

2018-19

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Glendale Unified

Contact Name and Title

Dr. Lena Richter
Director, Categorical

Email and Phone

lrichter@gusd.net
(818) 296-5610

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

1. GLENDALE UNIFIED SCHOOL DISTRICT OVERVIEW

Glendale Unified School District Overview Glendale Unified School District (GUSD) is a very diverse TK-12 district consisting of 26,036 students dispersed among 32 different schools: four high schools, one continuation high school, four middle schools, 20 elementary schools, one school for special needs students, which includes a community transition program and early pre-school, one K-12 independent study school, and one pre-school. Approximately 8,514 high school students, 4,437 middle school students (7th-8th only), and 13,085 elementary school students attend GUSD schools.

A variety of socioeconomic and demographic backgrounds make up the Glendale community. GUSD students are 55.4% Caucasian (includes Armenian, European and Middle Eastern), 23% Hispanic/Latino, 17.8% Asian (including Filipino, 5.9%, 1.3% African American, 0.2% American Indian, 0.1% Pacific Islander, 2.3% multiple races or declined to state their ethnicity and 10.6% special needs. In Glendale, 52 languages are spoken with the top four being English, Armenian, Spanish, and Korean. Approximately 54.8% of GUSD students are considered socioeconomically disadvantaged and 24% are English Learners.

GUSD has a history of success. Nine GUSD schools have earned the U.S. Office of Education's highest designation for a public school, the National Blue Ribbon. All GUSD secondary schools (four middle and four high schools) and ten elementary schools have received the California Department of Education's highest designation, the Gold Ribbon School Award. Additionally, 25 GUSD schools have been recognized as California Distinguished Schools, and 17 of the district's 18 Title I schools have been named Title I Achieving Schools. In 2017, the Education Results Partnership (ERP) and Campaign for Business and Education Excellence (CBEE) recognized 11 GUSD schools as Honor Roll Star Schools, three as Honor Roll Scholar schools, and Clark Magnet High School as an Honor Roll STEM school. GUSD was named an Honor Roll district. In spring 2018, three GUSD elementary schools were identified as a California Distinguished School and Clark Magnet High School was designated as a California Green Ribbon School. The Foreign Language Academy of Glendale (FLAG) program offers dual language immersion programs, beginning in kindergarten, in Armenian, French, German, Italian, Japanese, Korean, and Spanish. GUSD offers extensive career and technical education (CTE) programs, including automotive, building construction, cosmetology, culinary arts, cinematography, public safety, robotics engineering, and biotechnology, at all high schools. In 2017-18, two additional CTE pathways were added and over 20 new CTE courses received a-g approval.

GUSD continues to be an outstanding district providing access and equity to all students and 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." GUSD is committed to utilizing the LCAP as our strategic plan, or "Roadmap to Success," for 2017-2020.

LCAP Highlights

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

LCAP DEVELOPMENT

During the 2017-2018 school year, the LCAP Parent Advisory/Stakeholder Committee, DELAC Parent Advisory Committee, and the Superintendent's cabinet, leadership team, and principals reviewed the planned expected annual measurable outcomes (AMO) for each action outlined in our 2017-18 LCAP with actual 2017-18 data, including the new California School Dashboard. The committee determined the effectiveness of each service provided and identified strengths, progress, gaps and areas needing improvement.

This analysis was conducted by reflecting on the following four questions (new process in the annual update):

1. Describe the overall implementation of the actions/services to achieve the articulated goal.
2. Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the Local Education Agency (LEA).
3. Explain material differences between budgeted expenditures and estimated actual expenditures.
4. Describe any changes made to this goal, expected outcomes, metrics, or actions/services to achieve this goal as a result of this analysis and analysis of the California Dashboard (evaluation rubric), as applicable. Identify where those changes can be found in the LCAP.

The information garnered from the discussion and analysis assisted in the recommendations for and development of the 2017-2020 LCAP priorities, goals, outcomes, and actions (Annual Update pgs.6-62).

Recommendations of Priorities, Goals, Outcomes, Actions/Services for the 2017-2020 LCAP

The GUSD LCAP has been collaboratively created and revised with input and participation from the LCAP Parent Advisory/Stakeholder Committee, DELAC members, principals, counselors, teacher specialists, students, staff, Board of Education and the Superintendent's cabinet/ leadership team.

The Superintendent has determined that the 2017-2020 LCAP will serve as the GUSD strategic plan, or "Roadmap to Success," as is reflected and supported by GUSD Board Priority 2: "Promote and implement the Board – adopted Local Control Accountability Plan".

GUSD Board priorities include:

1. **Promote a culture of Care, Trust and Inquiry.**
2. **Promote and implement the Board adopted Local Control Accountability Plan with a focus on maximizing student achievement, creating a culture of learning, and increasing engagement.**

3. Use Board adopted budgetary principals to maintain District fiscal integrity and stability of instruction and programs.

4. Continue the Measure S sequence planning as promised, and determine options for future projects.

The 2017-2020 LCAP priorities and goals include:

Priority 1: Maximize Student Achievement (pp. 71-113)

Goal 1-1: Improve academic achievement for **all** students (pp. 71-95)

Goal 1-2: Ensure **all** students are college and/or career ready upon graduation (pp. 96-113).

Priority 2: Create a Culture of Learning (pp. 114-166)

Goal 2-1: Support the social, emotional, and physical needs of all students (pp. 114-134).

Goal 2-2: Provide services and conditions that support student learning (pp. 135-141).

Goal 2-3: Provide teachers with tools and training to implement State academic standards (pp. 142-144).

Goal 2-4: Provide students with access to support (interventions) and instructional tools (technology) for learning (pp. 145-166).

Priority 3: Increase Engagement (pp. 167-186)

Goal 3-1: Provide a positive environment and opportunities for students to connect with their school and community (pp. 167-177).

Goal 3-2: Engage families and community to support student learning (pp. 177-186).

Each priority and goal has indicators/metrics (or annual measurable outcomes), SMARTE (specific, measurable, attainable, relevant, time-bound, and equity-focused) goals, four years of previous data (2013-2014, 2014-2015, 2015-2016, 2016-17), current year targets (2017-2018), two years of projected data (2018-2019, 2019-2020), actions, and specific budget items tied to each action.

In summary, based on input from a variety of stakeholder groups, the areas of focus for 2017-2020 will include, but are not limited to:

- Increase student achievement for all students and student groups by: (Maximize Student Achievement pp. 71-113)
- Providing professional development for teachers and staff
- Providing early interventions for students
- Increase social and emotional services for all students through: (Create a Culture of Learning pp. 114-166)
- Providing more access to mental health providers and counseling interns
- Lowering counseling ratios and class sizes
- Expanding Positive Behavior Interventions and Supports (PBIS) and restorative justice opportunities
- Increase engagement by: (Increase Engagement pp. 167-186)
- Allowing more opportunities for parents and students to increase engagement and provide input (such as specific parent advisory committees)
- Maximizing website/app, newsletters, Channel 15, and social media to promote district services and celebrate successes
- Providing LCAP updates at Board meetings, principals meetings, staff meetings, and community events

Review of Performance

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

Greatest Progress

After a review and analysis of a variety of data sources, including the new California School Dashboard, stakeholder groups identified GUSD's greatest progress as receiving a "green" performance level as a district on four of five state indicators on the California School Dashboard.

- **Suspension Rate (K-12): status 2.5% (Low), maintained with an increase of 0.1%**, green performance level
 - Student Group receiving a blue performance level: American Indian
- **English Learner Progress (K-12): status 84.3% (High), increase of 3%**, green performance level
- **Graduation Rate (9-12): status 94.3% (High), maintained with an increase of 0.1%**, green performance level
 - Student Group receiving a blue performance level: Asian
- **English Language Arts (3-8): status 19.8 points above level 3 (High)**, green performance level
 - Student Group receiving a blue performance level: Asian
- **Mathematics (3-8): status 0.4 points below level 3, decreased by 2.3 points**, yellow performance level
 - Student Group receiving a blue performance level: Asian

Greatest Progress

Other State Measures

English Language Arts (grade 11): status 55.1 points above level 3

Mathematics (grade 11): status 0.9 points above level 3, increased by 7.6 points

GUSD is extremely proud of these results, especially the 94.3% graduation rate and the 3% increase in English Learner Progress, but realizes there is still room for improvement and subscribes to a model of "continuous improvement" in all areas. Some contributing factors which will continue into next year include but are not limited to: Positive Behavior Interventions and Supports (PBIS) and Restorative Justice practices, a strong effort and focus on attendance, alternative programs, and early interventions for students who exhibit credit deficiencies. English Learners at all levels are encouraged to take a grade level English class in addition to a support class, as appropriate, where students are among their English-speaking peers and provided additional support through the use of bilingual assistants and extra teacher support. Teacher specialists at each school act as English Learner academic coaches and

support staff to ensure access and success for all English Learners. GUSD will continue to offer and refine these supports for next year.

Each individual school site principal and instructional leadership teams have reviewed and will continue monitoring their site data with the use of internal supports and external supports (CA School Dashboard) celebrating those areas receiving a blue or green performance

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

Greatest Needs

According to district-level California School Dashboard data, GUSD did not receive a red or orange performance level for any state indicators or earned a "not met" or "not met for two or more years" at this time. However, a few GUSD Student Groups did receive a red, orange or yellow performance level, which identifies a need and area of focus. The Student Groups receiving a red, orange or yellow performance level according to the California School Dashboard include:

- Suspension Rate (K-12):
 - Student Groups receiving yellow performance level: *Students with Disabilities, White, Asian, Homeless, Socio-Economically Disadvantaged*
 - Student Groups receiving orange performance level: African American,, Hispanic
 - Student Groups receiving red performance level: Foster Youth
- English Learner Progress (K-12): Performance level overall: Green
- Graduation Rate (9-12):
 - Student Groups receiving yellow performance level: English Learners, Students with Disabilities, and Filipino
 - Student Groups receiving orange performance level: NA
 - Student Groups receiving red performance level: NA
- English Language Arts (3-8):
 - Student Groups receiving yellow performance level: NA
 - Student Groups receiving orange performance level: Students with Disabilities, Homeless, Socio-Economically Disadvantaged, English Learners, African American, Hispanic
 - Student Groups receiving red performance level: NA
- Mathematics (3-8):
 - Student Groups receiving yellow performance level: English Learners, White
 - Student Groups receiving orange performance level: Students with Disabilities, Homeless, Socio-Economically Disadvantaged, African American, Hispanic
 - Student Groups receiving red performance level: NA

Each individual school site principal and instructional leadership teams have reviewed and will continue monitoring their site data, celebrating those areas receiving a blue or green performance level, and developing plans for improvement for all areas receiving a yellow, orange, or red performance level. For the 2018-19 school year, GUSD will focus our professional development plan on English Learner and Mathematics best practices. This will be done through professional learning communities with time allocated throughout the school year during banking time, release days, district professional development days, grade level and department meetings, faculty meetings to engage collaborative teams in addressing and answering the four critical questions:

- 1) What do we want our students to know?
- 2) How do we know if they have learned it?
- 3) What are we going to do if they don't learn it?
- 4) What are we going to do once they have learned it?

Site level PLCs will develop intervention plans to address their academic and behavioral targeted areas based on data.

Greatest Needs

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

Performance GAPS

According to district-level California School Dashboard data, GUSD did not receive a red or orange performance level for any state indicators however certain subgroups demonstrated two levels below green status (orange and red performance level). GUSD Student Groups receiving an orange or red performance level will serve as an area of focus. The Student Groups receiving orange and or red performance levels according to the California School Dashboard include:

- Suspension Rate (K-12):
 - Student Groups receiving a orange or red performance level: Foster (red), Hispanic (orange) and African American (orange)
- English Learner Progress (K-12): N/A
- Graduation Rate (9-12):
 - Student Groups receiving a yellow performance level: Students with Disabilities and Filipino
- English Language Arts (3-8):
 - Student Groups receiving a orange performance level: English Learners, Homeless, Socio-Economically Disadvantaged, Students with Disabilities, African American, and Hispanic

Performance Gaps

- Mathematics (3-8):
 - Student Groups receiving a orange performance level: Homeless, Socio-Economically Disadvantaged, Students with Disabilities, African American, and Hispanic

Each individual school site principal and instructional leadership teams have reviewed and will continue monitoring their site data, celebrating those areas receiving a blue or green performance level, and developing plans for improvement for all areas receiving a yellow, orange, or red performance level. After a thorough review of the data, each site will develop a plan for intervention that targets the needs of these subgroups. The professional development plan for 2018-19 focuses on Professional Learning Communities, Questions #3; "What do we do when students have not learned it?" to address achievement gaps and students/student subgroups performing two or more levels below "green". The PLC process will align assessments with essential learning, creating formative assessments and working in collaborative teams to analyze assessment results and develop targeted interventions.

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

Increased or Improved Services

Increased or Improved Services are directly targeted for student groups (low income, English Learners and Foster Youth). The following information is also reflected in the GUSD priorities and goals with a few highlights listed below. The actions GUSD will take to increase or improve services for low-income students, English Learners, and foster youth will include, but are not limited to:

Low-income students:

GUSD currently has 54.8% of its students identified as socioeconomically disadvantaged. GUSD provides parent and teacher workshops on motivating students and teaching students how to study. Additionally, free tutoring services and homework assistance is provided at all schools for those students needing additional support.

English Learners:

GUSD currently has 24% of its students identified as English Learners. GUSD provides teacher specialist at all schools (academic coaches for English learner students) to provide support to teachers, students, and parents. Monitoring English learner academic progress and progress toward graduation is the highest priority. An additional English Language Development support class is offered to students and educational assistants in classrooms requiring more assistance to access and achieve in the core curriculum. For 2018-19, GUSD has assembled an EL Task Force to lead professional development efforts address and meet English Learner needs, achievement gaps, identify research-based EL instructional practices and EL pathways.

Foster Youth:

GUSD serves foster and homeless youth through its Healthy Start program located in the Child Welfare and Attendance (CW&A) Office in the GUSD administration building. Currently, the CW&A staff includes a coordinator, lead case manager, attendance worker, clerical assistant and a few social emotional support providers. Services include tutoring support, food, transportation, counseling, and supplies to name a few.

Social and emotional well being is a priority for GUSD. For the 2017-18 school year, GUSD's CW&A Office hired an assistant director and maintained a lead case manager, two attendance workers, a foster/homeless counselor, two therapists on Personal Service Agreements (PSA) and 29 social workers/ school counselors. Services include tutoring, food and clothing, transportation, counseling, backpacks and school supplies, books, uniforms, and hygiene items. GUSD also provides parenting classes, the Teen and Police Partnership (TAPP) program and resources to job opportunities, scholarship events, field trips, advocacy, and before & school care. For the 2018-19 school year, the CW&A Office will continue to expand programs and services to address and increase social emotional support for all students.

In 2018-2019, GUSD will hire a designated licensed social worker to supervise social work and marriage & family therapist interns, to provide social emotional support and increase connections to school. The interns along with CW&A Office will run parenting classes at different locations in the district throughout the school year. CW&A Office also supports GUSD students in academic support by providing tutoring. The CW&A Office also assists students and families who are having difficulty in attending school regularly and reduce barriers by providing support and interventions.

