

GLENDALE UNIFIED SCHOOL DISTRICT
Educational Services - Secondary

MEMORANDUM

TO: Mr. Winfred B. Roberson Jr., Superintendent

FROM: Dr. Deb Rinder, Executive Director, Secondary Services

DATE: June 21, 2016

SUBJECT: Local Control Accountability Plan (LCAP) 2016-2019 Summary

The following information is a summary of the LCAP process used in the Glendale Unified School District (GUSD). The complete LCAP draft (172 page) is available for review at www.gusd.net and will be approved by the Board of Education on June 21, 2016. Then, Los Angeles County Office of Education (LACOE) will review Glendale's LCAP for final approval in August.

GUSD DEMOGRAPHIC INFORMATION

Glendale Unified School District (GUSD) is a very diverse TK-12 district consisting of 25,984 students dispersed among 31 different schools. Four high schools, one continuation high school, four middle schools, twenty elementary schools, one school for special needs students, and one K-12 independent studies school. There are approximately 8,037 high school students, 5,852 middle school students, and 12,095 elementary school students.

Glendale has a variety of socioeconomic and demographic backgrounds that make up the Glendale community. There are 56.4% Caucasian students (includes Armenian, European and Middle Eastern), 22.6% Hispanic students, 12.6% Asian students, 6.4% Filipino students, 1.5% African American students and .5% fall under American Indian, Pacific Islander and/or decline to state students. In Glendale, there are 65 languages spoken with the top four being English, Armenian, Spanish and Korean. Approximately 45% of all students in GUSD qualify for free and reduced lunch.

Glendale Unified School District has a history of success. Currently, GUSD has been recognized with 18 Gold Ribbon Schools (8 secondary and 10 elementary), 9 National Blue Ribbon Schools, 25 California Distinguished Schools, 11 Title 1 Achieving Schools, 3 National Center for Urban School Transformation and has 7 Foreign Language Academies of Glendale (FLAG) schools providing instruction in the dual languages of Armenian, Spanish, Japanese, Korean, German, Italian and French.

Glendale Unified School District continues to be an outstanding district providing access and equity to all students, while serving the academic, social, emotional and physical needs of ALL students in a safe and secure learning environment. GUSD's motto remains, "preparing our students for *their* future" and Glendale is committed to utilizing the LCAP as our roadmap to success.

LCAP INVOLVEMENT PROCESS

The Glendale Unified School District (GUSD) Local Control Accountability Plan (LCAP) parent advisory committee has been in existence for three years and continued for the 2015-2016 school year. A majority of the committee members remained on the team with an increase this year of parents, school counselors and school psychologist participation. This year, the majority of the superintendent's cabinet members (8) acted as advisors to the LCAP parent advisory committee providing information, presentations and clarifications as needed.

LCAP STAKEHOLDER ENGAGEMENT OVERVIEW FOR 2016-2019

The LCAP parent advisory committee currently consists of approximately 72 members, representing all stakeholders: parents, teachers, students, administrators, classified/certificated bargaining unit members, counselors, psychologists and Board members. Members of the LCAP parent advisory committee are diverse and represent English language learners, foster youth, low-income students, students with disabilities, advance placement students, college and career going students. A strong effort and focus was made to increase parental and counselor participation and representation.

Although some of the 72 LCAP parent advisory committee members represented multiple groups, the following is a breakdown of their primary role:

Parents: 38

Teachers: 11

Classified Staff: 6

Counselors: 4

Students: 3

District Staff: 2

Principals: 2

Community Members: 2

Psychologist: 1

Mental Health Coordinator: 1

Foster/Homeless Coordinator: 1

English Learner Development Coordinator: 1

The LCAP parent advisory committee met on the following dates:

October 14, 2015

December 9, 2015

January 27, 2016

March 9, 2016

April 27, 2016

May 24, 2016 Board Public Hearing

June 21, 2016 Final Approval from Board

The District English Language Advisory Committee (DELAC) is another group that was involved in the LCAP process and met on the following dates:

September 28, 2015

October 26, 2015

January 25, 2016

March 7, 2016

April 25, 2016

May 23, 2016

Additionally, regular meetings of job-a-like principals, counselors, teachers and teacher specialists provided input into the implementation, monitor, review and development of the LCAP during their monthly meetings. Although still a work in progress, a concerted effort was made to align site's Single Plan for Student Achievement (SPSA) with the LCAP to show alignment and maximize services.

A variety of information was provided for the committee and used to assist in making recommendations for action and services. However, the 7 LCAP priorities were reviewed and the only change was from Common Core State Standards to California State Standards in priority one.

The GUSD 7 LCAP Priorities

1. California State Standards
2. College and/or Career Readiness
3. Social, Emotional and Physical Needs of ALL Students
4. Intervention Programs
5. Learning Beyond the Core Curriculum
6. Engagement of Parents, Teachers, Staff, Students and Community Members
7. Safe and Secure Learning Environment

Thoughtexchange and Student Survey Results

This year, GUSD posted district and individual school results of the Thoughtexchange Process on the GUSD website that was administered last year. The LCAP parent advisory committee briefly reviewed the Thoughtexchange results and their relationship to the LCAP priorities providing suggestions on proposed actions and services for 2016-2019.

In an effort to capture the student voices, the student survey results from last year's survey were reviewed in detail. The survey results were provided as a District view and by individual schools. The information was shared in detail with District staff, principals and members of the LCAP parent advisory committee in an effort to provide connections to the LCAP priorities and provide suggestions for additional actions and services.

