1	Overall	greater than or equal to 3.0	**3.13**
			Grades 7-8	greater than or equal to 3.0	**3.25**
			Grades 9-12	greater than or equal to 3.0	**3.06**

LCAP Year: 2015-16

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
SELF-REGULATORY SKILLS: Continue to focus on building self-regulatory skills in all students at all levels, including the implementation of programs such as AVID, AVID Excel, Academy, Resource Center, goal setting activities, and other school-based programs.	$350,000 (LCFF)	*No change to planned actions/services* In addition, the workgroup comprised of district and site-level staff continue to make progress toward the development of a scope and sequence for scholarly habits and motivation.	$61,090 (LCFF)
Scope of service:　LEA-wide		Scope of service:　LEA-wide	
✓ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		✓ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
		__Other Subgroups:(Specify)_____	
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.	$9,719,009 *(LCFF)*	*No change to planned actions/services* In addition, to support the goal of increased access and availability of technology at school sites, schools were allocated $100 per pupil specifically for this purpose.	$13,235,335 *(LCFF)*
Scope of service:　LEA-wide ✔ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service:　LEA-wide ✔ ALL 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.	$1,411,893 *(LCFF)*	*No change to planned actions/services*	$1,449,789 *(LCFF)*
Scope of service:　LEA-wide ✔ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service:　LEA-wide ✔ ALL 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?	To improve in the area of Goal 1C, the District will focus on directly teaching students the scholarly habits that will lead to increased academic success. The results from the Strategic Plan student survey indicated that about one-third of students do not understand the relationship between behaving like a scholar and academic success, do not ask questions when they do not understand, and do not know how to study for tests. Results from students at the secondary level were lower than those of students at the elementary level. A workgroup comprised of district and site-level staff continues to make progress toward the development of a scope and sequence for scholarly habits and motivation. Projected roll-out is Fall 2017. 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 as our 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 __ 2 __ 3__ 4 ✓ 5 ✓ 6__ 7 __ 8 ✓ COE only: 9__ 10__ Local : Specify Strategic Plan Goal 2A

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

Expected Annual Measurable Outcomes:	Actual Annual Measurable Outcomes:	^Site-specific data and data disaggregated by subgroups is reviewed at the site/district and informs the development of actions/services included within the Single Plan for Student Achievement (SPSA)			
		Metric	**Description**	**Expected Annual Measurable Outcomes**	**Actual Annual Measurable Outcomes**
		Annual Survey (Grades 3-12) (Described as a composite scores by domain) Scale: 1 (low) to 4(high)	Overall	greater than or equal to 3.0	Elementary 3.29 Intermediate 3.15 High School 3.03
			Growth Mindset	greater than or equal to 3.0	Elementary 3.17 Intermediate 3.07 High School 2.94
			Self-Efficacy	greater than or equal to 3.0	Elementary 3.37 Intermediate 3.21 High School 3.09
			Expectations	greater than or equal to 3.0	Elementary 3.40 Intermediate 3.20 High School 3.11
		Truancy Rates*	Overall	less than or equal to 21%	21.92%
		Attendance Rates*	Attendance Rates	greater than or equal to 96%	96.76%
			Chronic Absenteeism Rate	less than or equal to 3%	0.66%
		Dropout Rates*	Middle School Dropout Rate	less than or equal to 1%	0.4% (2014)
			High School Dropout Rate	less than or equal to 10%	8.0% (2014)
		High School Graduation Rate*	Overall	greater than or equal to 88%	89.7% (2014)
		Work Habits Scale O = 4, S = 3, N = 2, U =1	Overall	greater than or equal to 3.0	3.13
			Intermediate	greater than or equal to 3.0	3.25
			High School	greater than or equal to 3.0	3.06

LCAP Year: 2015-16			
Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
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.	$50,000 *(LCFF)*	*No change to planned actions/services*	*Costs included in 1A.5*
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)_____	
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. Maintain services provided by the district office Student Services department and investigate training curriculum on how to tackle truancy and chronic absence.	$175,706 *(LCFF)*	*No change to planned actions/services*	$201,096 *(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)_____	
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.	$40,000 *(LCFF)*	*No change to planned actions/services*	*Costs included in 2B.2*
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)_____	