Increased or Improved Services

Budget Summary

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

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$289,217,882

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

\$239,591,529

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

Expenditures not included in the LCAP are administrative programs, indirect costs, technology department, utilities, inter-fund transfers, AB602 expenditures, special education transportation, and most categorical programs. Categorical programs are the more restrictive funds such as Title I, II, III etc. These federal funds are used to provide specific programs that support students and parents in ways that provide supplemental experiences, materials and support. Each school develops a Single Plan for Student Achievement in collaboration with their School Site Councils (SSC) to best utilize these funds based on the individual school and student needs. LCFF revenue equals \$235,751,710. The difference between Total General Fund Expenditures and the Planned LCAP Actions and Services programs beyond the LCAP is roughly \$49 million (see list below)

2018-19 Programs Beyond The LCAP

PROGRAM NAME	Budget
IDEA Local Assist	4,247,395
IDEA Local Preschool	397,403
SELPA/Private School Services	108,216
Fed Preschool	123,284
IDEA Mental Health Services	291,033
Pre-School Staff Dev-Dist	1,427
Early Intervention GUSD	258,971
Title I Part A	5,300,000
Voc & Tech Educ Act	13,751
Alternate Dispute Resolution	15,823
TITLE II - Impr Teacher Quality - CSR	258,450
TITLE II - Impr Teacher Quality -Staff Development	121,133
Title III - Immigrant Education	198,482
Title III - LEP	585,891
Healthy Start-Med-ical	611,831
Medi-Cal Speech	18,500
Medi-Cal Psychologist	15,000
Medi-Cal Transportation	9,000
Medi-Cal Other	16,500
Medi-Cal Nurses	22,828
Creates Project	48,525
Restricted Lottery Instructional Materials (Est. \$48.00 @ PY ADA)	1,206,240
Base AB602	12,602,064
COLA AB602	209,074
District-Out of Home Care	16,968
SELPA AB602	540,467
District - Mental Health Services	1,578,735
After School Educ. & Safety	1,447,838
Infant Discretionary Funds	7,972
Workability	285,081
TUPE	161,651
Calif Partnership Health Acad	76,157
Construction Academy	75,061
Cosmotology Academy Grant	65,272
CDC Recreational Program	1,187,386
Cohort 1 - ASES	54,486
Pre-School Self-Supporting Prg	276,003
Self Supporting Day Care	1,537,786
Self Supporting-Combined	3,311,647
Special Education Early Pre-School	11,500
Tim Herman Foundation	1,798
Gwendolyn Sexton Grant	4,163
GCF Middle School Summer Prog.	33,477
Early Start Donation-SELPA	80,000
ETIS Carry-Over Program	73,503
FDLRC/FACTS Collaborative Proj	161,502
SELPA - Tuition	20,000
SELPA - Transfers of Apportionment	370,000
SELPA Excess Costs	530,000
Administration - Ed Services	1,238,855
Public Inform. & Partnershhip	578,636
Superintendent/Board Of Educ.	1,003,620
Ext. Finc. Audit-Single Audit	100,000
Business Services	2,125,088
Human Resources	1,575,872
Personnel Commission	512,929
Warehouse	534,252
Purchasing	658,508
Financial Services	2,339,562
Administration - V. Prev.	115,082
Medical Administrative Activities	80,001

Grand Total**49,451,679**

Glendale USD	2018-19 Adopted Budget	2018-19 Included In LCAP	Does Adopt. Bud. Exceed LCAP "All" ?
Certificated	128,511,087	127,088,240	Yes
Classified	42,259,159	27,913,146	Yes
Benefits	77,085,652	69,539,209	Yes
Books & Supplies	7,928,807	6,708,812	Yes
Services	30,842,846	8,303,280	Yes
Capital Outlay	151,558	38,842	Yes

GUSD does exceed the proportionality calculation in RAD by providing services to unduplicated pupils more in cost than the S&C proportionality revenue provided in RAD calculation (\$24.47 million expenditure budget vs. \$23.38 million in S&C revenues RAD).

The District identifies \$239.82 Million total funds budgeted for planned actions/services for 2018-19 representing \$215.35 Million LCFF Base and \$24.47 Million S&C, consistent with the LCAP Expenditure Summary Page, but is \$4.07 Million in excess of 2018-19 LCFF funding of \$235.75 Million, as of 5/18/18 RAD LCFF calculation worksheet, Line H-4. The \$4.07 Million excess in 2018-19 reflects most of the structural deficit spending pattern present in the District. GUSD has an ongoing structural deficit spending pattern that is reflected in the LCAP.

Total Projected LCFF Revenues for LCAP Year

\$235,751,710

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

GUSD Priority 1: Maximize Student Achievement

Goal 1

Goal 1-1: Improve academic achievement for all students.

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access; 8. Other pupil outcomes
Local Priorities: GUSD Board Priorities: 1,2,3

Annual Measurable Outcomes

Expected	Actual
<p>AMO 1-1-1: [S] Performance on SBAC (specifically performance by measured Student Groups) for grades 3-8. SMARTE Goal (1-1-1): Average scaled score for students in grades 3-8 on the SBAC will increase by a minimum of 10 scaled score points per year until students reach the highest level of performance.</p> <p>2017-18 2017-2018 ELA: 2553 2017-2018 Math: 2548</p>	<p>2016-17:</p> <p>ELA: 2527 <i>Metric Not Met</i></p> <p>Math: 2523 <i>Metric Not Met</i></p>
<p>AMO 1-1-2: [S] English Learner Proficiency (EL progress includes students moving up a level (as measured by CELDT), students at highest level(s) of proficiency (EA/Adv), and students who have been reclassified). SMARTE Goal (1-1-2): English Learner Proficiency as measured by the Dashboard and CELDT will increase by a minimum of 2% per year until students reach the highest level of performance.</p> <p>2017-18 2017-2018: 87% (ELPAC Baseline Established) EL CELDT (adv, early adv): 2017-2018: 63%</p>	<p>2016-17: 83.9% (CELDT)</p> <p><i>Metric Met</i></p> <p>The District will utilize iReady to demonstrate English learner growth in ELA and Math for 2017-18.</p> <p><u>Baseline iReady (2107-18) ELs only</u></p> <p>Percentage of Annual Growth Target achieved with iReady:</p> <p>Math - 65% ELA - 87%</p> <p><u>Target - 5% annual increase</u></p> <p><u>2018-19 Math - 70%</u> <u>ELA - 92%</u></p> <p><u>2019-20 Math - 75%</u> <u>ELA - 97%</u></p>

<p>AMO 1-1-3: [L] Implementation of academic content and performance standards for all students, including how ELs will access the CCSS ELA and ELD standards. SMART E Goal (1-1-3) : Average scaled score for students in grades 3-8 on the SBAC will increase by a minimum of 15 scaled score points per year for English Learners until students reach the highest level of performance.</p>	<p>2017-18 2017-2018 ELA: 2537 2017-2018 Math: 2533</p>	<p>2016-17: ELA: 2430 <i>Metric Not Met</i> Math: 2447 <i>Metric Not Met</i></p>
<p>AMO 1-1-4: [LCAP] English Learner reclassification rate. SMART E Goal: English Learner reclassification rate will increase by a minimum of 2% per year until students reach the highest level of performance.</p>	<p>2017-18 2017-2018: 19.2%</p>	<p>2016-17:18.45% <i>Metric Not Met</i></p>
<p>AMO 1-1-5: [GUSD] Implementation of academic content and performance standards for students enrolled in Foreign Language Academies of Glendale (FLAG). SMART E Goal: Average scaled score for students enrolled in Foreign Language Academies of Glendale (FLAG) in grades 3-8 on the SBAC will increase by a minimum of 10 scaled score points per year until students reach the highest level of performance.</p>	<p>2017-18 2017-2018 ELA: 2650 2017-2018 Math: 2610</p>	<p>2016-17: ELA 2512 <i>Metric Not Met</i> Math: 2514 <i>Metric Not Met</i></p>
<p>AMO 1-1-6: [GUSD] Implementation of academic content and performance standards for students with disabilities. SMART E Goal: Average scaled score for students in grades 3-8 on the SBAC will increase by a minimum of 10 scaled score points per year for students with disabilities until students reach the highest level of performance.</p>	<p>2017-18 2017-2018 ELA: 2474 2017-2018 Math: 2451</p>	<p>2016-17: ELA 2439 <i>Metric Not Met</i> Math 2429 <i>Metric Not Met</i></p>

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>(AMO 1-1-1): Provide interventions for unduplicated students not meeting standards. (Also under AMO 1-1-2, AMO 1-1-3, AMO 1-1-4, AMO 1-2-4, and AMO 2-4-1)</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Interventions were provided for unduplicated students not meeting standards through site specific and targeted interventions based on varying student needs.</p>	<p>Allocation to School Sites for Interventions. - 1000-1999 Certificated Salaries - LCFF: \$636,242</p> <p>Allocation to School Sites for Interventions. - 2000-2999 Classified Salaries - LCFF: \$464,510</p> <p>Allocation to School Sites for Interventions. - 3000-3999 Employee Benefits - LCFF: \$529,821</p> <p>Allocation to School Sites for Interventions. - 4000-4999 Books and Supplies - LCFF: \$675,624</p> <p>Allocation to School Sites for Interventions. - 5000-5999 Services and Other Operating Expenses - LCFF: \$184,796</p>	<p>Allocation to School Sites for Interventions - 1000-1999 Certificated Salaries - LCFF: \$664,873</p> <p>Allocation to School Sites for Interventions - 2000-2999 Classified Salaries - LCFF: \$478,445</p> <p>Allocation to School Sites for Interventions - 3000-3999 Employee Benefits - LCFF: \$545,716</p> <p>Allocation to School Sites for Interventions - 4000-4999 Books and Supplies - LCFF: \$617,532</p> <p>Allocation to school sites for interventions - 5000-5999 Services and Other Operating Expenses - LCFF: \$187,884</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>(AMO 1-1-1): Hire a Director of Teaching and Learning to provide academic and professional development support for students and staff. (Also under AMO 1-2-4, and AMO 2-3-1)</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Director of Teaching and Learning position filled on January 1, 2017. This position provided oversight and direction in the overall professional development plan for GUSD. It also provided articulation Transitional Kindergarten-12th grade in curriculum, instruction and text book adoptions.</p>	<p>Common Core Implementation (Teachers, Director of Teaching and Learning, Support Personnel related costs. - 1000-1999 Certificated Salaries - LCFF: \$3,757,809</p> <p>Common Core Implementation (Teachers, Director of Teaching and Learning, Support Personnel related costs. - 2000-2999 Classified Salaries - LCFF: \$92,669</p> <p>Common Core Implementation (Teachers, Director of Teaching and Learning, Support Personnel related costs. - 3000-3999 Employee Benefits - LCFF:</p>	<p>Common Core Implementation (Teachers, Director of Teaching and Learning) - 1000-1999 Certificated Salaries - LCFF: \$3,926,910</p> <p>Common Core Implementation (Teachers, Director of Teaching and Learning) - 2000-2999 Classified Salaries - LCFF: \$95,449</p> <p>Common Core Implementation (Teachers, Director of Teaching and Learning) - 3000-3999 Employee Benefits - LCFF: \$1,443,726</p> <p>Common Core Implementation (Teachers, Director of Teaching and Learning) - 4000-4999</p>

		\$1,388,198 Common Core Implementation (Teachers, Director of Teaching and Learning, Support Personnel related costs. - 4000-4999 Books and Supplies - LCFF: \$36,738 Common Core Implementation (Teachers, Director of Teaching and Learning, Support Personnel related costs. - 5000-5999 Services and Other Operating Expenses - LCFF: \$18,860	Books and Supplies - LCFF: \$261,593 Common Core Implementation (Teachers, Director of Teaching and Learning) - 5000-5999 Services and Other Operating Expenses - LCFF: \$78,000
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Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: All Foreign Language Academies of Glendale (FLAG) schools</p> <p>(AMO 1-1-5): Provide additional teacher specialists/coordinator for FLAG programs.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools:</p> <p>Position of Coordinator for FLAG programs was filled on August 7, 2017. This position provides district articulation and coordination for all seven FLAG languages in GUSD; Armenian, Korean, Japanese, French, German, Italian, Spanish. Additionally, GUSD provides three teacher specialists to support the Korean, Japanese and Armenian FLAG programs.</p>	<p>FLAG Teacher Specialists/Coordinators - 1000-1999 Certificated Salaries - LCFF: \$210,000</p> <p>FLAG Teacher Specialists/Coordinators - 3000-3999 Employee Benefits - LCFF: \$40,000</p>	<p>FLAG Teacher Specialists/Coordinator - 1000-1999 Certificated Salaries - LCFF: \$197,967</p> <p>FLAG Teacher Specialists/Coordinator - 3000-3999 Employee Benefits - LCFF: \$79,585</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p> <p>Location: All Schools</p> <p>(AMO 1-1-6): Provide support for students</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p> <p>Location: All Schools</p> <p>GUSD provides evidence based practices</p>	<p>General Funds Contribution to Special Education - 1000-1999 Certificated Salaries - LCFF: \$16,579,250</p> <p>General Funds Contribution to Special Education - 2000-2999 Classified Salaries - LCFF: \$1,952,292</p>	<p>General Funds Contribution to Special Education - 1000-1999 Certificated Salaries - LCFF: \$17,125,316</p> <p>General Funds Contribution to Special Education - 2000-2999 Classified Salaries - LCFF: \$1,910,861</p>

with disabilities to achieve their IEP goals.	(EBP) at selected schools in preschool through grade 12. The SONDAY Reading Program was provided to all SAI core teachers documenting and clarifying baseline status and progress made towards goals. Additionally, GUSD developed the New Teacher Academy to ensure proper implementation of IEPs and evidence based practices and SAI core training took place quarterly focusing on behavior modification strategies and best practices. Lastly, GUSD provides Behavior Intervention Assistants to support students in achieving IEP goals.	General Funds Contribution to Special Education - 3000-3999 Employee Benefits - LCFF: \$6,910,787 General Funds Contribution to Special Education - 5000-5999 Services and Other Operating Expenses - LCFF: \$3,274,135	General Funds Contribution to Special Education - 3000-3999 Employee Benefits - LCFF: \$7,217,218 General Funds Contribution to Special Education - 5000-5999 Services and Other Operating Expenses - LCFF: \$5,240,407
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Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>(AMO 1-1-2): Administer the CELDT to all English learner students.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Specific Student Group(s): English Learners</p> <p>Location: All Schools</p> <p>The CELDT was administered as the initial English Learner assessment in Fall 2017 in transition to ELPAC. The ELPAC was administered to all English Learners in Winter, 2018. GUSD uses iReady as the local measure for assessing English Learner progress in both ELA and Math.</p>	<p>Administer CELDT Tests - 1000-1999 Certificated Salaries - LCFF: \$69,000</p> <p>Administer CELDT Tests - 2000-2999 Classified Salaries - LCFF: \$7,000</p> <p>Administer CELDT Tests - 3000-3999 Employee Benefits - LCFF: \$14,342</p> <p>Administer CELDT Tests - 4000-4999 Books and Supplies - LCFF: \$3,934</p> <p>Administer CELDT Tests - 5000-5999 Services and Other Operating Expenses - LCFF: \$4,000</p>	<p>Administer CELDT/ELPAC Tests - 1000-1999 Certificated Salaries - LCFF: \$69,000</p> <p>Administer CELDT/ELPAC Tests - 2000-2999 Classified Salaries - LCFF: \$7,000</p> <p>Administer CELDT/ELPAC Tests - 3000-3999 Employee Benefits - LCFF: \$14,342</p> <p>Administer CELDT/ELPAC Tests - 4000-4999 Books and Supplies - LCFF: \$3,934</p> <p>Administer CELDT/ELPAC Tests - 5000-5999 Services and Other Operating Expenses - LCFF: \$4,000</p>

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: All middle and high schools</p> <p>(AMO 1-1-2): Provide additional second English Language Development (ELD)</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: All middle and high schools</p> <p>Additional ELD support classes are provided to students through block</p>	<p>English Learner Second Class Support. - 1000-1999 Certificated Salaries - LCFF: \$127,253</p> <p>English Learner Second Class Support. - 2000-2999 Classified Salaries - LCFF: \$67,952</p> <p>English Learner Second Class Support. - 3000-3999 Employee Benefits - LCFF: \$112,788</p>	<p>English Learner Second Class Support - 1000-1999 Certificated Salaries - LCFF: \$132,979</p> <p>English Learner Second Class Support - 2000-2999 Classified Salaries - LCFF: \$69,991</p> <p>English Learner Second Class Support - 3000-3999 Employee Benefits - LCFF: \$112,788</p>

classes above the required ELD class at all middle and high schools to provide support in content areas. (Also AMO 1-1-3, and AMO 1-1-4)	scheduling of ELD classes in middle and high schools to provide academic language support in content courses. Students enrolled in block scheduling for ELD receive two hours of English Language Support	English Learner Second Class Support - 4000-4999 Books and Supplies - LCFF: \$16,697 English Learner Second Class Support - 5000-5999 Services and Other Operating Expenses - LCFF: \$5,700	English Learner Second Class Support - 4000-4999 Books and Supplies - LCFF: \$140,000 English Learner Second Class Support - 5000-5999 Services and Other Operating Expenses - LCFF: \$27,279
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Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Grade Spans: Elementary schools</p> <p>(AMO 1-1-1): Maintain the 9 additional FTE's to lower class size in elementary schools to increase personal learning and provide focused support for unduplicated students.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Grade Spans: Elementary schools</p> <p>GUSD continues to maintain the additional 9 FTEs in elementary schools to support class size reduction for the purpose of increasing personalized learning and focused support for unduplicated students.</p>	<p>Elementary 9 FTE's - 1000-1999 Certificated Salaries - LCFF: \$705,226 Elementary 9 FTE's - 3000-3999 Employee Benefits - LCFF: \$312,205</p>	<p>Elementary FTE's - 1000-1999 Certificated Salaries - LCFF: \$736,961 Elementary 9 FTEs - 3000-3999 Employee Benefits - LCFF: \$321,571</p>