June 13, 2016

Additionally, the Student Advisory Council (SAC), consisting of high school students from all five high schools who meet monthly, were consulted and asked questions on how to make our schools better. Students continue to express wanting earlier exposure to high school requirements, more exploration on college requirements, career exploration and assistance in completing the college application process (personal statements, community service/activities and FASFA).

During the LCAP parent advisory committee meetings, program goals, actions and services including data were reviewed as whole group and individual groups to determine their effectiveness. Again, the committee felt the data showed growth in most areas and chose to make limited changes, but rather chose to continue monitoring progress with the amount of data now available.

Lastly, a variety of presenters from programs and services such as, Chief Business Officer, Executive Director of Secondary Services, Assistant Director of Student Support Services, Coordinator of Assessment and Evaluation, Foster/Homeless Youth Coordinator, Mental Health Provider Coordinator, English Language Learner Director and Special Education Assistant Superintendent all provided updates in the form of presentations, handouts and power points to provide greater insight.

INVOLVEMENT IMPACT ON THE LCAP

The Glendale Unified School District was without a superintendent for most of the 2015-2016 school year. Three interim superintendents rotated throughout the position until April 4, 2016 when Glendale Unified finally welcomed new superintendent Winfred B. Roberson Jr. The Executive Director of Secondary Services who has been the lead facilitator of the LCAP process for three years, continued to work collaboratively with the LCAP parent advisory committee, District administrators, Business Services, principals, students and counselors in monitoring and implementing the actions and services proposed in the 2015-2018 LCAP.

However, as a result of the engagement process and input from last year's LCAP parent advisory committee and students, a concerted effort was made to include more representation of foster/homeless, English learners, low income and special education youth, counselors, school psychologist, teachers at all levels and balanced representation from the District demographic areas, the Glendale Teachers Association (GTA) and the Classified Schools Employee Association (CSEA) members. Additionally, the majority of the superintendent's cabinets were asked to be advisors to the LCAP committee providing assistance, information and clarification as needed. To date, no written requests or inquiries have been received by the superintendent.

This year, the LCAP parent advisory committee started off their first meeting with an overview of expectations and roles, a review of the 8 State priorities, GUSD's Board priorities and GUSD's strategic plan. The 7 GUSD LCAP priorities (California State Standards; College and/or Career Readiness; Social, Emotional and Physical Needs of ALL Students; Intervention Programs; Learning Beyond the Core Curriculum; Engagement of Parents, Teachers, Staff, Students and Community Members; Safe and Secure Learning Environment) which have not changed, were reviewed in-depth and included some highlighted action and services provided in 2015-2016 and continuing in 2016-2019. With additional data available this year, data of all types were part of every meeting and included an overview of the California Assessment of Student Performance and Progress (CAASPP) achievement level descriptors and definitions of standards not met through standards exceeded. Additionally, the CAASPP student score report was reviewed with the committee. In future LCAP meetings, activities focused around data review specific to the required metrics, budget overview, prioritization of goals and activities, review of the base and base+ programs, staffing ratios, specific actions and services proposed for 2015-2016, and information shared for the annual update.

The impact of the discussions caused a review of services for the targeted subgroups specifically foster/homeless, English learners, low-income students to ensure that we were "improving or increasing" services. Special education continues to be a challenge and GUSD is moving towards more "inclusion" into regular education classes and providing embedded support where needed.

Parent and student engagement remains a high priority for the LCAP parent advisory committee. Although parents and students were invited to the LCAP meetings and participated, the committee is not satisfied with the level of overall engagement and have chosen to make ENGAGEMENT and MESSAGING the number one priority for next year. As a result of an activity with the LCAP parent advisory committee on engagement on April 27, 2016, the following strategies have been suggested to engage parents and students in the upcoming school year, which will have a significant impact on the LCAP. They include suggestions such as:

- **Going directly to the parents**

- parent cluster meetings, town hall meetings, community centers, churches, common parent meeting areas at a variety of times to best meet the needs of the parents
- create a parent liaison at each site (make personal phone calls and connections)
- facilitate meetings in primary languages rather than use translators whenever possible

- train parents to be ambassadors for change and provide them with correct information and services available
- develop relationships with homeless shelters to provide educational services and support to homeless and foster youth
- carefully create a safe environment for a panel of foster/homeless, English Learners, low income and special education student and parents to express needs, actions and services needed for success
- adjust the times of meetings and/or provide multiple meeting times to capture the most parents
- provide access opportunities for principals and parents to converse
- **Going directly to students**
 - hold student focus group meetings around specific target questions at each school
 - target specific subgroups (successful/unsuccessful; advanced placement/intervention) of students to gather direct input for successes and challenges
 - utilize child activities at schools to increase parent participation
- **Creating a "Parent Center" at the District office and eventually each school site**
 - provide information about our schools and services
 - provide computers and assistance to access student/parent portals
- **Utilizing websites, newsletters and social media to promote services and celebrate successes**
 - provide link to LCAP on all school websites
 - promote Healthy Start Services on all school websites
- **Providing LCAP updates on every Board of Education agenda, principal meeting and every staff meeting**
 - celebrate successes publicly
 - provide updates throughout the year by staff and students
 - expose more staff and community members to the LCAP priorities, successes and challenges

In addition to improving engagement of all stakeholders as a priority, the LCAP parent advisory committee also has a strong interest in providing social and emotional support for ALL students, continuing professional development opportunities for teachers, providing interventions for students not meeting standards in preparation for college and/or career readiness.

Superintendent Roberson is passionate and committed to making the LCAP the driving force behind student success. In collaboration with the LCAP parent advisory committee, DELAC committee, superintendent's cabinet, principals, parents,

teachers, students and staff, the LCAP will be known by all stakeholders as the "Roadmap to Success" and support GUSD's commitment to being one of the best Districts in California as we prepare our students for their futures.