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
CREDIT RECOVERY: Maintain and increase programs that support the goal for all students to graduate from high school.	$100,000 *(LCFF)*	*No change to planned actions/services*	*Costs included in 1A.7*
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 truancy rate is one metric used to measure progress in the area of Goal 2A. While the expected outcome was not met, the District did improve the rate by 0.21% from the prior year. Growth mindset is another area of focus for the District. Many schools have developed programs or activities that explicitly teach or reinforce a growth mindset. Overall, Goal 2A 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. Actions/Services supporting 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. Departments will need to continue to work together to offer additional collaborative services for foster and homeless youth. Multi-year implementation plans will support student outcomes through a process of continuous improvement.

Original GOAL from prior year LCAP:	**GOAL 2B. SOCIOEMOTIONAL WELL-BEING**: Students will demonstrate continued growth in their attitudes towards themselves and others.	Related State and/or Local Priorities: 1 __ 2 __ 3__ 4 ✓ 5 ✓ 6__ 7 __ 8 ✓ COE only: 9__ 10__ Local : Specify <u>Strategic Plan Goal 2B</u>

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

Expected Annual Measurable Outcomes:	Actual Annual Measurable Outcomes:	*^Site-specific data and data disaggregated by subgroups is reviewed at the site/district and informs the development of actions/services included within the Single Plan for Student Achievement (SPSA)*			
		Metric	**Description**	**Expected Annual Measurable Outcomes**	**Actual Annual Measurable Outcomes**
		Annual Survey (Grades 3-12)	Overall	greater than or equal to 3.0	**Elementary 3.15** **Intermediate 2.97**

(Described as a composite scores by domain) Scale: 1 (low) to 4(high)				High School 2.95
		Social Awareness	greater than or equal to 3.0	Elementary 3.09 Intermediate 2.92 High School 2.98
		Emotional Care	greater than or equal to 3.0	Elementary 3.02 Intermediate 2.98 High School 3.00
		Sense of Belonging and School Connectedness*	greater than or equal to 3.0	Elementary 3.29 Intermediate 3.00 High School 2.87
	Citizenship Scale O = 4, S = 3, N = 2, U =1	Overall	greater than or equal to 3.0	3.37
		Grades 7-8	greater than or equal to 3.0	3.49
		Grades 9-12	greater than or equal to 3.0	3.32

LCAP Year: 2015-16

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
WELL-BEING: Maintain programs to support the well-being of students and families.	$656,465 *(LCFF)*	*No change to planned actions/services*	*Costs included in 1A.5*
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)_____	
SUPPORT SERVICES/ PUPIL SERVICES: Restore ratio of support services providers to pre-fiscal crisis ratios.	$4,638,789 *(LCFF)*	*No change to planned actions/services* The number of FTEs (full-time equivalents) for the following positions were added during the 2015-16 school year: School Counselors, Nurses, Speech Pathologists, and School Psychologists.	$4,569,263 *(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)_____	

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
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 21st Century Learning Centers (21st CCLC) are not included in LCFF funding)*	$996,655 *(LCFF)*	*No change to planned actions/services* In addition, school administrators were provided additional guidance to encourage the development of enrichment opportunities for students. Expenditures now also include athletics.	$3,813,695 *(LCFF)*
Scope of service: LEA-wide ✔ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA-wide ✔ ALL 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?	Goal 2B indicators show some areas for improvement. The expected outcomes for the metrics for this goal were not met in all areas, particularly at the secondary level. GGUSD will continue to implement planned actions/services, and will also need to emphasize school-level actions and services to increase feelings of belonging and school connectedness in order to maintain progress toward goals. Goal 2B focuses on the health and well-being of students. Socioemotional well-being has been a key area of focus, and school sites have been given the opportunity to increase school-based counseling support. The District hired additional school counselors, speech pathologists, and school psychologists in 2015-16. The Office of Personnel will continue to be added to restore positions through a multi-year plan. One additional area related to health and wellness will be added to the LCAP for 2016-17. The Local School Wellness Programs (LSWP) as required by the Healthy, Hunger-Free Kids Act (HHFKA) of 2010, recommends that schools provide additional programs, such as physical activities beyond physical education courses and nutritional education. GGUSD will continue to implement planned actions/services, along with additional focus on specific needs, to maintain progress toward goals as our multi-year implementation plans will support student outcomes through a process of continuous improvement.		