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>(AMO 1-1-3): Provide instructional assistants to general education classrooms to increase and improve services related to educational challenges of unduplicated students. These services will improve access, attendance, engagement and student achievement.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Educational instructional assistants were provided for transition of kindergarten and inclusion to support and improve access to curriculum, attendance and overall student engagement and achievement.</p>	<p>Additional Instructional Support - 2000-2999 Classified Salaries - LCFF: \$1,232,180 Additional Instructional Support - 3000-3999 Employee Benefits - LCFF: \$738,324</p>	<p>Additional Instructional Support - 2000-2999 Classified Salaries - LCFF: \$1,269,145 Additional Instructional Support - 3000-3999 Employee Benefits - LCFF: \$753,090</p>

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>(AMO 1-1-1): Provide teacher specialists who provide academic support to English learners and low income students and staff. (Also under AMO 1-2-4, and AMO 2-3-1)</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Teacher specialists were assigned to school sites district-wide to provide academic instructional support to English Learners and low income students and staff. Teacher specialists were trained monthly to provide high quality academic support and interventions to students and staff.</p>	<p>Teacher Specialist for English Learners/Low Income Students. - 1000-1999 Certificated Salaries - LCFF: \$968,599</p> <p>Teacher Specialist for English Learners/Low Income Students. - 3000-3999 Employee Benefits - LCFF: \$348,608</p>	<p>Teacher Specialist for English Learners/Low Income Students - 1000-1999 Certificated Salaries - LCFF: \$995,691</p> <p>Teacher Specialist for English Learners/Low Income Students - 3000-3999 Employee Benefits - LCFF: \$359,066</p>

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>(AMO 1-1-1): Provide professional development for Common Core Standard (CCS) implementation. (Also under AMO 1-2-4, and AMO 2-3-1). AMO 1-1-1 Repeat.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>GUSD's Teaching & Learning Department has provided training in NGSS, mathematics, ELA/ELD and professional opportunities in PLCs to support implementation of the Common Core Standards. K-5 Math adoption was completed June 2017 and professional development was provided to support this new standards aligned adoption.</p>	<p>Common Core Implementation (Teachers, Director of Teaching and Learning, Support Personnel Related Costs. - 1000-1999 Certificated Salaries - LCFF: \$3,757,809 (repeated expenditure)</p> <p>Common Core Implementation (Teachers, Director of Teaching and Learning, Support Personnel Related Costs. - 2000-2999 Classified Salaries - LCFF: \$92,669 (repeated expenditure)</p> <p>Common Core Implementation (Teachers, Director of Teaching and Learning, Support Personnel Related Costs. - 3000-3999 Employee Benefits - LCFF: \$1,388,198 (repeated expenditure)</p> <p>Common Core Implementation (Teachers, Director of Teaching and</p>	<p>Common Core Implementation (Director, Teaching and Learning) - 1000-1999 Certificated Salaries - LCFF: \$3,926,910 (repeated expenditure)</p> <p>Common Core Implementation (Director, Teaching and Learning) - 2000-2999 Classified Salaries - LCFF: \$95,449 (repeated expenditure)</p> <p>Common Core Implementation (Director, Teaching and Learning) - 3000-3999 Employee Benefits - LCFF: \$1,443,726 (repeated expenditure)</p> <p>Common Core Implementation (Director, Teaching and Learning) - 4000-4999 Books and Supplies - LCFF: \$261,593 (repeated expenditure)</p> <p>Common Core Implementation (Director, Teaching and Learning) -</p>

		Learning, Support Personnel Related Costs. - 4000-4999 Books and Supplies - LCFF: \$36,738 (repeated expenditure) Director of Teaching and Learning, Support Personnel Related Costs. - 5000-5999 Services and Other Operating Expenses - LCFF: \$18,860 (repeated expenditure)	5000-5999 Services and Other Operating Expenses - LCFF: \$78,000 (repeated expenditure)
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Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Grade Spans: Secondary Schools.</p> <p>(AMO 1-1-1): Maintain the 12 additional FTE's to lower class size in secondary schools to increase personal learning and provide focused support for unduplicated students.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools, Specific Grade Spans: Secondary schools</p> <p>GUSD maintained the addition of 12 FTE teachers in secondary schools to support and increase personal learning and focused support for unduplicated students.</p>	<p>Additional Secondary Teachers (12 FTE) to Reduce Class Size. - 1000-1999 Certificated Salaries - LCFF: \$1,036,911</p> <p>Additional Secondary Teachers (12 FTE) to Reduce Class Size. - 3000-3999 Employee Benefits - LCFF: \$372,681</p>	<p>Additional Secondary Teachers(12FTE) to reduce class size - 1000-1999 Certificated Salaries - LCFF: \$1,083,572</p> <p>Additional Secondary Teachers(12FTE) to reduce class size - 3000-3999 Employee Benefits - LCFF: \$383,861</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

A Director of Teaching and Learning was hired to lead Professional Development efforts and facilitate textbooks adoptions. Two coordinator and three teacher specialists (Korean, Armenian, and Japanese) were also hired to support student learning and achievement in the Foreign Language Academies of Glendale. Professional development was developed and implemented by the Teaching & Learning Department and focused on Math and Next Generation Science Standards. Numerous professional development opportunities and grade level release days were provided to teachers district-wide throughout the year to increase familiarity of the NGSS and Math curriculum and equip teachers with research-based instructional strategies.

Teacher Specialists were trained monthly and provide on-going instructional support to English Learners and their families, facilitate state and district assessments and lead site professional development efforts supporting teachers, students and family members.

GUSD is continuing to provide additional FTE to lower class size (9FTE - Elementary, 12 FTE - Secondary). Teacher Specialists are assigned to all sites to provide support to all students specifically English Learners. Teaching & Learning Department will continue to develop with exemplary teachers Guaranteed and Viable Curriculum in mathematics for coherence and consistency district-wide.

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

The percentage of English Learners who made progress towards proficiency increase by 3.90% and the percentage of ELs reclassified to Fluent English Proficient increased by 2%. Monthly training in the area of i) research based instructional practices for EL for Teacher Specialists and ii) ELD standards and framework provided ongoing support and guidance at all school sites to support and advance English learner proficiency rates. Effectiveness of implementation for this action was demonstrated in the CA School Dashboard English Learner Progress Indicator (ELPI) and the overall reclassification rate. GUSD's Fall, 2017 Dashboard results indicated a 2% increase in the ELPI and reclassification rates. These results support the additional work and instructional support GUSD's Teacher Specialists provide to the district's English language learners. Maintaining an additional EL course at the secondary level for beginning and early intermediate English learners also afforded students additional time for acquiring English and demonstrating progress in proficiency levels. Site specific intervention plans for English learners (including long term English learners. GUSD continued collaboration between special education and general education to meet identified needs of students. A district Task Force led by the Director of Teaching & Learning was developed during the 2017-18 school year. This task force was charged with developing consistent vocabulary on the preferred inclusion model in GUSD. This Task Force is responsible for recommendation on the vision statement, staffing, professional development, and additional supports necessary to support the preferred inclusion model in GUSD. These recommendations are projected to be presented to the Board of Education on July 17, 2018. Additionally, the Teaching and Learning Department provided 2-day training on NGSS shifts. The District is confident that the Task Force in partner with Teaching and Learning will continue to elevate the rigor of the English Learner instructional program and EL student achievement levels.

Secondary schools maintain an additional class (block schedule) for specific English Learner levels to support language acquisition and development. Every school site (Elementary through Secondary) developed intervention plans based on student outcome data to support and enhance learning opportunities for students identified as being at risk of not meeting standards. These plans were implemented and monitored throughout the year to best the learning needs of every student.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Primarily compensation increases; increase in supply costs; increase in Personal Services Contracts; primarily transportation, non-public school expenditures; supplemental writing program. Costs greater than planned.

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

ELA and Math outcomes for English Learners modified to 10 scale score increase from prior year to be consistent with all other student subgroups.

GUSD Priority 1: Maximize Student Achievement

Goal 2

Goal 1-2: Ensure all students are college and/or career ready upon graduation.

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access; 8. Other pupil outcomes
Local Priorities: GUSD Board Priorities: 1,2,3

Annual Measurable Outcomes

Expected	Actual
<p>AMO 1-2-1: [LCAP] College/career 2017-18 indicator - a-g completion rates. 2017-2018: 54% SMART E Goal 1-2-1: Student a-g completion rate will increase by a minimum of 2% per year until students reach the highest level of performance.</p>	<p>2015-16: 45.6% 2016-17: 45.4% <i>Metric Not Met</i></p>
<p>AMO 1-2-2: [LCAP] College/career 2017-18 indicator - CTE pathway participation. 2017-2018: 12.6% SMART E Goal 1-2-2: Percent of students completing a 2-year course sequence in a specific CTE pathway will increase by a minimum of 2% per year until students reach the highest level of performance.</p>	<p>2017-18: 15.7% <i>Metric Met</i></p>
<p>AMO 1-2-3: [LCAP] College/career 2017-18 indicator - Pass rate for AP exams with 3 or higher. 2017-2018: 73% SMART E Goal 1-2-3: Student pass rate (score of 3 or higher) for AP exams will increase by a minimum of 2% per year until students reach the highest level of performance.</p>	<p>2016-17: 65% <i>Metric Not Met</i></p>
<p>AMO 1-2-4: [LCAP] College/career 2017-18 indicator - EAP - Performance on SBAC (specifically performance by measured Student Groups) for grade 11. 2017-2018: ELA: 2648 Math: 2635 SMART E Goal 1-2-4: Average scaled score for students in grade 11 on the SBAC and EAP will increase by a minimum of 10 scaled score points per year until students reach the highest level of performance. 2017-2018 EAP ELA: 73% EAP Math: 52%</p>	<p>2016-17: ELA: 2629 <i>Metric Not Met</i> Math: 2611 <i>Metric Not Met</i> EAP: 2016-17: ELA: 69.81% <i>Metric Not Met</i> Math: 6%. <i>Metric Not Met</i></p>

<p>AMO 1-2-5: [LCAP] Access to and enrollment in a broad course of study (GUSD focus: 10 grade foreign language). SMART Goal 1-2-5: Percent of students completing one or more years of a foreign language by the end of grade 10 will increase by a minimum of 3% per year until students reach the highest level of performance.</p>	<p>2017-18 2017-2018: 73%</p> <p>2017 - 18: 66% (1369/2058)</p> <p><i>Metric Not Met</i></p>
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Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>(AMO 1-2-1): Provide additional classroom support to assist unduplicated students in meeting a-g requirements.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Educational Assistants were employed to provide additional support to unduplicated students to meet a-g requirements.</p>	<p>Instructional Assistants (previously EIA). - 2000-2999 Classified Salaries - LCFF: \$286,096</p> <p>Instructional Assistants (previously EIA). - 3000-3999 Employee Benefits - LCFF: \$171,658</p>	<p>Instructional Assistants - 2000-2999 Classified Salaries - LCFF: \$294,679</p> <p>Instructional Assistants (previously EIA) - 3000-3999 Employee Benefits - LCFF: \$176,807</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: Specific Grade Spans: High school only</p> <p>(AMO 1-2-1): Provide the PSAT exam for all 10th grade students in GUSD.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: Specific Grade Spans: High School only</p> <p>GUSD provided the PSAT exam to all 10th grade students in the Fall of 2017 through the College and Career Readiness Grant.</p>	<p>PSAT for all 10th graders - 5000-5999 Services and Other Operating Expenses - LCFF: \$28,000</p>	<p>PSAT for all 10th graders - 5000-5999 Services and Other Operating Expenses - LCFF: \$52,398</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: FLAG schools; Specific Grade Spans: Middle</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: FLAG schools; Specific Grade Spans: Middle</p>	<p>FLAG Teachers (10 FTE) to Provide 50% EL Support. - 1000-1999 Certificated Salaries - LCFF: \$299,394</p> <p>FLAG Teachers (10 FTE) to Provide 50% EL Support. - 3000-3999 Employee Benefits - LCFF: \$139,912</p>	<p>FLAG Teachers (10FTE) to Provide 50% EL Support - 1000-1999 Certificated Salaries - LCFF: \$312,867</p> <p>FLAG Teachers (10FTE) to Provide 50% EL Support - 3000-3999 Employee Benefits - LCFF: \$144,109</p>

and high school (AMO 1-2-5): Provide additional secondary FLAG teachers at middle and high schools.	and High Schools GUSD budgeted 10 FTE to provide additional support to secondary FLAG Language Programs		
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Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: Specific Grade Spans: High schools</p> <p>(AMO 1-2-3): Provide Advance Placement (AP) course assess to students and training for teachers.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: Specific Grade Spans: High Schools</p> <p>All GUSD students were encouraged to take rigorous courses and provided open access to AP level courses. AP workshops and study sessions are offered at various times during the school year (after school and on weekends) and include practice tests. Teachers were provided professional development ranging from one-day trainings to weekend AP institutes. These trainings took place locally or at various venues in state or out of state. Counselors and site administrators were offered professional development as well.</p>	<p>Advanced Placement Support. - 1000-1999 Certificated Salaries - LCFF: \$1,948,620</p> <p>Advanced Placement Support. - 2000-2999 Classified Salaries - LCFF: \$299,394</p> <p>Advanced Placement Support. - 3000-3999 Employee Benefits - LCFF: \$1,307,810</p> <p>Advanced Placement Support. - 4000-4999 Books and Supplies - LCFF: \$3,000</p>	<p>Advanced Placement Support - 1000-1999 Certificated Salaries - LCFF: \$299,394</p> <p>Advanced Placement Support - 2000-2999 Classified Salaries - LCFF: \$1,998,496</p> <p>Advanced Placement Support - 3000-3999 Employee Benefits - LCFF: \$1,341,895</p> <p>Advanced Placement Support - 4000-4999 Books and Supplies - LCFF: \$0</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: Specific Grade Spans: Middle and high schools</p> <p>(AMO 1-2-2): Maintain the CTE counselor to create and promote CTE programs and facilitate the Individual College and Career Learning Plans for all middle and high school students.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: Specific Grade Spans: Middle and High Schools</p> <p>GUSD maintained the CTE counselor to create and promote CTE programs and facilitate Individual College and Career Learning Plans for all middle and high school students.</p>	<p>Individualized College and Career Plans - 1000-1999 Certificated Salaries - LCFF: \$64,296</p> <p>Individualized College and Career Plans - 3000-3999 Employee Benefits - LCFF: \$22,503</p>	<p>Individualized College and Career Plans - 1000-1999 Certificated Salaries - LCFF: \$96,759</p> <p>Individualized College and Career Plans - 3000-3999 Employee Benefits - LCFF: \$33,866</p>

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>(AMO 1-2-1): Provide counseling, social and emotional support, and health services (counselors, psychologists, nurses, health assistants) to students. (Also under AMO 1-2-2, 3-1-2, 3-1-5, and 3-1-6)</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>GUSD provides certificated (2), classified (6), interns (32), nurse (1.5) and psychologists (4.6) and one additional counselor to provide counseling, social and emotional support and health services to students.</p>	<p>School Counseling, Social Emotional Support Services, and Health. (Counselors, Psychologists, Nurses, Health Assistants) - 1000-1999 Certificated Salaries - LCFF: \$4,669,837</p> <p>School Counseling, Social Emotional Support Services, and Health. (Counselors, Psychologists, Nurses, Health Assistants) - 2000-2999 Classified Salaries - LCFF: \$1,140,314</p> <p>School Counseling, Social Emotional Support Services, and Health. (Counselors, Psychologists, Nurses, Health Assistants) - 3000-3999 Employee Benefits - LCFF: \$2,304,443</p> <p>School Counseling, Social Emotional Support Services, and Health. (Counselors, Psychologists, Nurses, Health Assistants) - 4000-4999 Books and Supplies - LCFF: \$142,426</p> <p>School Counseling, Social Emotional Support Services, and Health. (Counselors, Psychologists, Nurses, Health Assistants) - 5000-5999 Services and Other Operating Expenses - LCFF: \$446,272</p> <p>School Counseling, Social Emotional Support Services, and Health. (Counselors, Psychologists, Nurses, Health Assistants) - 6000-6999 Capital Outlay - LCFF: \$10,000</p>	<p>School Counseling, Social Emotional Support Services and Health - 1000-1999 Certificated Salaries - LCFF: \$4,867,485</p> <p>School Counseling, Social Emotional Support Services and Health - 2000-2999 Classified Salaries - LCFF: \$1,153,073</p> <p>School Counseling, Social Emotional Support Services and Health - 3000-3999 Employee Benefits - LCFF: \$2,366,019</p> <p>School Counseling, Social Emotional Support Services and Health - 4000-4999 Books and Supplies - LCFF: \$97,987</p> <p>School Counseling, Social Emotional Support Services and Health - 5000-5999 Services and Other Operating Expenses - LCFF: \$302,897</p> <p>School Counseling, Social Emotional Support Services and Health - 6000-6999 Capital Outlay - LCFF: \$0</p>