ANNUAL UPDATE INVOLVEMENT PROCESS

Collaborative Involvement Process

Collaboration of all stakeholders continues to be the number one priority for the LCAP parent advisory committee. Details of the involvement process are outlined in Section 1: Stakeholder Engagement "Involvement Process" of the LCAP. The LCAP parent advisory committee continues to be the major advisory group providing input and recommendation after receiving information and reviewing data on goals/priorities/actions and services.

The District English Language Advisory Committee (DELAC) has also provided an LCAP update at every meeting soliciting input and recommendations on how to best meet the needs of ALL students with an emphasis on English learners, low income and foster/homeless youth. There is two-way communication between the committees due to some overlap of committee members and interest in ensuring all students in GUSD succeed.

Principal meetings are another means of involvement and collaboration. Principals are given an overview of the LCAP priorities, actions and services. District, State and individual sites percentages of student proficiencies and/or percentages provide data in the required LCAP metrics. Principals are given time to review their individual site data and collaborate with other like schools to share promising practices. Additionally, principals share promising practices at meetings on successful interventions, monitoring student progress and site level engagement are a regular part of meetings. Principals are expected to align their Single Plans for Student Achievement (SPSA) to the LCAP priorities as appropriate and share the information with their School Site Council (SSC), Parent Teacher Association (PTA), students, teachers, parents and staff members.

The Student Advisory Committee (SAC), comprised of 4-5 identified student leaders from all five high schools, meet monthly to share ideas regarding issues and challenges at their respective sites. The LCAP priorities, action and services are shared with the SAC. All students are invited to the LCAP meetings to provide direct information and communication with other members

of the LCAP parent advisory committee. When students are able to attend, their voice is the strongest in the room and their honesty is much appreciated.

A variety of presenters and information are brought to the LCAP parent advisory committee and DELAC committee in an effort to build a foundation of knowledge. This knowledge will assist in prioritizing and making the best recommendation possible based on the data and information presented. Stakeholders are excited about the recent data provided both locally and at the State level to assist in making the best decision possible to improve student learning.

Increased involvement from all stakeholders continues to be a challenge and the main focus of the LCAP parent advisory committee. At the last LCAP meeting, time was dedicated to brainstorming on how to increase involvement and awareness. The suggested information around engagement is outlined in detail in the section above called, "Impact on LCAP," and will be used to increase engagement for the 2016-2019 school years. Additionally, a specific plan for "engagement" and "messaging" LCAP information will be developed and implemented during the 2016-2017 school year.

ANNUAL UPDATE IMPACT ON LCAP

Although the LCAP parent advisory committee and the District are not satisfied with the level of stakeholder engagement, the collaborative process has had and continues to have a positive impact on the LCAP process.

This year has been challenging with the absence of leadership from a consistent superintendent and the fiscal uncertainty. Glendale Unified School District was scheduled to revisit the GUSD Strategic Plan, Board Priorities, Mission and Vision to better align with the LCAP and State priorities, which is now scheduled for the 2016-2017 school year. The desired outcome would be to collaboratively blend documents where possible, capture the interest of all stakeholders and create one comprehensible document focusing on improved student achievement and fiscal responsibility.

The 8 State Priorities will remain the same for 2016-2019 school year:

Conditions of Learning

Priority 1: Basic Services

Priority 2: Implementation of State Standards

Priority 7: Course Access

Pupil Outcomes

Priority 4: Pupil Achievement

Priority 8: Other Pupil Outcomes

Engagement

Priority 3: Parental Involvement

Priority 5: Pupil Engagement

Priority 6: School Climate

GUSD Board of Education Goals, which were modified during 2014-2015 to include the LCAP, and will be reviewed in 2016-2017 as GUSD continues to focus on *preparing our students for their future*:

1. Ensure learning environments that are safe and support student success through high quality, research-based instructional practices, consistent with models of effective teaching, California's teaching standards and the Common Core State Standards.
2. Use Board adopted budgetary principles to maintain District fiscal integrity and stability of instruction and programs.
3. Continue the Measure S sequence planning and plan for the future issuance of bonds.
4. Continue implementation of the GUSD 2015 Strategic Plan and Local Control Accountability Plan (LCAP).

GUSD 2015 Strategic Plan will be reviewed during the 2016-2017 school year:

1. Skills for Success
2. Learning Beyond the Core

3. The Learning Environment

4. Community, Collaboration and Communication

GUSD 7 LCAP priorities will continue for the 2016-2017 school year and be reviewed annually:

1. Improve student achievement for ALL students while implementing the California State Standards (CSS)
2. Ensure all students are given the opportunity to be college and/or career ready upon graduation
3. Ensure all schools support the social, emotional and physical needs of ALL Students
4. Implement researched-based intervention programs and practices for all students not yet proficient, specifically, English learners; low income; foster/homeless; students with disabilities
5. Provide opportunities for all students to learn beyond the core curriculum
6. Create a district of engaged parents, teachers, staff, students and community members
7. Create a Safe and Secure Learning Environment for students to learn in Well Maintained Facilities

After review of the above documents, examination of data and input from stakeholders, the following are focus areas for the 2016-2019 school year:

- Increased engagement and messaging of the LCAP at Board meetings, principal meetings, staff/school meetings and community meetings.
- Increased social emotional support for ALL students
- Increased professional development for all staff through the implementation of California State Standards to improve student achievement.
- Increased interventions and activities to support college and/or career readiness upon graduation.

Lastly, with limited resources and a collaborative effort by all stakeholders, constant monitoring of programs, actions and services must be conducted to ensure effectiveness and impact on student learning and/or teacher effectiveness.