Original GOAL from prior year LCAP:	**GOAL 2C. CLIMATE**: Classrooms, schools and the district will demonstrate continued growth in maintaining a positive and safe learning climate for all stakeholders.	Related State and/or Local Priorities: 1 ✓ 2 __ 3 ✓ 4 ✓ 5 ✓ 6 ✓ 7 __ 8 ✓ COE only: 9__ 10__ Local : Specify Strategic Plan Goal 2C
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	Actual Annual Measurable Outcomes:	^Site-specific data and data disaggregated by subgroups is reviewed at the site/district and informs the development of actions/services included within the Single Plan for Student Achievement (SPSA)			
		Metric	**Description**	**Expected Annual Measurable Outcomes**	**Actual Annual Measurable Outcomes**
		Annual Survey (Grades 3-12) (Described as a composite scores by domain) Scale: 1 (low) to 4(high)	Climate of support for academic learning	greater than or equal to 3.0	**Elementary 3.39 Intermediate 3.13 High School 3.02**
			Discipline & Rules	greater than or equal to 3.0	Elementary 2.77 Intermediate 2.71 High School 2.65
			Safety: Feeling safe at school*	greater than or equal to 3.0	**Elementary 3.22 Intermediate 3.00** High School 2.91
			Safety: Bullying*	greater than or equal to 3.0	Elementary 2.39 Intermediate 2.74 High School 2.94
			Facilities Maintenance: Clean*	greater than or equal to 3.0	Elementary 2.56 Intermediate 2.64 High School 2.52
			Facilities Maintenance: Well-Maintained*	greater than or equal to 3.0	Elementary 2.98 Intermediate 2.88 High School 2.67
		Annual Survey (Staff) Scale: 1 (low) to 4(high)	Student Climate Overall*	greater than or equal to 3.0	**3.33**
			School Staff Climate Overall	greater than or equal to 3.0	**3.31**
		Annual Survey (Parents) Scale: 1 (low) to 4(high)	Student Climate Overall*	greater than or equal to 3.0	**3.32**
			Adult Climate Overall	greater than or equal to 3.0	**3.34**
			Opportunities for parent involvement*	greater than or equal to 3.0	**3.49**
		Student Suspension Rates*	Overall	less than 3.6%	**2.2%**
		Student Expulsion Rates*	Overall	less than or equal to 0.1%	**0.006%**

LCAP Year: 2015-16

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	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)*	*No change to planned actions/services* All site-based costs not tracked separately from other actions/services that support this goal (i.e., parent engagement or school connectedness).	$19,647 *(LCFF)*
Scope of service: LEA-wide		Scope of service: LEA-wide	