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>(AMO 1--2-2): Create, maintain, expand, and enhance the implementation of Career Technical Education (CTE) programs and pathways in GUSD. GUSD will continue to participation in the California Careers Pathway Trust (CCPT) grant and the Career Technical Education Incentive Grant (CTEIG) programs.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>This year, GUSD added two CTE Pathways, articulated classes with Glendale Community College and had over 20 CTE courses approved as A-G courses. GUSD continued to participate in the CCPT and CTEIG programs and all the student and teacher consortium requirements.</p>	<p>CTE Teachers, CTE Counselor, Support Personnel, Related Costs. - 1000-1999 Certificated Salaries - LCFF: \$1,615,952</p> <p>CTE Teachers, CTE Counselor, Support Personnel, Related Costs. - 2000-2999 Classified Salaries - LCFF: \$131,513</p> <p>CTE Teachers, CTE Counselor, Support Personnel, Related Costs. - 3000-3999 Employee Benefits - LCFF: \$710,043</p> <p>CTE Teachers, CTE Counselor, Support Personnel, Related Costs. - 4000-4999 Books and Supplies - LCFF: \$105,675</p> <p>CTE Teachers, CTE Counselor, Support Personnel, Related Costs. - 5000-5999 Services and Other Operating Expenses - LCFF: \$9,442</p>	<p>CTE Teachers, CTE Counselors, Support Personnel, Related Costs - 1000-1999 Certificated Salaries - LCFF: \$1,615,952</p> <p>CTE Teachers, CTE Counselors, Support Personnel, Related Costs - 2000-2999 Classified Salaries - LCFF: \$131,513</p> <p>CTE Teachers, CTE Counselors, Support Personnel, Related Costs - 3000-3999 Employee Benefits - LCFF: \$710,043</p> <p>CTE Teachers, CTE Counselors, Support Personnel, Related Costs - 4000-4999 Books and Supplies - LCFF: \$105,675</p> <p>CTE Teachers, CTE Counselors, Support Personnel, Related Costs - 5000-5999 Services and Other Operating Expenses - LCFF: \$9,442</p>
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Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Grade Spans: Middle and high schools</p> <p>(AMO 1-2-1): Provide 1 additional counselors (social/emotional) to decrease/maintain 500:1 student/counselor ratio at middle and high schools. (Also under AMO 1-2-2, and AMO 3-1-2)</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Grade Spans: Middle and High School</p> <p>GUSD provided one additional counselor to decrease the student to counselor ratio at the middle and high schools.</p>	<p>Additional Counselors (social/emotional) to decrease/maintain 500:1 ratio. - 1000-1999 Certificated Salaries - LCFF: \$92,593</p> <p>Additional Counselors (social/emotional) to decrease/maintain 500:1 ratio. - 3000-3999 Employee Benefits - LCFF: \$32,407</p>	<p>Additional Counselors (social/emotional) to decrease 500:1 ratio - 1000-1999 Certificated Salaries - LCFF: \$92,593</p> <p>Additional Counselors (social/emotional) to decrease 500:1 ratio - 3000-3999 Employee Benefits - LCFF: \$32,407</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Students in Glendale Unified schools have a graduation rate of 94% and an A-G completion rate of 48%. Students are provided with multiple opportunities to prepare for college and career through nearly two dozen CTE Career Pathways in addition to more traditional course offerings. Students are provided open access to rigorous courses, including AP courses. The PSAT exam continues to be offered to all 10th grade students free of charge to best prepare them for the SAT. Counselors work closely with the students to ensure participation. The district is partnered with Princeton Review to offer free SAT Prep courses to Seniors. Student participation in Foreign Languages in 10th grade increased by 7%. GUSD operates 7 Foreign Language Academies of Glendale, including a Korean strand that is growing at a middle school feeders.

GUSD hired one counselor to work specifically with CTE teachers and all GUSD academic counselors as well as site administration to foster growth of CTE classes and opportunities. Additional academic counseling services for unduplicated students were also added.

Data analysis trainings at school sites with school leadership and faculty identified areas of strength and growth. Areas of growth informed professional development planning and interim assessment selection. Follow-up analysis sessions reviewed interim assessment outcomes and other data points to assess the effectiveness of instruction/curriculum to address the CAASPP data.

School Nurses provide state mandated screenings including vision and hearing. All students with a health problem are identified and necessary services are provided to facilitate student attendance and engagement. Twenty nine interns and two therapists provided social emotional support. Pacific Clinics and Didi Hirsch Mental Health Services provided social emotional support to our students with Medical Insurance.

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

More than twenty CTE courses have been A-G approved in 2017-18, increasing A-G curriculum opportunities for students. A counselor hired specifically for CTE has been instrumental in increasing the number of CTE classes and programs offered to GUSD students as well as helping teachers qualify for CTE credentials.

The PSAT has been effective in preparing students for the SAT exam and raising awareness of college readiness. The partnership with Princeton Review for SAT preparation provided 400 seniors additional preparation for the Spring 2018 administration of the exam. Although the overall scores of 3-5 for AP exams went down by 1% there was an over 300 increase in tests taken. By hiring an additional counselor for the district, the counselor to student ratio decreased and services to students increased. Sites have implemented academic counseling for incoming freshmen students deemed at-risk.

Overall, data review sessions after interim assessment implementation revealed improved outcomes, but the summative SBAC outcomes will ultimately verify the effectiveness of the data analysis and actionable next steps.

As the Foreign Language Academies of Glendale program grew into middle school, adding staff was necessary to accommodate the continuation of opportunities for students to take higher level language courses. By providing additional secondary language teachers, more students have had the opportunity to take language courses as 10th graders.

170 students were referred to Pacific Clinics and Didi Hirsch Mental Health Services for mental health support. Two hundred and four students were seen by 29 interns for the 2017-18 school year. 10,245 students in the district received vision and hearing screenings. Students not able to access vision services and/or hearing services were referred to local healthcare providers willing to serve our students for free.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Increase number of students taking the PSAT, primarily compensation increases and adjustments for vacancies, lower Personnel Service Contract costs.

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

No changes.

GUSD Priority 2: Create a Culture of Learning

Goal 3

Goal 2-1: Support the social, emotional, and physical needs of all students.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards
Local Priorities: GUSD Board Priorities: 1,2,3

Annual Measurable Outcomes

Expected	Actual
<p>AMO 2-1-1: [LCAP] Other local measures, including surveys of pupils, parents, and staff, on the sense of safety. SMARTE Goal 2-1-1: Student, parent, and staff sense of safety as measured by GUSD Culture Surveys will increase by a minimum of 2% per year until it reaches and remains at 100% (students: all or most of the time, parents/staff: strongly agree or agree).</p> <p>2017-18 2017-2018</p> <p>Students: 90% Parents: 89% Staff: 99%</p>	<p>2017-18:</p> <p>Students: 90%. <i>Metric Not Met</i> Parents: 89%. <i>Metric Not Met</i> Staff: 84%. <i>Metric Not Met</i></p>
<p>AMO 2-1-2: [GUSD] Surveys of pupils, parents, and staff, on the sense of care. SMARTE Goal 2-1-2: Student, parent, and staff sense of care as measured by GUSD Culture Surveys will increase by a minimum of 2% per year (students: all or most of the time, parents/staff: strongly agree or agree) until students reach the highest level of performance.</p> <p>2017-18 2017-2018 Baseline data</p> <p>Students: 77% Parents: 88% Staff: 92%</p>	<p>2017-18:</p> <p>Students: 63% <i>Metric Not Met</i> Parents: 83% <i>Metric Not Met</i> Staff: 90%. <i>Metric Not Met</i></p>
<p>AMO 2-1-3: [GUSD] Surveys of pupils, parents, and staff, on the sense of trust. SMARTE Goal 2-1-3: Student, parent, and staff sense of trust as measured by GUSD Culture Surveys will increase by a minimum of 4% per year until students reach the highest level of performance.</p> <p>2017-18 2017-2018</p> <p>Students: 68% Parents: Est. baseline Staff: Est. baseline</p>	<p>2017-18:</p> <p>Students: 52% <i>Metric Not Met</i> Parents: 70%. <i>Baseline</i> Staff: 69%. <i>Baseline</i></p>
<p>AMO 2-1-4: [GUSD] Social/emotional support for students. SMARTE Goal 2-1-4: Number of PBIS major and minor behavioral incidents will decrease by 2% per year at PBIS sites until it reaches and remains at 0%.</p> <p>2017-18 2017-2018: PBIS Major/Minor (decrease by 2% per year)</p>	<p>2016-17:</p> <p>Total: 4,322 <i>Baseline</i> Major: 1,543 <i>Baseline</i> Minor: 2,779. <i>Baseline</i></p>

AMO 2-1-5: [GUSD] Student enrollment in free and reduced lunch program. SMART Goal 2-1-5: Rate of submitted free and reduced lunch applications will increase by 10% per year until it reaches and remains at 100%.	2017-18 2017-2018: 72.1%	2016-17: 44.79%. <i>Metric Not Met</i>
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Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>(AMO 2-1-1): Provide and administer surveys to staff, students and parents around academics, safety, and connectedness to school. (Also under AMO 2-1-2, AMO 2-1-3, and 3-1-8)</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served:</p> <p>Location: All Schools</p> <p>GUSD administered culture surveys to all students, staff, and parents/guardians to gather feedback on academics, safety and connectedness to school. For 2018-19, GUSD will replace the current student client survey with Panorama Social Emotional student client survey for grades, 3-12.</p>	<p>GUSD Survey Safety/Connectedness - 5000-5999 Services and Other Operating Expenses - LCFF: \$20,000</p>	<p>GUSD Survey Safety/Connectedness - 5000-5999 Services and Other Operating Expenses - LCFF: \$20,000</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools, Specific Grade Spans: Middle and high schools</p> <p>(AMO 2-1-1): Provide campus security at all middle and high schools.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: Specific Grade Spans: Middle and High Schools</p> <p>GUSD provided up to four security personnel at HS sites and up to two at MS sites.</p>	<p>Campus Security. - 5000-5999 Services and Other Operating Expenses - LCFF: \$532,635</p>	<p>Campus Security - 5000-5999 Services and Other Operating Expenses - LCFF: \$546,020</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p>	<p>Additional Psychologists (4.6). - 1000-1999 Certificated Salaries - LCFF: \$772,985 Additional Psychologists (4.6): \$284,278</p>	<p>Additional Psychologists (4.6) - 1000-1999 Certificated Salaries - LCFF: \$807,769 Additional Psychologists (4.6) - LCFF: \$292,806</p>

<p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>(AMO 2-1-2): Provide an additional 4.6 FTE psychologist support at schools to address the social/emotional needs of students.</p>	<p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>GUSD provided additional psychologists (4.6 FTE) support to all schools to address the social and emotional needs of all students.</p>		
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Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>(AMO 2-1-2): Provide additional nurse support for medically fragile students.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>GUSD provided an additional nurse to support medically fragile students.</p>	<p>Additional Nurses (1.5 FTE). - 1000-1999 Certificated Salaries - LCFF: \$113,223</p> <p>Additional Nurses (1.5 FTE). - 3000-3999 Employee Benefits - LCFF: \$48,491</p>	<p>Additional Nurses (1.5 FTE) - 1000-1999 Certificated Salaries - LCFF: \$118,318</p> <p>Additional Nurses (1.5 FTE) - 3000-3999 Employee Benefits - LCFF: \$49,946</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>(AMO 2-1-2): Provide a Healthy Start Office staffed with coordinator, lead case manager, clerical, counselors and a social worker (Healthy Start Program) to provide services to foster, homeless, low income students.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>GUSD provided a Child Welfare and Attendance Office (former known as the Healthy Start Office) staffed with one assistant director, lead case manager, interns, clerical, counselors and a social worker (Healthy Start Program) to provide services to foster youth, homeless and low income students.</p>	<p>Healthy Start Program (GUSD) for Foster/Homeless, Low Income, and Counseling. - 1000-1999 Certificated Salaries - LCFF: \$228,807</p> <p>Healthy Start Program (GUSD) for Foster/Homeless, Low Income, and Counseling. - 2000-2999 Classified Salaries - LCFF: \$229,028</p> <p>Healthy Start Program (GUSD) for Foster/Homeless, Low Income, and Counseling. - 3000-3999 Employee Benefits - LCFF: \$199,649</p> <p>Healthy Start Program (GUSD) for Foster/Homeless, Low Income, and Counseling. Program for Foster/Homeless, Low Income, and Counseling for Under Insured. - 4000-4999 Books and Supplies - LCFF: \$21,350</p>	<p>Child Welfare and Attendance/Healthy Start Program (GUSD) for Foster, Homeless, Low Income, and Counselors - 1000-1999 Certificated Salaries - LCFF: \$239,103</p> <p>Child Welfare and Attendance/Healthy Start Program (GUSD) for Foster, Homeless, Low Income, and Counselors - 2000-2999 Classified Salaries - LCFF: \$235,899</p> <p>Child Welfare and Attendance/Healthy Start Program (GUSD) for Foster, Homeless, Low Income, and Counselors - 3000-3999 Employee Benefits - LCFF: \$199,649</p> <p>Child Welfare and Attendance/Healthy Start Program (GUSD) for Foster, Homeless, Low Income, and Counselors - 4000-4999 Books and Supplies - LCFF: \$20,528</p>

		Healthy Start Program (GUSD) for Foster/Homeless, Low Income, and Counseling. - 5000-5999 Services and Other Operating Expenses - LCFF: \$327,750	Child Welfare and Attendance/Healthy Start Program (GUSD) for Foster, Homeless, Low Income, and Counselors - 5000-5999 Services and Other Operating Expenses - LCFF: \$244,639
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Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>(AMO 2-1-2): Provide social work supervisors to provide guidance, training, and assistance to social work interns.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>GUSD provided 3 social work supervisors to provide guidance, training and assistance to 32 social work interns.</p>	<p>Social Worker Intern Supervisor. - 5000-5999 Services and Other Operating Expenses - LCFF: \$30,000</p>	<p>Social Work Intern Supervisor - 5000-5999 Services and Other Operating Expenses - LCFF: \$30,000</p>

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Foster Youth, Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>(AMO 2-1-2): Hire a foster/homeless counselor to provide academic, attendance, social/emotional, and support services limited to unduplicated students and families. (Also under AMO 3-1-1, and AMO 3-1-4)</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Foster Youth, Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>GUSD hired a foster youth and homeless counselor to provide academic, attendance, social emotional and support services limited to unduplicated students and families.</p>	<p>Foster/Homeless Counselor. - 1000-1999 Certificated Salaries - LCFF: \$92,593</p> <p>Foster/Homeless Counselor. - 3000-3999 Employee Benefits - LCFF: \$32,407</p>	<p>Foster/Homeless Counselor - 1000-1999 Certificated Salaries - LCFF: \$96,759</p> <p>Foster/Homeless Counselor - 3000-3999 Employee Benefits - LCFF: \$32,407</p>

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>(AMO 2-1-4): Provide instructional assistants to general education classrooms to increase and improve services related to educational and behavioral challenges of unduplicated students.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>GUSD provided instructional assistants to the general education classrooms to increase and improves services related to educational and behavioral challenges of unduplicated students.</p>	<p>Additional Instructional Support - 2000-2999 Classified Salaries - LCFF: \$1,386,398</p> <p>Additional Instructional Support - 3000-3999 Employee Benefits - LCFF: \$988,879</p>	<p>Additional Instructional Support - 2000-2999 Classified Salaries - LCFF: \$1,427,990</p> <p>Additional Instructional Support - 3000-3999 Employee Benefits - LCFF: \$1,008,657</p>
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Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: Specific Grade Spans: High Schools/Middle School Support</p> <p>(AMO 2-1-1): Provide school resource officers at comprehensive high schools to provide additional security support and develop relationships with students at the middle and high schools.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: Specific Grade Spans: High School/Middle School Support</p> <p>GUSD provided school resource officers at all comprehensive high schools to provide additional security and to establish relationships with students at the middle and high schools.</p>	<p>School Resource Officers. - 5000-5999 Services and Other Operating Expenses - LCFF: \$250,000</p>	<p>School Resource Officers - 5000-5999 Services and Other Operating Expenses - LCFF: \$227,467</p>

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>(AMO 2-1-2): Provide social emotional support providers to support the social and emotional needs of students and families.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>GUSD provided interns, psychologists and counselors to meet the social emotional support of students and families.</p>	<p>Social Emotional Support Providers (middle/high school). - 1000-1999 Certificated Salaries - LCFF: \$92,593</p> <p>Social Emotional Support Providers (middle/high school). - 3000-3999 Employee Benefits - LCFF: \$32,407</p> <p>Social Emotional Support Providers (middle/high school). - 2000-2999 Classified Salaries - LCFF: \$210,000</p>	<p>Social Emotional Support Providers (middle and high schools) - 1000-1999 Certificated Salaries - LCFF: \$96,759</p> <p>Social Emotional Support Providers (middle and high schools) - 3000-3999 Employee Benefits - LCFF: \$109,084</p> <p>Social Emotional Support Providers (middle and high schools) - 2000-2999 Classified Salaries - LCFF: \$216,300</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

GUSD posted regular updates to staff, families, and community on school safety measures being implemented at our schools. A "See Something, Say Something" campaign began in spring 2018 to encourage students, staff, parents, and the community to report suspicious activity by calling their school or submitting an anonymous tip on the GUSD app tip line. In effort to build trust and provide better transparency, GUSD increased district communications to staff and community this year, including weekly email blasts, frequent online feedback forms, town-hall style community meetings, and stronger social media presence.