LCAP GOALS, IDENTIFIED NEEDS/DATA AND EXPECTED ANNUAL MEASUREABLE OUTCOMES 16-17

GUSD LCAP PRIORITY #1: Improve student achievement for all students while implementing the California State Standards (CSS) in English language arts (ELA), math, next generation science and English language development (ELD).

Identified Needs/Annual Update 2015-2016 Data

- Recruit, train and maintain highly qualified teachers by increasing participation in recruitment job fairs and new teacher professional development
 - Maintain teachers appropriately assigned
 - 2015: 100% teachers appropriately assigned
 - 2014: 100% teachers appropriately assigned
 - 2013: 100% teachers appropriately assigned
 - Maintain teachers fully credentialed
 - 2015: 99% teachers fully credentialed
 - 2014: 99% teachers fully credentialed
 - 2013: 99% teachers fully credentialed
 - Maintain teachers CLAD certified
 - 2015: 99% teachers CLAD certified
 - 2014: 99% teachers CLAD certified
 - 2013: 99% teachers CLAD certified

- Increase proficiency level (at or above grade level) in Reading by the end of 3rd grade as measured by iReady assessment to 80%.
 - 2015: 3rd grade iReady reading (end of year): 75%
- Increase proficiency level (at or above grade level) in Math by the end of 6th grade as measured by iReady assessment to 65%.
 - 2015: 6th grade iReady math (end of year): 57%
- Increase percent of students passing Algebra II by the end of 11th grade as measured by a grade of 'C' or better to 70%.
 - tbd
- Increase content area Literacy proficiency by the end of 11th grade as measured by a grade of 'C' or better in all classes to 70%.
 - tbd
- Increase iReady reading and math scores (at or above grade level) for all students in grades K-9 by 5%.
 - 2015: District wide school iReady reading: 64%
 - 2015: District wide school iReady math: 64%
 - 2015: Elementary school iReady reading: 64%
 - 2015: Elementary school iReady math: 68%
 - 2015: Middle school iReady reading: 47%
 - 2015: Middle school iReady math: 48%
 - 2015: High school iReady reading (midyear/not all 9th graders tested): 30%
 - 2015: High school iReady math (midyear/not all 9th graders tested): 33%
- Increase CAASPP and CAASPP/EAP levels of "meets or exceeded" in grades 3rd-8th and 11th graders by 5%.
 - 2015: Elementary school ELA: 50%
 - 2015: Elementary school math: 49%
 - 2015: Elementary school science: 71%
 - 2015: Middle school ELA: 57%
 - 2015: Middle school math: 47%
 - 2015: Middle school science: 73%
 - 2015: High school ELA: 69%
 - 2015: High school math: 48%

- 2015: High school science: 68%
- Increase CELDT rate of English learners scoring advanced + early advanced on annual assessment by 2%.
 - CELDT District and State student data (% of English Learners scoring advanced + early advanced on annual assessment)
 - 2015: GUSD CELDT: 60%
 - 2015: State CELDT: 42%
 - CELDT District and State student data (% of English Learners scoring advanced + early advanced)
 - 2014: GUSD CELDT: 61%
 - 2014: State CELDT: 41%
 - CELDT District and State student data (% of English Learners scoring advanced + early advanced)
 - 2013: GUSD CELDT: 62%
 - 2013: State CELDT: 41%
- Increase redesignation/reclassification rate of English learners by 2%.
 - Reclassification rate for District and State:
 - 2015: GUSD Reclassified: 15.6%
 - 2015: State Reclassified: 11%
 - 2015: Elementary Reclassified: 13%
 - 2015: Middle Reclassified: 26%
 - 2015: High Reclassified: 24%
 - Reclassification rate for District and State:
 - 2014: GUSD Reclassified: 21.7%
 - 2014: State Reclassified: 12%
 - 2014: Elementary Reclassified: 23%
 - 2014: Middle Reclassified: 32%
 - 2014: High Reclassified: 12%
 - Reclassification rate for District and State:
 - 2013: GUSD Reclassified: 21.5%
 - 2013: State Reclassified: 12.2%
 - 2013: Elementary Reclassified: 23%

- 2013: Middle Reclassified: 28%
 - 2013: High Reclassified: 13%
- Increase technology at school sites by one chromebook cart per site
 - 2016 Chromebooks purchased (2914)
 - 2-4 chromebook carts per site
 - 1-4 computer labs per site
 - 2015 Chromebooks purchased (3637)
 - 2-4 chromebook carts per site
 - 1-4 computer labs per site
 - 2014 chromebooks (1300)
 - 1-3 chromebook carts per site
 - 1-2 computer labs per site

Annual Measureable Outcomes 16-17

- Recruit, train and maintain highly qualified teachers by increasing participation in recruitment job fairs and provide quality teacher professional development
- Maintain 100% teachers appropriately assigned
- Maintain 99% teachers fully credentialed
- Maintain 99% teachers CLAD certified
- Increase proficiency level in Reading by the end of 3rd grade as measured by iReady assessment to 80%.
- Increase proficiency level in Math by the end of 6th grade as measured by iReady assessment to 65%.
- Increase percent of students passing Algebra II by the end of 11th grade as measured by a grade of 'C' or better to 70%.
- Increase content area Literacy proficiency by the end of 11th grade as measured by a grade of 'C' or better in all classes to 70%.
- Increase iReady reading and math scores for all students in grades K-9 by 5%.
- Increase CAASPP and CAASPP/EAP levels of proficiency in grades 3rd-8th and 11th by 5%.
- Increase CELDT rate of English learners scoring advanced + early advanced on annual assessment by 2%.
- Increase redesignation/reclassification rate of English learners by 2%.
- Increase one chromebook cart per site

GUSD LCAP PRIORITY #2: Ensure all students are given the opportunity to be college and/or career ready upon graduation.