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
✔ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		✔ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
COMMUNICATION: Keep all stakeholders engaged and informed and implement communication guidelines to facilitate internal and external communication processes.	$293,363 *(LCFF)*	*No change to planned actions/services* In addition, a new Public Information Office (existing position) and a new Web Developer (new position) were hired during the 2015-16 school year.	$322,446 *(LCFF)*
Scope of service: LEA-wide		Scope of service: LEA-wide	
✔ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		✔ ALL 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). Evaluate needs, survey staff, and plan for professional development that serves to increase employee skills and overall professional capital.	$100,000 *(LCFF)*	*No change to planned actions/services* This is an ongoing process under development.	$105,032 *(LCFF)*
Scope of service: LEA-wide		Scope of service: LEA-wide	
__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient ✔ Other Subgroups: GGUSD Employees		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient ✔ Other Subgroups: GGUSD Employees	
FACILITIES MAINTENANCE: Ensure that schools and other district facilities are clean and well-maintained.	$52,913,106 *(LCFF)*	*No change to planned actions/services* Expenditures now include transportation costs.	$59,388,102 *(LCFF)*
Scope of service: LEA-wide		Scope of service: LEA-wide	
✔ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		✔ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
CAMPUS SAFETY: Ensure campus safety via ongoing analysis and adjustment of safety protocols.	$1,781,537 *(LCFF)*	*No change to planned actions/services*	$1,892,481 *(LCFF)*
Scope of service: LEA-wide __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient ✓Other Subgroups: All Stakeholders		Scope of service: LEA-wide __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient ✓Other Subgroups: All Stakeholders	
PARENT/COMMUNITY: **Parent Community Outreach:** Maintain a Parent and Community Outreach office to provide guidance, support, and training to parents/guardians, teachers, administrators, and support staff. **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. **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. **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.	$250,000 *(LCFF)*	*No change to planned actions/services*	$86,783 *(LCFF)* *Additional costs captured in 1A.5 and 2B.4*
Scope of service: LEA-wide __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient ✓Other Subgroups: Parents and Community		Scope of service: LEA-wide __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient ✓Other Subgroups: Parents and Community	
PARENTS OF PUPILS WITH EXCEPTIONAL NEEDS: Provide opportunities for parents of pupils with exceptional needs to participate in	$25,000 *(LCFF)*	*No change to planned actions/services*	*Costs included in 2C.6*

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
programs.			
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) Parents of Pupils with Exceptional Needs		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient ✓Other Subgroups:(Specify) Parents of Pupils with Exceptional Needs	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The results of the Strategic Plan survey have helped the District identify discipline and rules, bullying, and facilities maintenance as areas for improvement for Goal 2C. The District is working to continue to develop proactive approaches to ensure a positive school climate and prevent bullying. Administrators have been working to identify needs and identify additional resources needed to improve school climate with the guidance of the District. There is great interest in creating norms around anti-bullying programs across the school district. Schools are also being offered opportunities to receive further training for the Positive Behavior Intervention and Support (PBIS) framework for school climate and to improve positive behavior and personal growth. Schools continue to be upgraded as part of the District's modernization bond, which should help to address some concerns related to facilities. Results from the parent surveys were largely positive, and the Parent and Community Outreach Office will continue to focus on all aspects of home-school-community partnerships. Goal 2C indicators show that continued efforts toward existing actions/services will allow the District to make progress toward goals. Therefore, GGUSD will continue to implement planned actions/services and our multi-year implementation plans will support student outcomes through a process of continuous improvement.

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 Strategic Plan Goal 3A

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

Expected Annual Measurable Outcomes:	Actual Annual Measurable Outcomes:	^Site-specific data and data disaggregated by subgroups is reviewed at the site/district and informs the development of actions/services included within the Single Plan for Student Achievement (SPSA)			
		Metric	**Description**	**Expected Annual Measurable Outcomes**	**Actual Annual Measurable Outcomes**

			All graduates	greater than or equal to 3.0	**54.2%**
		a-g Rates*	Students attending 4-years in GGUSD	greater than or equal to 3.0	**62.3%**
		Early Assessment Program (EAP)*	College-Ready (English Language Arts)	greater than or equal to 23%	**28%**
			College-Ready (Math)	greater than or equal to 13%	12%
			College-Ready, Conditional (ELA)	greater than or equal to 18%	**34%**
			College-Ready, Conditional (Math)	greater than or equal to 45%	23%
		SAT Exam (Districtwide Average Scores)	Total Score Overall	greater than or equal to 1500	1462
			Critical Reading	greater than or equal to 500	*478 (2014)*
			Math	greater than or equal to 500	*506 (2014)*
			Writing	greater than or equal to 500	*478 (2014)*
		Advanced Placement (AP)	AP Pass Rates* (exam scores 3, 4, 5)	greater than or equal to 57%	**61.4%**
			AP Test Takers (test takers/9-12 enrollment)	maintain or increase	**23.6%**
			AP Enrollment Rates (# of student enrolled in at least one AP class/9-12 enrollment)	maintain or increase	**20.7%**