In 2017-18, GUSD implemented student, parent, and staff culture surveys for the second consecutive year. Many of the GUSD safety initiatives were rolled out during spring 2018 - after the culture surveys were completed - in response to a nationwide increase in campus violence. We hope to see our survey data improve next year.

One full-time school nurse is assigned to our school for medically fragile students. This school nurse is on site daily to assess the students' social, emotional and physical needs of the students, write Individualized Healthcare Plans (IHP), Implement the IHP and evaluate the effectiveness of the care provided. Additional nursing support is provided to students with tracheostomies based on their IEPs.

An additional psychologist has been provided at each elementary cluster school, Early Bird and Cloud are pre-school to address the needs the social/emotional needs of students. An additional psychologist was selected to assist with the pre-school assessment team, provide social skills and assist any student exhibiting emotional need(s) impacting their learning and provide individual or family counseling services at respective school sites.

Child Welfare & Attendance Office's (CW&A, formerly Healthy Start) staffing included: an Assistant Director, one lead case manager, an office clerk, Homeless and Foster Youth counselor. Monthly professional development was provided for counseling interns and social workers.

Foster/Homeless counselor was hired for 2017-18 school year. Foster/Homeless counselor served 5 low socio-economic status elementary schools with high population of Foster and Homeless youth and provided academic and social emotional support.

GUSD currently maintains School Resource Officers at our three comprehensive high schools which also service the middle schools in close proximity. GUSD also has 2-4 security guards at all middle and high schools.

HR continues to recruit, hire and replace instructional assistants to support general education classrooms and improve services related to access, attendance, engagement, and student achievement for all students. This goal was met by collaborating with the SPED department to meet the identified needs of students.

GUSD currently includes 26 school sites and programs across four cohort teams, including more than 200 school site administrative and certificated leaders from elementary through high school. Teams participate in ongoing training on program implementation, working in close collaboration with the Los Angeles County Office of Education PBIS Leadership Team to improve school climate and student engagement in support of our district LCAP goals.

One cohort team is added each year to gradually impact all schools across the district.

GUSD PBIS Cohorts 2017-2018

Cohort 1 started training 2014:

Franklin, Glenoaks, Jefferson, Mann, Roosevelt

Cohort 2 started training 2015:

Balboa, Columbus, Marshall, Muir, Rosemont

Cohort 3 started training 2016:

Dunsmore, Keppel, Mountain Avenue, Valley View, Toll, Wilson, Glendale, Hoover, and EEELP

Cohort 4 starts training 2017:

Cerritos, Edison, La Crescenta, Lincoln, Monte Vista, Verdugo Woodlands, R.D. White

Cohort 5 starts training 2018:

FACTS, Fremont, Crescenta Valley, Clark, and Daily

Nutrition Services introduced an "Opt Out" option and advertised additional benefits that families would be eligible for if they qualified for free or reduced meals (ex. discounted test fees and utilities) in efforts to raise application rates.

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

Culture survey response rates for student and staff surveys remained the same for 2017-18, however response rates for parent surveys demonstrated a significant decline.

- ~ Student and parent sense of safety remained high this year, but declined from last year based on culture surveys.
- ~ Staff sense of safety was very high and this was the first year this was measured.
- ~ Student sense of trust declined this year from last year; parent and staff sense of trust was high and this was the first year this was measured.
- ~ Student sense of care declined this year from last year; parent sense of care remained high, but declined slightly from last year, staff sense of care was very high and this was the first year this was measured. For the subsequent year, GUSD will implement a proactive plan to increase response rates to parent surveys.

All of the students at our medically fragile school site have an Individualized Education Plan and an Individualized Healthcare Plan (IHP). Through writing and implementation of the IHP, our full-time school nurse supports the needs of all students.

The special education department provided direct counseling services to over 300 students and their families. An 18-minute podcast was developed so that all secondary teachers (grades 7-12) were trained in suicide prevention

SRO's at the high school campus provide students with a sense of security and another adult on campus that students can go to in times of need. Having security in secondary schools has helped administrators with an extra set of eyes on campus. Additionally the security guards have helped to identify students in need throughout the school day.

Through the assessment process, the psychologists were able to intervene early and address the social/emotional barriers to learning. Establishment of the pre-assessment team has been extremely beneficial in providing early interventions to students while developing a positive working relationship between GUSD and parents. Enlisting the psychologists support to provide direct counseling services to one student or family at their school site, built positive relationships and expedited positive counseling outcomes. Additionally, the counseling program served instrumental in removing emotional barriers to learning.

An increased number of families were served through SART, SARB and the District Attorney referrals. For the first time, CW&A had a student success Holiday party for our Foster and Homeless Students.

Although the number of PBIS major behavioral incidents declined, there was an increase of 798 minor behavioral incidents and an increase in overall behavioral incidents (740) from 2016-17 to 2017-18.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Primarily compensation increases and lower personal service contract costs.

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

For 2018-19:

GUSD will replace the current student client survey with a research-based social-emotional learning survey provided by Panorama to help target supports and interventions based on actual perceptions of students enrolled. The Panorama survey will be offered to students in grades 3-12 twice a year.

GUSD Priority 2: Create a Culture of Learning

Goal 4

Goal 2-2: Provide services and conditions that support student learning.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards
 Local Priorities: GUSD Board Priorities: 1,2,3

Annual Measurable Outcomes

Expected	Actual
<p>AMO 2-2-1: [L] Fully credentialed and appropriately assigned teachers. SMARTE Goal 2-2-1: Percent of positions filled by fully credentialed and appropriately assigned teachers (including teachers of English Learners and vacant teacher positions) will increase by 0.1% per year until it reaches and remains at 100%.</p> <p>2017-18 2017-2018: 100%</p>	<p>2017-18: 99.13% <i>Metric Not Met</i></p>
<p>AMO 2-2-2: [L] Access to standards-aligned instructional materials. SMARTE Goal 2-2-2: Percent of students with access to their own copies of standards-aligned textbooks and instructional materials across content/subject areas, in compliance with Williams Act, will remain at 100%.</p> <p>2017-18 2017-2018: 100%</p>	<p>2017-18- 100% - <i>Metric Met</i></p>
<p>AMO 2-2-3: [L] School facilities in "good repair" as measured by Facility Inspection Tool (FIT). SMARTE Goal 2-2-3: Number of identified instances where facilities meet the "good repair" standard (90%-98.99%) or above as measured by the Facility Inspection Tool (FIT) will increase by two schools per year until it reaches and remains at 100% (32 school sites).</p> <p>2017-18 2017-2018: 100% (32/32 schools)</p>	<p>2017-18- 98.56% <i>Metric Met</i></p>

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>(AMO 2-2-1): Provide teachers who are fully credentialed and appropriately assigned including administrators and support staff.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>For 2017-18, 99.13% of teachers were fully credentialed and appropriately assigned including administrators and support staff.</p>	<p>General K-12 Instruction: Teachers, Site Administrators, Support Services, Supplies. - 1000-1999 Certificated Salaries - LCFF: \$82,932,734</p> <p>General K-12 Instruction: Teachers, Site Administrators, Support Services, Supplies. - 2000-2999 Classified Salaries - LCFF: \$5,170,232</p> <p>General K-12 Instruction: Teachers, Site Administrators, Support Services, Supplies. - 3000-3999 Employee Benefits - LCFF: \$36,802,191</p>	<p>General K-12 Instruction: Teachers, Site Administrators, Support Services - 1000-1999 Certificated Salaries - LCFF: \$86,664,707</p> <p>General K-12 Instruction: Teachers, Site Administrators, Support Services and Staff - 2000-2999 Classified Salaries - LCFF: \$5,325,339</p> <p>General K-12 Instruction: Teachers, Site Administrators, Support Services and Staff - 3000-3999 Employee Benefits - LCFF: \$36,802,191</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>(AMO 2-2-2): Provide instructional materials to remain Williams compliant.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>GUSD remains compliant with the Williams Act. Students grades TK-12 have access to standards-aligned textbooks and instructional materials and supplies across all content areas.</p>	<p>Instructional Materials. - 4000-4999 Books and Supplies - LCFF: \$1,833,478</p>	<p>Instructional Materials - 4000-4999 Books and Supplies - LCFF: \$3,582,376</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p>	<p>Facilities and Support Operations (FASO) (including custodians). -</p>	<p>Facilities and Support Operations (FASO) including custodians -</p>

Improved Services Requirement	Improved Services Requirement	2000-2999 Classified Salaries - LCFF:	2000-2999 Classified Salaries - LCFF:
Students to be Served: All	Students to be Served: All	\$11,590,277	\$11,937,985
Location: All Schools	Location: All Schools	Facilities and Support Operations (FASO) (including custodians). -	Facilities and Support Operations (FASO) (including custodians) -
(AMO 2-2-3): Provide Facility and Support Operations (FASO) staff, including custodians to provide a clean, safe, and secure learning environment for all students.	Current Facilities Inspection Tool (FIT) tool indicates a District average of 98.56. All schools meet the "Good" standard or above. Moreover, 17 schools demonstrate "Exemplary" status as measured by the FIT.	3000-3999 Employee Benefits - LCFF: \$6,545,545	3000-3999 Employee Benefits - LCFF: \$6,670,145
	<i>100% of all school sites indicate facilities in "good" repair status.</i>	Facilities and Support Operations (FASO) (including custodians). -	Facilities and Support Operations (FASO) (including custodians) -
		4000-4999 Books and Supplies - LCFF: \$1,506,257	4000-4999 Books and Supplies - LCFF: \$1,679,508
		Facilities and Support Operations (FASO) (including custodians). -	Facilities and Support Operations (FASO) (including custodians) -
		5000-5999 Services and Other Operating Expenses - LCFF: \$625,646	5000-5999 Services and Other Operating Expenses - LCFF: \$371,609
		Facilities and Support Operations (FASO) (including custodians). -	Facilities and Support Operations (FASO) (including custodians) -
		6000-6999 Capital Outlay - LCFF: \$296,842	6000-6999 Capital Outlay - LCFF: \$68,423

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Human Resources has continued to closely monitor credentialing, support for teachers, support for staff and administrators through the credentialing process, and support for administrators with teacher appropriate assignments. As part of their terms of employment the HR department works directly with teachers who are completing any credentialing requirements to ensure progress is made towards completion. If terms of the contract are not met, contracts are not renewed.

T&L department has provided each school has adequate quantities of instructional materials on site. Textbook and instructional material supply orders were carefully calculated to ensure all students had access to their own standards aligned textbooks and instructional materials across all content areas

Facilities and Support Operations (FASO) Department reorganized administration of the Facility Inspection Tool (FIT) program to sustain a continuous improvement process.

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

For 2017-18, GUSDs Human Resources Department maintained high percentages for the following positions:

- ~ Fully credentialed teachers, 98.90%,
- ~ Teachers with EL authorization, 98.56%,
- ~ Teachers appropriately assigned, 99.92%,
- ~ Fully credentialed support staff, 100%
- ~ Fully credentialed administrators, 100%.

Every student was provided increased access to the curriculum through the availability of textbooks, instructional materials and supplies. Materials are being updated to better address the new standards as available

Various subject areas are in the process of approving new materials for adoption.

Although staffing continues to be conducted "cautiously" in accordance with the Districts solvency plan, current Facilities and Support Operations (FASO) staffing needs are being met with FIT scores indicating effective results.

~ Current FIT average for the District is 98.56.

~ All schools meet the "Good " standard or above.

~ 17 schools are in the "Exemplary" category.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Textbook adoption costs were greater than anticipated; Facilities and Support Operations project costs less than estimated.

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

No changes.

Goal 5

GUSD Priority 2: Create a Culture of Learning

Goal 2-3: Provide teachers with tools and training to implement State academic standards.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards
Local Priorities: GUSD Board Priorities: 1,2,3

Annual Measurable Outcomes

Expected	Actual
<p>AMO 2-3-1: [L] Implementation of State academic standards for all content areas. SMART Goal 2-3-1:TBD At least one subject area will move up at least one level as measured by the 5-point LCAP Self-Reflection tool per year until it reaches a 5. (one subject level will move up one level)</p>	<p>GUSD principals and administrators provided feedback 2018-19 using the LCAP Self-Reflection Tool. This feedback will serve as Baseline data for this metric.</p>

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>(AMO 2-3-1): Using the 5-point LCAP self-reflection tool, conduct a self-assessment through the professional development department.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>GUSD utilized the 5-Point LCAP Self Reflection Tool to conduct a self assessment through the professional development department to provide information on the implementation of State Standards and needs assessment for professional development.</p>	<p>Common Core Implementation (Repeat) - 1000-1999 Certificated Salaries - LCFF: \$4,111,852 (repeated expenditure)</p> <p>Common Core Implementation (Repeat) - 2000-2999 Classified Salaries - LCFF: \$94,361 (repeated expenditure)</p> <p>Common Core Implementation (Repeat) - 3000-3999 Employee Benefits - LCFF: \$1,408,244 (repeated expenditure)</p> <p>Common Core Implementation (Repeat) - 4000-4999 Books and Supplies - LCFF: \$34,250 (repeated expenditure)</p> <p>Common Core Implementation (Repeat) - 5000-5999 Services and Other Operating Expenses - LCFF: \$2,860 (repeated expenditure)</p>	<p>Common Core Implementation (repeat) - 1000-1999 Certificated Salaries - LCFF: \$3,926,910 (repeated expenditure)</p> <p>Common Core Implementation (repeat) - 2000-2999 Classified Salaries - LCFF: \$95,449 (repeated expenditure)</p> <p>Common Core Implementation (repeat) - 3000-3999 Employee Benefits - LCFF: \$1,443,726 (repeated expenditure)</p> <p>Common Core Implementation (repeat) - 4000-4999 Books and Supplies - LCFF: \$261,593 (repeated expenditure)</p> <p>Common Core Implementation (repeat) - 5000-5999 Services and Other Operating Expenses - LCFF: \$78,000 (repeated expenditure)</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

In order to meet the goal of full implementation of the California State Standards, a fully developed department of Teaching & Learning was developed. The team consists of:

- Full time Director, Teaching & Learning and 2 full time coordinators supported implementation of district Professional Development Plan in the 4 areas of emphasis:
 - Professional Learning Communities
 - California State Standards
 - Positive Behavioral Interventions & Support (PBIS) & Social Emotional Learning, including Restorative Practices
 - Inclusion & Intervention
- Full Time Teacher Specialists, Teaching & Learning provided expertise and professional development support in California State

Standards.

- Mathematics Grades TK-3 and Mathematics Grades 4-6
- English-Language Arts TK-6
- Mathematics 6-12
- Science TK-12
- History Social Science TK-12 and PBIS
- Induction
- Technology

In the four professional development areas of emphasis for the 2017-2018 school year, the following was done:

1) Professional Learning Communities:

- Provided two site full release days of training to support the work of collaborative teams in professional learning communities.
- Provided 3 days of training to all site principals.
- Provided 3 days of training of all district administrators, directors, coordinators, and teacher specialists.
- Provided 3 professional books and access to on-line Global PD to support professional learning.
- Provided day keynote address to all elementary staffs on March 26, 2018.

2) California State Standards:

Adoption of K-5 Pearson EnVision Core mathematics Program. Teachers received two full days of staff development in new curriculum.

Quarterly district newsletter to support teachers in new math adoption

Two district elementary substitute release days of training provided direct support to teachers in state standards

Two Secondary Release days in Integrated Mathematics/Pilot Materials, NGSS, Brain-based practices to support English and ELD, Genocide Education and the new History S/S Framework, CPR training for P.E. Coaches.

Adoption process of new textbooks aligned to state standards in TK, AP Government, Secondary Spanish Levels 1-3, Secondary Health, AP Physics, Grade 6-Integrated III Mathematics, and Calculus.