Identified Needs/Annual Update 2015-2016 Data

- Increase percent of students completion rate on a-g requirements by a minimum of 3%
 - a-g completion rate:
 - 2015: GUSD: 50.4%
 - 2015: State: 43.4%
 - 2015: GUSD English Learners: 8.1%
 - 2015: GUSD Low income students: 40.8%
 - a-g completion rate:
 - 2014: GUSD: 48.2%
 - 2014: State: 41.9%
 - 2014: GUSD English Learners: 7.1%
 - 2014: GUSD Low income students: 37%
 - a-g completion rate:
 - 2013: GUSD: 47.8%
 - State: 39.4%
 - 2013: GUSD English Learners: 4.8%
 - 2013: GUSD Low income students: 34.3%
- Increase percent of student participation rates in Career Technical Education (CTE) programs as measured by completion of 6 semesters by 2%
 - 2015: 8.6%
 - 2014: 8.1%
- Increase number of 11th and 12th grade students enrolled in at least one Advanced Placement (AP) course by 2%
 - 2015 enrolled in at least one AP: 45%
 - 2014 enrolled in at least one AP: 47%
 - 2013 enrolled in at least one AP: 46%
- Increase number of students enrolled and taking AP exams by 2%

- 2015 taking AP exam: 86%
 - 2014 taking AP exam: 89%
 - 2013 taking AP exam: 83%
- Increase number of students scoring a 3 or higher on AP tests by 2%
 - 2015 scoring 3 or higher on AP: 69%
 - 2014 scoring 3 or higher on AP: 65%
 - 2013 scoring 3 or higher on AP: 65%
- Increase percent of 11th grade students achieving a Level 3 or higher - designated as College Ready with the Early Assessment Program (EAP) by 2% in ELA and 5% in math
 - EAP ELA and Math (CAASPP)
 - 2015 EAP ELA: 69%
 - 2015 EAP Math: 48%
 - EAP ELA and Math (CST)
 - 2014 EAP ELA: 35%
 - 2014 EAP Math: 21%
 - EAP ELA and Math (CST)
 - 2013 EAP ELA: 33%
 - 2013 EAP Math: 28%
- Increase percent of students in middle and high school who have completed a 6-8 year individualized academic/college/career plan by 50%
 - Goal set for all 8th graders to complete plan for 2016-2017 school year; most 9th graders have a 4 year plan but GUSD would like this process to start in middle school and continue in high school.
- Establish baseline number of students enrolled in a foreign language class for two or more years
 - tbd
- Increase percent of 10th graders enrolled in foreign language courses
 - 2015 in foreign language classes: 67%
 - 2014 in foreign language classes: 66%
 - 2013 in foreign language classes: 67%
- Establish a baseline score for all 10th graders on the PSAT to be given district wide during 2016-2017

- tbd

Annual Measureable Outcomes 16-17

- Increase percent of students completion rate on a-g requirements by a minimum of 3%
- Increase percent of student participation rates in Career Technical Education (CTE) programs by 2%
- Increase number of 11th and 12th grade students enrolled in at least one Advanced Placement (AP) course by 2%
- Increase percent of students scoring a 3 or higher on AP tests by 2%
- Increase percent of 11th grade students achieving a Level 3 or higher - designated as College Ready with the Early Assessment Program (EAP) by 2%
- Increase percent of students in middle and high school who have completed a 6-8 year high school plus college and/or career plan by 50%
- Increase number of students enrolled in a foreign language class for two or more years by 2%
- Establish a baseline score for all 10th graders on the PSAT to be given district wide in October 2016

GUSD LCAP PRIORITY #3: Ensure all schools support the social, emotional and physical needs of all students.

Identified Needs/Annual Update 2015-2016 Data

- Increase percent of students scoring "high level" on social connectedness to school on CHKS (given every 2 years) by 3%
 - Social Connectedness:
 - 2014: 5th grade: 68%
 - 2014: 7th grade: 67%
 - 2014: 9th grade: 51%
 - 2014: 11th grade: 43%
 - 2014: NT (alternative programs): NA
 - Social Connectedness:
 - 2012: 5th grade: 68%
 - 2012: 7th grade: 62%
 - 2012: 9th grade: 61%
 - 2012: 11th grade: 46%
 - 2012: NT (alternative programs): 31%

- Increase percent of students scoring "high level" on positive relationships with a caring adult on campus on CHKS by 3%
 - Positive Relationships with Caring Adults:
 - 2014: 5th grade: 61%
 - 2014: 7th grade: 42%
 - 2014: 9th grade: 32%
 - 2014: 11th grade: 33%
 - 2014: NT (alternative programs): NA
 - Positive Relationships with Caring Adults:
 - 2012: 5th grade: 60%
 - 2012: 7th grade: 38%
 - 2012: 9th grade: 35%
 - 2012: 11th grade: 36%
 - 2012: NT (alternative programs): 9%
- Decrease percent of students marking "yes" on feeling sad and hopeless on CHKS by 3%
 - Feeling Sad and Hopeless:
 - 2014: 5th grade: NA
 - 2014: 7th grade: 21%
 - 2014: 9th grade: 25%
 - 2014: 11th grade: 28%
 - 2014: NT (alternative programs): NA
 - Feeling Sad and Hopeless:
 - 2012: 5th grade: NA
 - 2012: 7th grade: 21%
 - 2012: 9th grade: 26%
 - 2012: 11th grade: 29%
 - 2012: NT (alternative programs): 32%
- Decrease percent of students marking "yes" on considering attempting suicide on CHKS by 3%
 - Considered Attempting Suicide:

- 2014: 5th grade: NA
 - 2014: 7th grade: NA
 - 2014: 9th grade: 15%
 - 2014: 11th grade: 15%
 - 2014: NT (alternative programs): NA
- Considered Attempting Suicide:
 - 2012: 5th grade: NA
 - 2012: 7th grade: NA
 - 2012: 9th grade: 17%
 - 2012: 11th grade: 16%
 - 2012: NT (alternative programs): 21%
- Increase GUSD student survey results on academics support and school culture by 3%
 - 2015 Academic results:
 - 96% of GUSD students plan to go to college
 - 32% of GUSD students feel academically challenged
 - 2015 Support and school culture results:
 - 81% of GUSD students feel staff members care about students
 - 66.3% of GUSD students feel staff members listen to students
 - 63.4% of GUSD students feel treated fairly by staff
 - 60.3% of GUSD students trust an adult on campus with whom they can talk to
 - 8.9% of GUSD students felt feelings of sadness or hopelessness and wanted to hurt themselves or others
- Increase district attendance rate by .05%
 - 2015 attendance rate: 96.2%
 - 2014 attendance rate: 96.5%
 - 2013 attendance rate: 96.4%
- Decrease chronic absentee (missing 10% of the year or 18 days of instruction) rate by 1%
 - 2015 District chronic absent: 8.35%
 - Elementary: 6.0%
 - Middle: 7.0%

- High: 13.0%
 - 2014 District chronic absent: 7.08%
 - Elementary: 5.0%
 - Middle: 6.0%
 - High: 11.0%
 - 2013 District chronic absent: 7.5%
 - Elementary: 5.0%
 - Middle: 7.0%
 - High: 11.0%
- Decrease Pre-Sarb, SARB and DA Numbers by 1%
 - 2015 Pre-sarbs conducted: 136
 - 2015 SARBS held: 69
 - 2015 DA referrals: 23
 -
 - 2014 Pre-sarbs conducted: 148
 - 2014 SARBS held: 59
 - 2014 DA referrals: 19
- Increase capacity at school sites to respond to emotional threat assessments as needed
 - Expand social emotional support in district tbd
- Decrease number of student threat assessments by 5%
 - 2015 total threat assessments conducted: 100
 - Elementary: 6
 - Middle: 35
 - High: 58
 - FACTS: 1
 - Students hospitalized: 35
 - Students not hospitalized: 62
 - Unknown if student was hospitalized: 3
 - Special education students: 33

- General education students: 67
- Increase percent of students scoring in the "health fitness zone" (scoring 5/6 on the physical fitness test) by 2%
 - 2015 healthy fitness zone:
 - 5th grade: 69.6%
 - 7th grade: 61.9%%
 - 9th grade: 69.6%
 - 2014 healthy fitness zone:
 - 5th grade: 68.3%
 - 7th grade: 58.2%
 - 9th grade: 67.5%
 - 2013 healthy fitness zone:
 - 5th grade: 69%
 - 7th grade: 58.9%
 - 9th grade: 66.1%
- Decrease dropout rates at middle school level by .05%
 - 2015 MS dropout rate: .09% (4 students)
 - 2014 MS dropout rate: 0.06% (3 students)
 - 2013 MS dropout rate: 1.6% (74 students)
- Decrease dropout rate at high school level by .03%
 - 2015 HS dropout rate: 0.5% (42 students)
 - 2014 HS dropout rate: 0.45% (39 students)
 - 2013 HS dropout rate: 1.5% (133 students)
- Increase cohort graduation rate in high schools by .05%
 - 2015 graduation rate: 91.5%
 - 2014 graduation rate: 91.7%
 - 2013 graduation rate: 91.9%
- Establish baseline Healthy Start numbers of foster youth, homeless youth, low income students, English learner students, low income students and students with disabilities students served
 - 2015 Foster youth: 37

- 2015 Homeless youth: 90
- 2015 low income (F&R lunch) youth: 45.15%
- 2015: English language learners: 6,268
- 2015: Students with disabilities: 2,732

Annual Measureable Outcomes 16-17

- Increase percent of students social connectedness to school on CHKS by 3%
- Increase percent of students positive relationships with a caring adult on campus on CHKS by 3%
- Decrease percent of students feeling sad and hopeless on CHKS by 3%
- Decrease percent of students considering attempting suicide on CHKS by 3%
- Establish GUSD baseline student survey results
- Maintain or increase district attendance rate by 1%
- Decrease chronic absentee rate by 1%
- Increase capacity at school sites to respond to emotional threat assessments as needed
- Decrease number of student threat assessments by 2%
- Increase percent of students scoring in the "health fitness zone" by 2%
- Maintain or decrease dropout rates at middle school level
- Decrease dropout rate at high school level by 1%
- Increase graduation rate in high schools by 2%
- Increase Healthy Start numbers of English learners, low income students, foster/homeless youth and students with disabilities students served by 3%

GUSD LCAP PRIORITY #4: Implement research-based intervention programs and practices for all students not yet proficient, specifically, English learners, low income, foster/homeless and students with disabilities.

Identified Needs/Annual Update 2015-2016 Data

- Establish number of before, during, after school interventions offered and participation rate
 - tbd
- Establish number of students accessing interventions such as afterschool tutoring

- tbd
- Increase academic support for any student not yet proficient, specifically, English learners, low income students, foster/homeless youth and students with disabilities using a Multi-Tiered System of Support (MTSS) to provide interventions

Annual Measureable Outcomes 16-17

- Increase number of before, during, after school interventions offered and participation rate by 2%
- Increase number of students accessing interventions such as after school tutoring by 2%
- Increase academic support for any student not yet proficient, specifically, English learners, low income students, foster/homeless youth and students with disabilities using a Multi-Tiered System of Support (MTSS) to provide tiered interventions

GUSD LCAP PRIORITY #5: Provide opportunities for students to learn beyond the core curriculum.