LCAP Year: 2015-16

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
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.	$300,000 *(LCFF)*	*No change to planned actions/services*	$78,660 *(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)_____	
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).	$5,344,631 *(LCFF)*	*No change to planned actions/services*	$5,046,428 *(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		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Subgroups:(Specify)_____		__Other Subgroups:(Specify)_____	
COLLEGE ENTRANCE AND READINESS: Facilitate preparation for college entrance exams.	$40,000 *(LCFF)*	*No change to planned actions/services*	*N/A*
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 will continue to implement existing actions/services based on the needs of schools and our students. College/Career Readiness continues to remain an area of focus for all schools. The District will continue to develop programming to support elementary schools and to make connections to this goal. One example of this is the College & Career Mentoring Program (CCMP), which expanded from three schools in 2014-15, to nine schools in 2015-16. An additional six schools are planned for 2016-17. The District did not meet expected outcomes in a few areas. The Early Assessment Program (EAP) was included as part of the new state standardized assessment system, and new baseline data may need to be considered, and will be reevaluated next year. The expected outcomes for the SAT Exam are based on the nationwide benchmark set by the College Board, and schools will continue to provide SAT preparation opportunities for our students. In addition to these existing metrics, the District will add PSAT and ACT data. Overall, Goal 3A indicators show that existing actions/services are promising, and GGUSD is making adequate progress toward goals. GGUSD will continue to implement planned actions/services to maintain progress toward goals as our multi-year implementation plans will support student outcomes through a process of continuous improvement.

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 __ 2 ✓ 3__ 4 ✓ 5__ 6__ 7 ✓ 8 ✓ COE only: 9__ 10__ Local : Specify Strategic Plan Goal 3B

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

Expected Annual Measurable Outcomes:	Actual Annual Measurable Outcomes:	^*Site-specific data and data disaggregated by subgroups is reviewed at the site/district and informs the development of actions/services included within the Single Plan for Student Achievement (SPSA)*			
		Metric	**Description**	**Expected Annual**	**Actual Annual**

					Measurable Outcomes	Measurable Outcomes
			Postsecondary Enrollment Rate (Student Tracker) (Fall immediately after High School)	Overall (enrollment in post-secondary institutions)	greater than or equal to 70%	**72%**
				Enrollment at 4-year college or university	greater than or equal to 30%	**30%**

LCAP Year: 2015-16

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
STUDENT TRACKER: Use the Student Tracker for High Schools service through the National Student Clearinghouse to monitor our graduates.	$3,000 *(LCFF)*	*No change to planned actions/services* Funded by non-LCFF source	$2,975 *(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)_____	
COLLEGE/CAREER PATHWAYS AND OPTIONS: Provide opportunities for student to be exposed to various college and career options.	$329,088 *(LCFF)*	*No change to planned actions/services* Expenditures for this action/service now include ROP/CTE program costs and staffing	$3,996,179 *(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 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. Future metrics will include freshman to sophomore college persistence, future educational goals for students in grades 3-12, and CTE pathways, industry certification, articulation, and internship/work-based learning experience. The District will continue to support elementary and intermediate schools in making connections to this goal, such as sharing information the colleges and universities attended by their former students. With six years of graduate data now available, the District is able to provide reports on students who have earned degrees within six years, the types of degrees earned, and other information that celebrates the success of our GGUSD graduates. Early indicators show that existing actions/services are effective and GGUSD is making adequate progress toward goals. Therefore, GGUSD will continue to implement planned actions/services to maintain progress toward goals as our multi-year implementation plans will support student outcomes through a process of continuous improvement.

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	$**64,070,542**

As of the 2015-16 estimated actuals, the total amount of supplemental and concentration grant funds calculated for 2016-17 is **$64,070,542**, based on the number and concentration of low income, foster youth and English learner pupils (unduplicated count). GGUSD has an unduplicated enrollment of **76.59%** based on a three-year rolling 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.

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.

17.95   %

The minimum proportionality percentage (MPP) for the LCAP year 2016-17 has been calculated as **17.95%.** 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).

01-13-15 [California Department of Education]