3) Positive Behavioral Interventions & Support (PBIS) & Social Emotional Learning, including Restorative Practices

- 25 schools in training and all 30 schools will be in training in PBIS 2018-2019. Total of 332 participants from across GUSD schools.
- All site administrators and site coaches received extra training and support in PBIS.
- Six GUSD schools provided voluntary training in Restorative Practices. Total of 170 participants from across GUSD.
- Four days of training for district team in resolving conflicts restoratively.

4) Inclusion & Interventions

- District task force comprised primarily of teachers from elementary and secondary schools across the GUSD supported by Dr. Wendy Murawski California State University, Northridge.
- Five afterschool meetings held to discuss goals and objectives of inclusion and supporting inclusive school environments:
 - Wednesday, September 27, 2017
 - Tuesday, November 14, 2017
 - Wednesday, January 24, 2018
 - Wednesday, March 14, 2018
 - Wednesday, May 9, 2018
- This task force will provided recommendations to the GUSD School Board.

The 5-point LCAP self-reflection tool was given this spring 2018. The results received are baseline results. Comparisons will be drawn

next year when we have two years of comparable data results.

Professional Development in Math and English Language Arts demonstrated as areas of strength (61.5%, Math and 46.2%, ELA)
Instructional Materials aligned to recent adoptions for Math (indicating full implementation) demonstrated as an area of strength (53.8%, Math)

Math and English Language Arts demonstrated areas of strength for collaborative teaming (46.2% Math, 38.5% ELA)

Implementation (full) of academic standards for CTE, PE and VAPA demonstrated areas of strength (46.2% CTE, 30.8% PE, 30.8% VAPA)

GUSD provided initial training in the shifts in Math, ELA, Science, and History/SS standards. Further training will focus on meeting the needs of all learners in meeting rigorous standards and high expectations.

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

The 2017-2018 professional development plan included the following:

- Over 4,000 attendees and counting in professional learning opportunities
- 650 Elementary teachers participating in district release days and counting
- 590 Elementary teachers participating in site PLC collaboration days and counting
- 600 Secondary teachers participating in both site release and district training opportunities.
- Classified Staff Development Day at Glendale High School on Friday, October 27, 2017.
- GUSD 2018 Staff Culture Survey results indicated a jump of 5% from 62% in 2017 to 67% in 2018 that a high priority is placed on professional learning and coaching.
- GUSD 2018 Staff Culture Survey results indicated another jump of 5% from 67% in 2017 to 72% in 2018 that my supervisor cares about my professional growth and development.
- GUSD 2018 Staff Culture Survey results indicated an increase of 3% from 73% in 2017 to 76% in 2018 that professional learning is an important part of my day-to-day work

LCAP Self Reflection Tool

Based on the 2017-18 LCAP Self Reflection Tool, the following provides feedback from principals, District Administrators and other School Personnel on recently adopted academic standards and/or curriculum frameworks:

Much work has been completed and the professional development and support is evident. There is room to grow for all staff in content areas, such as ELA and Math. These are the most important and are close to full implementation. As a result, a focus can also now be placed on other content areas such as NGSS, VAPA, etc. Progress has been demonstrated via GUSD's CA School Dashboard and iReady assessment data. However, science and social studies are in need of support as well as the other adopted areas (CTE, world languages, etc). GUSD has worked to adopt curriculum frameworks to meet the needs of all learners. The professional development opportunities provided a positive and structured way to get teachers engaged and aligned with the curriculum and framework. GUSD provided initial training in the shift in Math, ELA, Science, and History/SS Standards. Further training will focus on meeting the needs of all learners in meeting rigorous standards and high expectations. College View School is unique in its delivery of instruction. Student needs are intense, diverse addressing a wide range of abilities. College View focuses mostly on individual goals of most medically fragile students in the District. Lastly, materials are needed to support effective ELD instruction.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Primarily compensation increases; increased duplicating and supply cost and increased personal service contract costs.

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

No changes

GUSD Priority 2: Create a Culture of Learning

Goal 6

Goal 2-4: Provide students with access to support (interventions) and instructional tools (technology) for learning.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards
Local Priorities: GUSD Board Priorities: 1,2,3

Annual Measurable Outcomes

	Expected	Actual
<p>AMO 2-4-1: [GUSD] Access to interventions at the school site. SMART E Goal 2-4-1: Number of schools implementing a Multiple Tiered Support System (MTSS) will increase by 9 schools per year until it reaches and remains at 100% (32 schools).</p>	<p>2017-18 2017-2018: 22 schools</p>	<p>2017-18: 32 schools implemented Multi-Tiered Systems of Supports and interventions based on student needs <i>Metric Met</i></p>
<p>AMO 2-4-2: [GUSD] Access to alternative education opportunities. SMART E Goal 2-4-2: Cost per pupil for alternative education programs will decrease by \$1,000 per year in order to improve program sustainability.</p>	<p>2017-18 2017-2018: \$11,000 per student</p>	<p>2017-18 Alternative Educational Programs Total: \$4,587,965 <i>Metric Not Met</i></p>
<p>AMO 2-4-3: [GUSD] Access to technology in the classroom. SMART E Goal 2-4-3: Ratio of students-to-devices in good repair will remain at 3 students-to-1 device or lower.</p>	<p>2017-18 2017-2018: 3:1 ratio</p>	<p>2017-18: 10,998 devices <i>Metric Met</i></p>

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>(AMO 2-4-1): Provide school site intervention services to increase student success.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>All 32 sites in GUSD provided site specific multi-tiered interventions to meet student academic and social/emotional needs and increase student achievement.</p>	<p>School Site Intervention Services. - 1000-1999 Certificated Salaries - LCFF: \$842,681</p> <p>School Site Intervention Services. - 2000-2999 Classified Salaries - LCFF: \$3,873,408</p> <p>School Site Intervention Services. - 3000-3999 Employee Benefits - LCFF: \$2,519,717</p> <p>School Site Intervention Services. - 4000-4999 Books and Supplies - LCFF: \$692,321</p> <p>School Site Intervention Services. - 5000-5999 Services and Other Operating Expenses - LCFF: \$190,496</p>	<p>School Site Intervention Services - 1000-1999 Certificated Salaries - LCFF: \$877,038</p> <p>School Site Intervention Services - 2000-2999 Classified Salaries - LCFF: \$3,989,610</p> <p>School Site Intervention Services - 3000-3999 Employee Benefits - LCFF: \$2,591,205</p> <p>School Site Intervention Services - 4000-4999 Books and Supplies - LCFF: \$757,624</p> <p>School Site Intervention Services - 5000-5999 Services and Other Operating Expenses - LCFF: \$215,163</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>(AMO 2-4-1): Provide targeted summer school and extended school year for students needing additional assistance.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>GUSD offers summer school to all secondary students needing additional assistance in middle and high school. Summer school consists of five weeks with 2 two and half week sessions.</p>	<p>Summer School, After School Interventions, and Program/Supplies. - 1000-1999 Certificated Salaries - LCFF: \$1,151,218</p> <p>Summer School, After School Interventions, and Program/Supplies. - 2000-2999 Classified Salaries - LCFF: \$30,200</p> <p>Summer School, After School Interventions, and Program/Supplies. - 3000-3999 Employee Benefits - LCFF: \$229,392</p> <p>Summer School, After School Interventions, and Program/Supplies. - 4000-4999 Books and Supplies - LCFF: \$273,600</p> <p>Summer School, After</p>	<p>Summer School, After School Interventions and Programs/Supplies - 1000-1999 Certificated Salaries - LCFF: \$1,166,864</p> <p>Summer School, After School Interventions and Programs/Supplies - 2000-2999 Classified Salaries - LCFF: \$30,200</p> <p>Summer School, After School Interventions and Programs/Supplies - 3000-3999 Employee Benefits - LCFF: \$229,392</p> <p>Summer School, After School Interventions and Programs/Supplies - 4000-4999 Books and Supplies - LCFF: \$221,349</p> <p>Summer School, After</p>

		School Interventions, and Program/Supplies. - 5000-5999 Services and Other Operating Expenses - LCFF: \$362,273	School Interventions and Programs/Supplies - 5000-5999 Services and Other Operating Expenses - LCFF: \$359,581
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Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: Clark Magnet High School</p> <p>(AMO 2-4-2): Provide bus transportation to Clark for students to create equal access for students.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: Clark Magnet High School</p> <p>GUSD continued to provide bus transportation for students to attend Clark Magnet High School to maintain equal access.</p>	<p>Clark Transportation. - 5000-5999 Services and Other Operating Expenses - LCFF: \$870,000</p>	<p>CLark Transportation - 5000-5999 Services and Other Operating Expenses - LCFF: \$969,738</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p> <p>Location: Specific Schools: FACTS program</p> <p>(AMO 2-4-1): Provide an additional FACTS teacher to decrease class size and improve student teacher ratio so students can access the community.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p> <p>Location: Specific Schools: FACTS program</p> <p>GUSD provided one full time teacher to the FACTS program during the 2017-18 school year.</p>	<p>FACTS Additional Teacher. - 1000-1999 Certificated Salaries - LCFF: \$79,186</p> <p>FACTS Additional Teacher. - 3000-3999 Employee Benefits - LCFF: \$23,975</p>	<p>FACTS Additional Teacher - 1000-1999 Certificated Salaries - LCFF: \$82,749</p> <p>FACTS Additional Teacher - 3000-3999 Employee Benefits - LCFF: \$24,694</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English</p>	<p>Additional Teacher/Program Support for Daily, Verdugo, Jewel City. - 1000-1999 Certificated Salaries - LCFF: \$1,340,494</p>	<p>Additional Teacher/Program Support for Daily, Verdugo, Jewel City - 1000-1999 Certificated Salaries - LCFF: \$1,400,762</p>

<p>Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: Alternative schools (Daily, Jewel City, and Verdugo Academy)</p> <p>(AMO 2-4-2): Provide additional support (teachers and programs) and alternative programs for Daily, Verdugo and Jewel City Schools (includes new Jewel City teacher) to provide alternative ratios which are below the collective bargaining contract to increase student success.</p>	<p>Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: Alternative schools (Daily, Jewel City, Verdugo Academy)</p> <p>GUSD provided two teachers to support alternative programs at Jewel City, Daily and Verdugo Academy during the 2017-18 school year.</p>	<p>Additional Teacher/Program Support for Daily, Verdugo, Jewel City. - 2000-2999 Classified Salaries - LCFF: \$46,792</p> <p>Additional Teacher/Program Support for Daily, Verdugo, Jewel City. - 3000-3999 Employee Benefits - LCFF: \$557,290</p> <p>Additional Teacher/Program Support for Daily, Verdugo, Jewel City. - 4000-4999 Books and Supplies - LCFF: \$25,103</p> <p>Additional Teacher/Program Support for Daily, Verdugo, Jewel City. - 5000-5999 Services and Other Operating Expenses - LCFF: \$34,713</p>	<p>Additional Teacher/Program Support for Daily, Verdugo, Jewel City - 2000-2999 Classified Salaries - LCFF: \$46,792</p> <p>Additional Teacher/Program Support for Daily, Verdugo, Jewel City - 3000-3999 Employee Benefits - LCFF: \$574,002</p> <p>Additional Teacher/Program Support for Daily, Verdugo, Jewel City - 4000-4999 Books and Supplies - LCFF: \$11,985</p> <p>Additional Teacher/Program Support for Daily, Verdugo, Jewel City - 5000-5999 Services and Other Operating Expenses - LCFF: \$21,188</p>
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Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>(AMO 2-4-3): Provide technology access to students with a goal of 3:1 ratio student to device (computers/chromebooks).</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>For 2017-18, GUSD provided students access to technology by meeting their goal of student to device ratio, 3:1 at most sites.</p>	<p>Chromebook purchases/maintenance. - 4000-4999 Books and Supplies - LCFF: \$500,000</p>	<p>Chromebook purchase/maintenance - 4000-4999 Books and Supplies - LCFF: \$482,669</p>

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>(AMO 2-4-3): Provide timely technology device maintenance (computers/chromebooks) to ensure student access to technology.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>GUSD has an Educational Technology Information Systems department that provided technology support to all schools.</p> <p>Each secondary school has a Generation</p>	<p>Chromebook purchases/maintenance (AMO 2-4-3 Repeat). - 4000-4999 Books and Supplies - LCFF: \$500,000 (repeated expenditure)</p>	<p>Chromebook purchased/maintenance (AMO2-4-3 repeat) - 4000-4999 Books and Supplies - LCFF: \$482,669 (repeated expenditure)</p>

	<p>Youth and Educators Succeeding (GenYes) course. Students in this course learned to assist with minor technology support and repairs at their site.</p> <p>All elementary schools, with the exception of one were staffed with a librarian and media technician specialist to support student access to technology.</p>		
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Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: Specific Schools: Daily, Jewel City, Verdugo Academy, and FACTS</p> <p>(AMO 2-4-1): Provide alternative educational programs, Daily, Jewel City, Verdugo Academy, FACTS, including summer school for students requiring additional assistance.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: Specific Schools: Daily, Jewel City, Verdugo Academy and FACTS</p> <p>GUSD continues to offer alternative education programs, including summer school for students requiring additional assistance at Daily, Jewel City, Verdugo Academy and FACTS.</p>	<p>Alternative Education Programs (Daily, Verdugo Academy, Summer School). - 1000-1999 Certificated Salaries - LCFF: \$2,874,910</p> <p>Alternative Education Programs (Daily, Verdugo Academy, Summer School). - 2000-2999 Classified Salaries - LCFF: \$76,992</p> <p>Alternative Education Programs (Daily, Verdugo Academy, Summer School). - 3000-3999 Employee Benefits - LCFF: \$926,994</p> <p>Alternative Education Programs (Daily, Verdugo Academy, Summer School). - 4000-4999 Books and Supplies - LCFF: \$307,268</p> <p>Alternative Education Programs (Daily, Verdugo Academy, Summer School). - 5000-5999 Services and Other Operating Expenses - LCFF: \$401,801</p>	<p>Alternative Education Programs (Daily, Verdugo Academy, Summer School - 1000-1999 Certificated Salaries - LCFF: \$3,004,281</p> <p>Alternative Education Programs (Daily, Verdugo Academy, Summer School - 2000-2999 Classified Salaries - LCFF: \$76,992</p> <p>Alternative Education Programs (Daily, Verdugo Academy, Summer School - 3000-3999 Employee Benefits - LCFF: \$954,701</p> <p>Alternative Education Programs (Daily, Verdugo Academy, Summer School - 4000-4999 Books and Supplies - LCFF: \$235,634</p> <p>Alternative Education Programs (Daily, Verdugo Academy, Summer School - 5000-5999 Services and Other Operating Expenses - LCFF: \$382,803</p>

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p>	<p>Professional Development Utilizing SST Software - 4000-4999 Books and Supplies - LCFF: \$200,000</p>	<p>Professional Development Utilizing SST Software - 4000-4999 Books and Supplies - LCFF: \$204,000</p>

<p>Students to be Served: All</p> <p>Location: All Schools</p> <p>(AMO 2-4-1): Provide and utilize the Student Study Team (SST) software to monitor success of student interventions.</p>	<p>Students to be Served: All</p> <p>Location: All Schools</p> <p>GUSD utilizes the Special Education Information System (SEIS) district-wide.</p>		
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Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: Specific Schools: GenYes Schools mostly middle and high school</p> <p>(AMO 2-4-3): Provide GenYes classes to assist with computer/technology support and repairs.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: Specific Schools: Middle and high schools</p> <p>GUSD provided .2 FTE to all middle schools and all high schools for GenYes courses.</p>	<p>GenYes Programs - 4000-4999 Books and Supplies - LCFF: \$180,000</p>	<p>GenYes Programs - 4000-4999 Books and Supplies - LCFF: \$180,000</p>

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Grade Spans: Elementary schools</p> <p>(AMO 2-4-3): Provide library aides/multi-media technology specialist to support student access to technology and improved student learning opportunities.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Grade Spans: Elementary schools</p> <p>GUSD provided all elementary schools a librarian and media technician specialist.</p>	<p>Library Aides and Multimedia Techs. - 2000-2999 Classified Salaries - LCFF: \$432,600</p> <p>Library Aides and Multimedia Techs. - 3000-3999 Employee Benefits - LCFF: \$167,400</p>	<p>Library Aides and Multi Media Techs - 2000-2999 Classified Salaries - LCFF: \$364,109</p> <p>Library Aides and MultiMedia Techs - 3000-3999 Employee Benefits - LCFF: \$69,945</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Administrators are being trained to effectively implement Professional Learning Communities which includes strategies to implement effective interventions based on individual student needs. Each school site develops, implements and evaluates an intervention plan, based on student needs.