Identified Needs/Annual Update 2015-2016 Data

- Maintain or increase athletic programs at all middle schools and high schools as needed
 - 2015 Athletic programs:
 - High school sports offered: 14
 - added lacrosse
 - Middle school sports offered: 5
 - added volleyball
 - Elementary schools offering sports: 4 (partnership with City of Glendale)
 - Cerritos, Edison, Mann and Marshall
 - 2014 Athletic programs:
 - High school sports offered: 13
 - football, volleyball, cross country, golf, basketball, soccer, water polo, softball, baseball, track and field, swim, tennis, wrestling
 - Middle school sports offered: 4

- flag football, basketball, soccer and track
 - Elementary schools offering sports: 0
- Maintain and expand school club opportunities at middle and high schools by 1 or 2 clubs per year
 - 2015 clubs
 - High schools:
 - Middle schools:
 - Elementary schools:
- Expand afterschool opportunities for students such as art and robotic classes at each site
 - 2015 Arts:
 - 2015 robotics
 - 2 high school robotics
 - 3 middle school robotics
 - 10 elementary school robotics
 - 2014 robotics
 - 2 high schools
 - 2 middle schools
 - 8 elementary schools
- Maintain district provided elementary PE and music programs and explore expanding PE in grades K-3
 - 2015 PE
 - ? elementary schools (4-6)
 - 2015 Music
 - ? elementary schools
- Maintain and expand GenYes programs at middle and high schools as needed and include 1 elementary school
 - 2015 GenYes
 - 5 high schools
 - 4 middle schools
 - 1 elementary schools
 - 2014 GenYes
 - 5 high schools

- 4 middle schools
- 0 elementary schools

Annual Measureable Outcomes 16-17

- Maintain or increase athletic programs at all middle schools and high schools as needed
- Increase technology at school sites by one chromebook cart per site
- Maintain and expand school club opportunities at middle and high schools by 1 or 2 clubs per year
- Expand afterschool opportunities for students such as art and robotic classes at each site
- Maintain district provided elementary PE and music programs and explore expanding PE in grades K-3
- Maintain and expand GenYes programs at middle and high schools as needed and include 1 elementary school

GUSD LCAP PRIORITY #6: Create a District of engaged parents, teachers, staff, students and community members.

Identified Needs/Annual Update 2015-2016 Data

- Increase use of student, parent and teacher portal in student information system by 5%
 - 2016 "Q" numbers (Student information system)
 - Parent usage: 3,694
 - Student usage: 10,798
 - Teacher usage: 419
 - 2015 "Q" numbers (Student information system)
 - Parent usage: 3,346
 - Student usage: 9,892
 - Teacher usage: **tbd**
- Increase use of website, all calls and social media to improve communication by 5%
 - 2016 GUSD website hits: 839,356
 - 2015 GUSD website hits: 703,237

- 2016 LCAP Website hits:
 - LCFF/LCAP homepage: 3,354
 - LCAP plan page: 396
 - LCAP presentations page: 246
 - LCAP links and resources: 165
- 2015 LCAP Website hits:
 - LCFF/LCAP homepage: 4,109
 - LCAP plan page: 446
 - LCAP presentations page: 261
 - LCAP links and resources: 191
- 2016 Blackboard Connect: All call outs "auto dialer" (schools phone home to inform parents/students)
 - General calls: 2,317
 - Emergency calls: 9
 - Attendance calls: 5,411
 - Total calls sent: 7,737
 - Actual phones called: 1,669.878
- Increase parent involvement opportunities by 3%
 - These are some of the parent involvement opportunities provided by GUSD in the past years. GUSD is still trying to quantify the actual participation numbers for future years.
 - Parents were involved in the LCAP Advisory Committee for involvement
 - DELAC Parent Advisory Committee for English learners
 - DAC Committee for special education
 - SSC at sites
 - PTA/PTSA
 - Foundations/Booster clubs
 - Parent Institutes:
 - FASFA
 - TUPE
 - Bullying

- High/Middle School 101
 - Open House Nights
 - Back to School Nights
- Create and utilize surveys to gather information from parents, teachers, staff, students and community members
 - A variety of specific surveys to gather input and determine effectiveness
 - California Healthy Kids (CHKS)
 - GUSD student survey
 - PTSA/Site surveys
 - Teacher surveys
- Create a messaging plan to disseminate information to stakeholders and explore the development of a "Parent Center"
 - Number of newsletters, videos, parent forums and community forums offered
 - Monthly newsletters
 - Weekly Thursday folders
 - Monthly parent forums
 - Semester community forums

Annual Measureable Outcomes 16-17

- Increase use of student, parent and teacher portal in student information system by 5%
- Increase use of website, all calls and social media to improve communication by 5%
- Increase parent involvement opportunities by 3%
- Utilize surveys to gather information from parents, teachers, staff, students and community members by 3%

GUSD LCAP PRIORITY #7: Create a safe and secure learning environment for students in well-maintained facilities.