SST online program has been implemented in all schools to monitor interventions provided at each school site. The SST online program allows ongoing monitoring of interventions applied at all school levels. Creating a historical summary of student interventions is essential to quickly and efficiently address the needs of students.

Human Resources recruited for a 5-week remedial summer school program for all students in need of additional assistance, including SPED. An additional FTE was effective in decreasing class size and providing more community access to students. The teacher focused on career exploration and career technical skills. One additional teacher to support the students of Jewel City, thus lowering class size and providing additional support for student needs. Human Resources continues to recruit, hire and staff alternative educational programs, including remedial and SPED school year and summer school for students requiring additional assistance and students with IEPs for Daily, Jewel City, Verdugo Academy and FACTS (Foothill Area Community Transition Services).

Glendale Unified School Districts top goal for technology is to attain a 3:1 student to device ratio. An additional goal is to provide real world technology opportunities to students. GenYES students are taught the fundamentals of computer repair and support. ETIS works with GenYES students to put concepts of computer technology into practice. HR continues to recruit, hire and staff for the library aides/multimedia technology specialist to support student access to technology and improve student learning opportunities.

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

Nine schools have implemented Tier 1 and 2 systems of intervention. Progress is being made to add Tier 3 and to bring more schools along in the process of developing MTSS.

The SST online intervention program has been effective in monitoring what interventions have already been implemented for each student. This program allows for collaboration across grade levels and schools. It documents concerns and targets interventions to ensure student success before being referred to special education.

The District is able to offer robust alternative educational programs, remedial and SPED summer school that are tailored to meet the special needs of students at Daily, Jewel City, Verdugo Academy and FACTS. HR will re-evaluate the effectiveness of the additional FTE in the Jewel City program. Student enrollment is very low which may not require one additional FTE. Students are provided the opportunity to recover credits, earn a higher grade and reinforcement learning skills based on IEP goals.

The additional teacher helped to facilitate opportunities to interact with the community and implement the Community Based Instruction (CBI) and the use of public transportation system. It also provided additional employment opportunities/skills and service learning for the students.

The districts technology plan continues to be a phase-in process.

- The 3:1 ratio has already been reached at most sites. The timely replacement of failed and/or out-of-warranty units has allowed sites to have an uninterrupted schedule during CAASPP testing and other computer-based assessments.
- In October 2017, the district-wide ratio was 2.60:1 with 6 elementary schools and 3 secondary schools still below the 3:1 goal ratio.
- In April 2018, the district-wide ratio improved to 2.08:1 with 2 elementary schools and 2 secondary schools still below the 3:1 goal ratio.
- The four schools below the 3:1 ratio currently have Chromebooks being prepared for them with an expected completion by June 2018.
- Students are getting exposure to various technologies and assisting ETIS with technology repairs at their site. Sites with a GenYES program have noticeably reduced technology work orders.
- All elementary schools, with the exception of one school are staffed with a library aide and/or a multimedia technology specialist to support student access to technology and improved student learning opportunities.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Primarily compensation increases; library aides and multi-media aide vacancies not fully filled; fewer referrals to alternative campuses.

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

No changes.

GUSD Priority 3: Increase Engagement

Goal 7

Goal 3-1: Provide a positive environment and opportunities for students to connect with their school and community.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement; 5. Pupil engagement; 6. School climate
Local Priorities: GUSD Board Priorities: 1,2,3

Annual Measurable Outcomes

	Expected	Actual
<p>AMO 3-1-1: [S] Chronic absenteeism rates. SMART E Goal 3-1-1: Chronic absenteeism rate will decrease by a minimum of 0.2% per year until it reaches and remains at 0%</p>	<p>2017-18 2017-2018: 7.64%</p>	<p>2016-17: 7.9%. <i>Metric Met</i></p>
<p>AMO 3-1-2: [S] High school graduation rates. SMART E Goal 3-1-2: Cohort graduation rate will increase by a minimum of 0.5% per year until students reach the highest level of performance.</p>	<p>2017-18 2017-2018: 95.4%</p>	<p>2016-17: 94.3%. <i>Metric Not Met</i></p>
<p>AMO 3-1-3: [S] Suspension rates. SMART E Goal 3-1-3: Suspension rate will decrease by a minimum of 0.2% per year until it reaches and remains at 0%</p>	<p>2017-18 2017-2018: 2.1%</p>	<p>2016-17: 2.6%. <i>Metric Not Met</i></p>
<p>AMO 3-1-4: [LCAP] Attendance rates. SMART E Goal 3-1-4: Attendance rate will increase by a minimum of 0.2% per year until students reach the highest level of performance.</p>	<p>2017-18 2017-2018: 96.6%</p>	<p>2016-17: 96.5%. <i>Metric Met</i></p>
<p>AMO 3-1-5: [LCAP] Middle school dropout rates. SMART E Goal 3-1-5: Middle school dropout rate (grade 7-8) will decrease by a minimum of 0.03% per year (1 student) until it reaches and remains at 0%.</p>	<p>2017-18 2017-2018: 0.02%</p>	<p>2016-17: 0% <i>Metric Met</i></p>
<p>AMO 3-1-6: [LCAP] High school dropout rates. SMART E Goal 3-1-6: High school cohort dropout rate will decrease by a minimum of 0.5% per year until it reaches and remains at 0%. (Note: State calculation changed as of 2015-16).</p>	<p>2017-18 2017-2018: 2.3%</p>	<p>2016-17 - .8% <i>Metric Met</i></p>

<p>AMO 3-1-7: [LCAP] Expulsion rates. SMART E Goal 3-1-7: Expulsion rate will decrease until it reaches and remains at 0%.</p>	<p>2017-18 2017-2018: 0%</p>	<p>2016-17: 0%. <i>Metric Met</i></p>
<p>AMO 3-1-8: [LCAP] Other local measures, including surveys of pupils on the sense of school connectedness. SMART E Goal 3-1-8: Percent of students stating that they are involved in one or more school activity as measured by the GUSD Student Culture Survey will increase by a minimum of 5% per year until it reaches its highest potential.</p>	<p>2017-18 2017-2018: 61%</p>	<p>2017-18: 58% <i>Metric Not Met</i></p>

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>(AMO 3-1-3): Provide Positive Behavior Intervention Support (PBIS) and other behavioral Interventions (restorative justice) to support student learning.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>GUSD trained 25 schools in PBIS and has begun voluntary training in Restorative Justice practices to support academic and social/emotional growth to build a school learning community.</p>	<p>PBIS and Other Behavioral Interventions. - 1000-1999 Certificated Salaries - LCFF: \$82,137</p> <p>PBIS and Other Behavioral Interventions. - 2000-2999 Classified Salaries - LCFF: \$15,500</p> <p>PBIS and Other Behavioral Interventions. - 3000-3999 Employee Benefits - LCFF: \$19,163</p> <p>PBIS and Other Behavioral Interventions. - 4000-4999 Books and Supplies - LCFF: \$11,868</p> <p>PBIS and Other Behavioral Interventions. - 5000-5999 Services and Other Operating Expenses - LCFF: \$71,332</p>	<p>PBIS and other behavioral interventions - 1000-1999 Certificated Salaries - LCFF: \$82,137</p> <p>PBIS and other behavioral interventions - 2000-2999 Classified Salaries - LCFF: \$15,500</p> <p>PBIS and other behavioral interventions - 3000-3999 Employee Benefits - LCFF: \$19,163</p> <p>PBIS and other behavioral interventions - 4000-4999 Books and Supplies - LCFF: \$2,317</p> <p>PBIS and other behavioral interventions - 5000-5999 Services and Other Operating Expenses - LCFF: \$97,000</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>(AMO 3-1-1): Provide classified staff to monitor and improve student attendance. (Also under AMO 3-1-4)</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>GUSD's Child Attendance and Welfare Office provided a coordinator, lead case manager, attendance worker, clerical assistant and a few social emotional support providers. As a result, a significant increase in the number of SART (309) and SARB(104) meetings increasing awareness of positive attendance and behavior was demonstrated.</p>	<p>Classified Staff to Monitor Attendance. - 2000-2999 Classified Salaries - LCFF: \$97,724</p> <p>Classified Staff to Monitor Attendance. - 3000-3999 Employee Benefits - LCFF: \$43,976</p>	<p>Classified Staff to Monitor Attendance - 2000-2999 Classified Salaries - LCFF: \$97,724</p> <p>Classified Staff to Monitor Attendance - 3000-3999 Employee Benefits - LCFF: \$43,976</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>(AMO 3-1-1): Provide early interventions to reduce chronic absenteeism.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>For the 2017-18 school year, each site administrator was required to develop an early intervention attendance plan.</p> <p>The Child Welfare and Attendance Office supported site plans through ongoing monitoring of attendance, parent outreach, attendance letters and scheduled SART and SARB meetings.</p> <p>GUSD is currently implementing PBIS at 25/30 sites to promote a positive and safe school culture. For the 2018-19 school year, five additions schools will be implementing PBIS.</p>	<p>Decrease Chronic Absenteeism through Early Interventions. - 1000-1999 Certificated Salaries - LCFF: \$104,481</p> <p>Decrease Chronic Absenteeism through Early Interventions. - 3000-3999 Employee Benefits - LCFF: \$36,569</p>	<p>Decrease Chronic Absenteeism through Early Intervention - 1000-1999 Certificated Salaries - LCFF: \$104,481</p> <p>Decrease Chronic Absenteeism through Early Intervention - 3000-3999 Employee Benefits - LCFF: \$36,569</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Grade Spans: Elementary Schools</p> <p>(AMO 3-1-8): Increase student connectedness to school at the elementary level through extra curricular activities such as, music, sports, chorus, technology etc.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Grade Spans: Elementary Schools</p> <p>Each elementary school received an instrumental music teacher one day a week. Each elementary school maintained a computer lab, media center specialist and librarian. Each elementary school developed extracurricular activities based on site interest and in development with their site governing body (SSC).</p>	<p>Elementary Instrumental Music Teacher (0.8 FTE). - 1000-1999 Certificated Salaries - LCFF: \$59,259</p> <p>Elementary Instrumental Music Teacher (0.8 FTE). - 3000-3999 Employee Benefits - LCFF: \$20,741</p> <p>Stipends for Elementary Academic Coaching and Connectedness (technology, chorus, and sports). - 1000-1999 Certificated Salaries - LCFF: \$50,000</p> <p>Stipends for Elementary Academic Coaching and Connectedness (technology, chorus, and sports). - 3000-3999 Employee Benefits - LCFF: \$13,500</p>	<p>Elementary Instrumental Music Teacher (.08 FTE) - 1000-1999 Certificated Salaries - LCFF: \$59,259</p> <p>Elementary Instrumental Music Teacher (.08 FTE) - 3000-3999 Employee Benefits - LCFF: \$20,741</p> <p>Stipends for Elementary Academic Coaching and Connectedness - 1000-1999 Certificated Salaries - LCFF: \$50,000</p> <p>Stipends for Elementary Academic Coaching and Connectedness - 3000-3999 Employee Benefits - LCFF: \$13,500</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Student Support Services personnel were designated to assist with chronic absenteeism through SART, SARB, and District Attorney interventions. Depending on the severity of the case, meetings with parents were conducted at school sites or at the district office. Individualized attention was provided to families in need of extra support. Student Support Services staff reviewed attendance data and contacted parents and school administrators for meetings to offer interventions and support. The number of SART and SARB meetings and offers support and intervention has increased this school year.

GUSD has seen a steady increase in graduation rates. The 2015-16 graduation cohort was 92.2%. The 2016-17 annual graduation rate was 94%. The middle and high school dropout rate remains low at 3%.

There was 1 expulsion in 2016-17, and to date, and there are no expulsions in 2017-2018 school year.

Five out of Six cohorts of schools are actively involved in the PBIS training, which constitutes 25 of our 30 schools in the GUSD. The last cohort of five schools will begin in August 2018. Restorative Justice Practices are being piloted at multiple elementary, middle and high school in GUSD. Human Resources continues to recruit, hire and staff every school with classified clerical support to monitor and improve student attendance.

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

Student Support Services staff held weekly meetings and data was shared to develop action plans of support for families. As of 04/30/2018 ADA for GUSD is 97% which is a huge jump from last year. This school year, 309 students signed a SART contract, 104 attended SARB meetings, and 29 students were referred to the DA. Human Resources reports that overall, student attendance district-wide indicates improved student attendance. Parent feedback indicates an appreciation of monitoring of attendance.

Students w/Disabilities, American Indian/Alaska Native, Filipino, and Native Hawaiian all met the goal and decreased by 0.2% or more.

There are no expulsions for the 2017-18 school year thus far.

Overall suspension rates are down in the district. Schools who have implemented PBIS are actively tracking their progress with support from the Teaching & Learning Department. The first cohort of schools will complete PBIS training this year and will begin to focus on training interested staff in Restorative Practices.

Increases in CTE courses and CTE pathways showed an overall increase in student connectedness based on the **GUSD Student Culture Survey Results**. At all levels: elementary, middle and high school, students self-reported that they were involved in more extra-curricular activities (robotics, student council, ASB, music, sports, band, cheer, dance, student clubs, etc

- Elementary: 59% in 2017 to 62% in 2018
- Middle: 52% in 2017 to 55% in 2018
- High: 56% in 2017 to 58% in 2018

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

GUSD still has one position in the Child Welfare and Attendance Office that remains unfilled; expanding number of schools implementing PBIS.

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

No Changes

GUSD Priority 3: Increase Engagement

Goal 8

Goal 3-2: Engage families and community to support student learning.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement; 5. Pupil engagement; 6. School climate
 Local Priorities: GUSD Board Priorities: 1,2,3

Annual Measurable Outcomes

Expected	Actual
<p>AMO 3-2-1: [L] Parent input in decision making. SMARTE Goal 3-2-1: Number of students being represented by a parent/guardian at meetings of local governing boards and/or advisory committees (LCAP, DELAC) will increase by 10% per year until it reaches its highest potential.</p> <p>2017-18 2017-2018: 25 (LCAP) 2017-2018: 11 (DELAC)</p>	<p>2017-18: <i>Metric Met</i></p> <p>18 (Parent Chat) 13 (Project Inspire) 5 (Parent Resource Fair) <i>Metric Not Met</i> 38 (Local Control Accountability Plan (LCAP) Committee) 3,467 (GUSD Parent Culture Survey)</p>
<p>AMO 3-2-2: [L] Parent participation in programs for unduplicated pupils (UDPs). SMARTE Goal 3-2-2: Number of students being represented by a parent/guardian at trainings/workshops that are linked to student learning and/or social-emotional development and growth will increase by 10% per year until it reaches its highest potential.</p> <p>2017-18 2017-2018: 285</p>	<p>2017-18 <i>Metric Met</i></p> <p>18 (Parent Chat) 13 (Project Inspire) 5 (Parent Resource Fair) <i>Metric Not Met</i> 54 Teen And Police Partnership 50 Attendance Workshops 38 (Local Control Accountability Plan (LCAP) Committee) 3,467 (GUSD Parent Culture Survey)</p>
<p>AMO 3-2-3: [GUSD] Communication. SMARTE Goal 3-2-3: Percent of students for whom at least one parent has a valid email address registered with GUSD and student and teacher ("Q") usage will increase by 10% per year until it reaches its highest potential.</p> <p>2017-18 2017-2018: 88% (Email) 2017-2018: 4,469 (Q) Parent 13,065 (Q) Student 507 (Q) Teacher</p>	<p>2016-17: 77% (Email/Unique) <i>Metric Not Met</i></p> <p>Parent (Q): 7834 <i>Metric Met</i> Student (Q): 11,247 <i>Metric Not Met</i> Teacher (Q): 450 <i>Metric Not Met</i></p>