Identified Needs/Annual Update 2015-2016 Data

- Maintain 100% on Williams Report for instructional materials

- 2015: 100% Williams compliant
 - 2014: 100% Williams compliant
 - 2013: 100% Williams compliant
- Increase percent of facilities scoring good (SARC)/FIT by 0.5%
 - 2015: tbd
 - 2014: 2.22
 - 2013: 2.00
- Decrease suspension incidents by 3%
 - 2015 suspension numbers: 1009
 - 2014 suspension numbers : 1145
 - 2013 suspension numbers: 1413
- Decrease expulsion number by 1
 - 2015 expulsion numbers: 2
 - 2014 expulsion numbers: 2
 - 2013 expulsion numbers: 1
- Establish GUSD student survey baseline results on school safety:
 - 2015 school safety results:
 - 86% students feel safe at school
 - 81% students feel safe outside of school
 - 21.5% students report being pushed, shoved, kicked, slapped or kicked 2 or more times in the last 12 months
 - 7.2% students who have seen someone carrying a gun, knife or other weapon in last 12 months and was not law enforcement

- Increase percent of students scoring "strongly agree + agree" in feeling safe on campus on CHKS by 2%
- 2014 feeling safe on campus:
 - 5th grade: 87%
 - 7th grade: 76%
 - 9th grade: 69%
 - 11th grade: 63%
 - NT (alternative programs): NA
- 2102 feeling safe on campus:
 - 5th grade: 86%
 - 7th grade: 77%
 - 9th grade: 72%
 - 11th grade: 66%
 - NT (alternative programs): 41%

Annual Measureable Outcomes 16-17

- Maintain 100% on Williams Report for instructional materials
- Increase percent of facilities scoring good (SARC) by 0.5%
- Increase FIT score by 0.5%
- Decrease suspension number by 3%
- Decrease expulsion number by 1
- Increase GUSD student survey results by 3%

LCAP "All" Budget Allocations for 2016-2019 Actions/Services

LCAP "All" Budget Allocations for 2016-2019 Actions/Services	2016-17	2017-18	2018-19	GUSD Priority
General K-12 Instruction: Teachers, site administrators, support services, supplies	126.59	126.59	126.59	1

Common Core Implementation	5.57	5.57	5.57	1
Common Core Math Support	2.56	0	0	1
General Fund Contributions to Special Education Program	30.69	30.69	30.69	1
Chromebook Purchases	0.50	0.50	0.50	1
Career Technical Education: Teachers, support personnel, related cost	2.66	2.66	2.66	2
Advanced Placement Support	3.41	3.41	3.41	2
Create 6 to 8 Individualized Academic/College/Career Plans	0.09	0.09	0.09	2
PSAT for All 10th Graders	0.03	0.03	0.03	2
School Counseling, Social Emotional Support Services & Health: Counselors, Psychologists, Nurses, Health Assistants	7.93	7.93	7.93	3
Additional Elementary PE Teacher	0.11	0.11	0.11	3
Classified Staff to Monitor Attendance	0.14	0.14	0.14	3
Decrease Chronic Absentee Rate through Early Intervention	0.14	0.14	0.14	3
Student Survey on Safety/Connectedness (CHKS/GUSD)	0.02	0.02	0.02	3
Alternative Education Programs: Daily HS, Verdugo Academy and Jewel City	4.77	4.77	4.77	4
Professional Development Utilizing SST Software	0.20	0.20	0.20	4
School Site Intervention Services	7.52	7.52	7.52	4
GENYES Programs at School Sites	0.18	0.18	0.18	5
Increase Parent Opportunities	0.03	0.03	0.03	6
"Q" Student Information System	0.09	0.09	0.09	6
GUSD and School Site Websites	0.10	0.10	0.10	6
Facility and Support Operations (including custodians)	20.36	20.36	20.36	7
PBIS and Other Behavioral Interventions	0.20	0.20	0.20	7
Provide Instructional Materials	2.2	2.2	2.2	7
Total LCAP Summary	216.09	213.53	213.53	

LCAP "Targeted" Budget Allocations for 2016-2019 Actions/Services

LCAP "Targeted" Budget Allocations for 2016-2019 Actions/Services	2016-17	2017-18	2018-19	GUSD Priority
Teacher specialists	1.59	1.59	1.59	1
Secondary Teachers - 12 FTE	1.32	1.32	1.32	1
Elementary Teachers - 9 FTE	0.94	0.94	0.94	1
Administer CELDT Tests	0.12	0.12	0.12	1
FLAG Program - 10 FTE (50% EL Support)	0.43	0.43	0.43	2
Educational Assistants - Intensive for transition of kindergarten & inclusion	2.45	2.45	2.45	2
Instructional assistants (previously EIA)	0.53	0.53	0.53	2
Psychologists - 4.6	0.63	0.63	0.63	3
Nurses - 1.5 FTE	0.15	0.15	0.15	3
Healthy Start	0.98	0.98	0.98	3
Allocation to school sites for interventions (based on unduplicated count)	2.25	2.25	2.25	4
Summer school, after school interventions, programs/supplies	2.05	2.05	2.05	4
Continuation schools/programs Daily, Jewel City and other sites	2.19	2.19	2.19	4
Program Support (previously EIA)	0.71	0.71	0.71	4
ES Teacher TK-6 Time to Support English Language Development	3.73	3.73	3.73	4
FACTS - 1 FTE	0.1	0.1	0.1	4
Library Aides and Multi-media Technicians	0.73	0.73	0.73	4
Translation Services	0.4	0.4	0.4	6
Total Targeted Sub-Group Totals (Target is \$19.4M)	21.3	21.3	21.3	

This overview provides information on the LCAP process, development, collaboration, identified needs, data, annual measurable outcomes with projected budget expenses for the 2016-2017 school year. It is important to note that this LCAP document is not a complete analysis of the GUSD instructional program or budget expenses. However, the LCAP is monitored and adjustments are made to best meet the needs of all students with an emphasis on students' not yet proficient, English learners, low-income and foster/homeless youth. For a complete review of the 172 page LCAP document, visit www.gusd.net.