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>(AM0 3-2-2): Provide oral and written translators/translations at parent meetings, workshops and trainings to improve communication and increase engagement.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>GUSD provides oral and written translations in multiple languages at parent meetings, workshops, training and site meetings/events to improve and increase communication and engagement.</p>	<p>Tranlators/Translations. - 2000-2999 Classified Salaries - LCFF: \$507,514</p> <p>Tranlators/Translations. - 3000-3999 Employee Benefits - LCFF: \$304,508</p>	<p>Translators/Tranlations - 2000-2999 Classified Salaries - LCFF: \$522,739</p> <p>Translators/Tranlations - 3000-3999 Employee Benefits - LCFF: \$313,644</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>(AMO 3-2-1): Provide parent meeting opportunities to engage parents in the decision making process.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>During 2017-18, GUSD offered numerous opportunities to increase parent engagement in the decision making process. District level committees, District English Language Advisory Committee and the LCAP Stakeholder, Parent Advisory Committees, Parent Chat and CABE Project to Inspire meetings were held throughout the year.</p> <p>Site level committees, School Site Council and English Advisory Committee provided opportunities throughout the year to engage parents in the decision making process.</p> <p>GUSD translators and child care were provided at all meetings to increase communication, collaboration and access to the decision making process.</p>	<p>Parent Meeting Opportunities. - 5000-5999 Services and Other Operating Expenses - LCFF: \$30,000</p>	<p>Parent Meeting Opportunities - 5000-5999 Services and Other Operating Expenses - LCFF: \$22,400</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>(AMO 3-2-2): Provide parent educational training/workshop opportunities linked to student learning and social/emotional development.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served:</p> <p>Location: All Schools</p> <p>GUSD held District English Language Advisory Committee, LCAP Stakeholder and Parent Advisory Committees, Teens and Police Partnerships (TAPP), GATE Parent Meetings, Parent Chat and CABE Project Inspire Meetings focused on improving student learning and social emotional development.</p> <p>Site level committees, School Site Council (SSC), English Advisory Committee (ELAC) and various site educational programs provided parents opportunities to support student learning and social emotional development.</p> <p>GUSD translators and child care were provided at all meetings to increase communication, collaboration and access to the decision making process.</p>	<p>Parent Trainings/Workshops (AMO 3-2-1 Repeat). - 5000-5999 Services and Other Operating Expenses - LCFF: \$30,000 (repeated expenditure)</p>	<p>Parent Trainings/Workshops (AMO 3-2-1 repeat) - 5000-5999 Services and Other Operating Expenses - LCFF: \$22,400 (repeated expenditure)</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>(AMO 3-2-3): Provide opportunities for parents/students to improve communication through valid email addresses and student information ("Q") usage.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>GUSD provides opportunities for parents and students to improve communication through email and a student information system (Q). GUSD students have access to GUSD google student email accounts. Parents and students have access to GUSD student information system Q.</p>	<p>"Q" Student Information System. - 4000-4999 Books and Supplies - LCFF: \$90,000 GUSD Websites. - 5000-5999 Services and Other Operating Expenses - LCFF: \$100,000</p>	<p>"Q" Student Information System - 4000-4999 Books and Supplies - LCFF: \$50,000 GUSD Website - 5000-5999 Services and Other Operating Expenses - LCFF: \$100,000</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Through the Public Information Office (PIO), GUSD heavily promoted online registration for returning students in summer 2017 as a means of collecting more parent email addresses. The PIO Office also promoted that families should provide schools with email addresses upon registration. Additionally, GUSD promoted downloading the new GUSD app at all schools which greatly increased district-level email and app communications. Additionally, GUSD sent mailers to all parents for whom we do not have an email address in spring 2018 asking them to add their email address into our system. GUSD increased email and app communications and provided multiple opportunities for parents to engage on social media and through online feedback forms.

The Intercultural Office provided Armenian, Arabic, Korean and Spanish oral and written translations/translators upon school site/department request.

The District provided regular LCAP meetings, LCAP Parent Advisory meetings, and DELAC meetings to gather parent and stakeholder input throughout the 2017-2018 school year.

The Categorical Office provided *Parent Chats* and *Project 2 Inspire* workshops for newly immigrant parents to increase opportunities and trainings linked to learning and social emotional support.

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

The Categorical Office coordinated DELAC meetings and this department set a target goal of exceeding 26 parents attending DELAC meetings in the 2017-2018 school year. This goal was met. With one more meeting left to complete the year, 74 parents have attended one or more LCAP meetings.

For parents attending workshops related to social emotional health, the following data has been collected:

Teaching & Learning Department reported 160 parents attended trainings.

The Categorical Department reported the following comparison data: 2016-17: Parent Chats = 18 Project 2 Inspire = 18

In 2017-18: Parent Chats = 14 Project 2 Inspire = 17 Parent Meeting Tutoring = 17

Percent of parents using online returning student registration increased from 20% to 30%. Percent of parents with a valid email address increased and nearly 9,500 stakeholders have downloaded the GUSD app. We do not yet know the results of the spring 2018 mailer.

Percent of parents with a valid email address increased and nearly 9,500 stakeholders have downloaded the GUSD app.

Additionally, as evidenced on the GUSD Parent Culture Survey, there was an increase in this question: I believe that my input on this survey will make a difference. GUSD District Results went up 2% from 60 in 2017 to 62% in 2018.

74 parents attended one or more LCAP meetings and 26 have attended DELAC meetings.

An average of 18 parents attended the meetings and workshops.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Initial implementation cost decreasing.

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

No Changes

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

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

The following is the process used to gather input and develop the 2017-2020 LCAP for the Glendale Unified School District.

PROCESS TO GATHER INPUT

In September 2017, an email was sent to all previous LCAP committee members asking for their interest in continuing on the 2017-2018 LCAP committee. Based on the responses of those wishing to continue, additional members were invited to join the committee that is comprised mostly of parents, teachers, administrators/staff, counselors, classified employees, Board members, students and community members.

LCAP Stakeholder Meetings were held on September 27, 2017, October 25, 2017, November 29, 2017, January 24, 2018, February 28, 2018, March 28, 2018, and May 2, 2018. During these meetings, priorities, goals, actions and services were reviewed, discussed and modified based on guiding questions posed such as, what does the data tell us (including the California dashboard information), what is working and what areas may need adjustments or improvements. Discussions were rich and information captured was used to assist with the development of the proposed 2017-2020 LCAP.

The District English Language Advisory Committee (DELAC) met five times throughout the 2017-2018 school year on the following dates September 11, 2017, November 13, 2017, January 22, 2018; March 12, 2018; and May 21, 2018. During these meetings, LCAP information was presented and input gathered on how to best meet the needs of English learners. Discussions were rich and information captured was used to assist with the development of the proposed 2017-2020 LCAP.

Members of the GUSD staff regularly collaborated meeting at least four times per year with the City of Glendale, and the GUSD Healthy Start Collaborative meets monthly to maximize resources to support GUSD students and their families with foster/homeless issues and challenges. Again, discussions were rich and information captured was used to assist with the development of the proposed 2017-2020 LCAP.

At the recommendation of parents, GUSD Parent Advisory Meetings, 2017-18 were held at various school sites throughout the district to increase parent participation and input. The majority of the attendees for the Parent Advisory Committee were parents from various District schools and represented English language learners, Foster and Homeless Youth, low income students, students with disabilities, advanced placement students, etc.. These meetings were held on October 18, 2017, December 6, 2017, January 17, 2018, February 21, 2018, April 4, 2018 and May 9, 2018 to present the proposed LCAP and gather any additional input. A presentation outlining the local control funding formula, eight state priorities, GUSD board priorities, dashboard indicators/metrics and the proposed LCAP priorities and goals for the 2017-2020 LCAP was presented. The input received from all stakeholder meetings supported staying the course with the current plan in 2018-19, with minor changes and to also ascertain implementation and effectiveness of identified goals, actions and services. Recommendations included replacing the current student client survey with Panorama, social-emotional learning survey and modifying the CAASPP English learner goal from 15 scaled score point increase to a 5 point scaled score increase in ELA and Math. Input and questions were solicited from participants. All questions were answered in writing by the

Superintendent and posted on the GUSD website.

Principal meetings were another venue to gather input from site administrators and provide information about the LCAP process and content. The expectations were for principals to share the information with their instructional leadership teams, parents and teachers. Discussions were rich and information captured was used to assist with the development of the proposed 2017-2020 LCAP.

Surveys were administered to gather input from certificated and classified staff (nearly 1,523 responses), parents (3,465 responses) and students (11,394 responses). Areas addressed in the surveys included questions on school culture, safety, academics and connectedness to school. Results of all three surveys are posted on the GUSD website (www.gusd.net) for reference and the information was used in the development of the 2017-18 LCAP update.

GUSD Leadership Team (consisting of the superintendent, assistant superintendents, directors, and coordinators) meetings were held every other Monday throughout the 2017-18 school year, with a strong focus on gathering input, developing priorities, goals and annual measurable outcomes for the development of the 2017-2020 LCAP. Moreover, each department lead was responsible for overseeing one or two goals with frequent check in and monitoring points throughout the upcoming year. Each department created their own electronic dashboard with the intent to highlight progress towards LCAP goals. Discussions were rich and information captured was used to assist with the development of the proposed 2017-2020 LCAP.

GUSD Superintendent's Group (consisting of the superintendent, assistant superintendents, executive directors and communication director) meetings included Board Priority 2: Implementation of the LCAP as a standing agenda item. Weekly updates and information was shared relative to accomplishments of LCAP goals, actions and services, in collaboration with the fiscal department as the LCAP needs related to the budget were discussed and modifications made to the GUSD solvency plan. Discussions were rich and information captured was used to assist with the development of the proposed 2017-2020 LCAP.

Board meetings throughout the 2017-18 school year included LCAP updates at each meeting to keep the Board informed, and gather input and address questions as appropriate. Discussions were rich and information captured was used to assist with the development of the proposed 2017-2020 LCAP.

The LCAP regulations require consultation with the major stakeholders (parents, teachers, administration, classified staff, etc.), and a presentation to a Parent Advisory Committee and the DELAC all of which were conducted during the 2017-2018 school year.

The LCAP annual update is required component of the LCAP. The annual update is a collaborative reflection from stakeholder groups on the targeted or expected goals and actions GUSD set for the school year, and the actual results of the goals and actions. Using actual data, reflection and discussion was provided from the LCAP committee and team members who provided an analysis on the expected outcomes and actual outcomes presented in last year's LCAP. Four analysis questions were answered for each action and used to guide the development of the 2017-2020 proposed LCAP. Discussions were rich and information captured was used to assist with the development of the proposed 2017-2020 LCAP. These key meetings, discussions and documents delineated the step-by-step process GUSD used leading to the collaborative annual update of the 2017-2020 LCAP.

The following 2017-2020 LCAP update includes input from a variety of stakeholders. All three GUSD priorities are aligned with the eight state priorities; Maximize Student Achievement, Create a Culture of Learning and Increase Engagement. Each priority has goals and annual measurable outcomes (AMOs), SMARTER goals which are expected outcome stating growth from x to y by when. The most recent data is reviewed and analyzed to determine

LCAP goals, actions/services and budgeted expenditures. All information was shared with stakeholders in efforts to make the most informed decisions.

LCAP updates and presentations have been provided throughout the year to the Board of Education, Stakeholder, Parent Advisory Meetings, and District English Language Learner Committee (DELAC) Meetings, principals, teachers and staff.

In efforts to increase stakeholder engagement in LCAP meetings next year, the GUSD Board of Education approved to compress the total number of LCAP Stakeholder Meetings to five. Each meeting will include a theme supporting the GUSD LCAP such as CTE/Career Pathways, Restorative Practices/Social Emotional Learning, School Safety, Professional Development, Student Achievement, and Budget.

Dates for LCAP Stakeholder Meetings in 2018-19:

September 24, 2018

December 3, 2018

January 14, 2019

March 11, 2019

May 13, 2019

Additionally, beginning 2018-19, the Superintendent Parent Advisory Committee (SPAC) will serve as GUSD's former Parent Advisory Committee.

SPAC Meetings will be held on the 4th Tuesday morning of the month from 9:00am – 10:30 am. PTA Presidents (if applicable), Foundation Presidents (if applicable), and School Site Council Chairpersons from each GUSD school shall be invited to attend these regular meetings to provide ongoing and consistent feedback.

Dates for SPAC Meetings in 2018-2019:

Sept. 25, 2018

October 23, 2018

Nov. 27, 2018

January 22, 2019

February 27, 2019 (Wednesday)

March 26, 2019

April 23, 2019

May 28, 2019

Dates for the District English Language Advisory Committee Meetings in 2018-19:

October 1, 2018

November 26, 2018

February 4, 2019

April 18, 2019

May 20, 2019

At the June 4, 2018 Board meeting, the LCAP Public Hearing was held to formally present the 2017-2020 proposed LCAP. No questions were asked. On June 19, 2018, formal approval of the 2017-2020 LCAP was taken by the GUSD Board of Education.

Below is a summary list of the official LCAP required meetings and formal presentations provided during the 2017-2018 school year where discussions were rich and used to assist with the development of the 2017-2020 LCAP. Upon presentation of the draft annual update and LCAP presentation, questions were welcomed by each of the LCAP committees with the superintendent responding in writing to each of the questions. Questions and the superintendent's responses were posted in the GUSD website after the last LCAP meeting (May 21, 2018).

The LCAP Parent Advisory/Stakeholder Committee met on the following dates:

- September 27, 2017
- October 25, 2017
- November 29, 2017
- January 24, 2018
- February 28, 2018
- March 28, 2018
- May 2, 2018 (*Superintendent presents draft annual update and LCAP*)

The Parent Advisory Meetings were held on the following dates:

- October 18, 2017 (District Office)
- December 6, 2017 (Monte Vista Elementary School)
- January 17, 2018 (Woodrow Wilson Middle School)
- February 21, 2018 (Cerritos Elementary School)
- April 4, 2018 (Theodore Roosevelt Middle School)
- May 9, 2018 (R.D. White Middle School (*Superintendent presents draft annual update and LCAP*))

The District English Language Advisory Committee Meetings were held on the following dates:

- September 11, 2017
- November 13, 2017
- January 22, 2018
- March 12, 2018
- May 21, 2018 (*Superintendent presents draft annual update and LCAP*)

• **Board of Education LCAP/Budget Public Hearing and Final Approval dates:**

- June 4, 2018 (Public Hearing)
- June 19, 2018 (Adoption of LCAP)

Stakeholder Engagement Overview for LCAP

The LCAP Parent Advisory/Stakeholder Committee consisted of approximate 74 members who attended one or more meetings, representing all stakeholders: parents, teachers, students, administrators, classified staff, bargaining unit members, counselors, psychologists, community members, foster/homeless coordinator, social emotional service providers, English language development coordinator and Board members. Members of the LCAP Parent Advisory/Stakeholder committee were diverse and represented English Language Learners, Foster Youth, low-income students, students with disabilities, advance placement students, athletes, and college and career going students.

Additionally, Principals, Counselors and Teacher Specialists were provided LCAP updates throughout the year and provided input into the review and development of the LCAP during their monthly meetings.

Further, in an effort to engage and capture the student voice and perspective, the Student Advisory Committee (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 continued to express wanting earlier exposure to high school requirements, college and career exploration opportunities, and additional support completing college applications specifically, the personal statement and financial aid information.

In 2017-2018, a separate employee (1523 surveys), student (11,394 surveys) and parent (3465 surveys)

culture survey was administered to gather data around school culture and school safety. The employee and parent surveys established baseline data in these areas, while the student survey allowed for comparisons from the same survey given in 2016-2017. The complete survey results can be reviewed at www.gusd.net. These data points informed the creation of the LCAP. The LCAP is built on a continuous improvement philosophy and considered to be an ongoing work in progress, which requires an annual review. The following is a summary of the Annual Update for 2017-2018 and recommendations for goals, actions/services for the 2017-2020 LCAP.

LCAP Development

During the 2017-2018 school year, the LCAP Parent Advisory/Stakeholder Committee and the Superintendent's cabinet/team reviewed all actions and outcomes to determine the effectiveness of each service provided using the planned/expected annual measurable outcomes (AMO) for each action compared to the actual AMO data. This included a review of the the new California Dashboard (evaluation rubric) data as well. Strengths, progress, gaps and areas needing improvement were identified and discussed.

The information garnered from these discussions and analysis, assisted in the development, recommendations and rewrite of the 2017-2020 LCAP priorities, goals, outcomes and actions. Under the direction of the Board and Superintendent, the 2017-2020. The LCAP directly supports and aligns with GUSD Board priorities and will be used as the Strategic Plan/Roadmap to Success for all students, staff and families in the Glendale Unified School District.

•

Impact on LCAP and Annual Update

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

• Recommendations of Priorities, Goals, Outcomes, Actions/Services for the 2017-2020 LCAP

The Local Control Accountability Plan has been collaboratively created and revised with input and participation from the LCAP Parent Advisory/Stakeholder committee, DELAC Committee members, Parent Advisory Meetings, principals, counselors, teacher specialists, students, staff, Board of Education and the Superintendent's Cabinet.

The Superintendent has determined that the 2017-2020 LCAP will serve as the GUSD Strategic Plan, "Roadmap to Success" as is reflected and supported by GUSD Board Priority 2: "Promote and implement the Board – adopted Local Control Accountability Plan".

GUSD Board priorities include:

1. Promote a culture of Care, Trust and Inquiry.
2. Promote and implement the Board adopted Local Control Accountability Plan (LCAP) with a focus on maximizing student achievement, creating a culture of learning, and increasing engagement.
3. Use Board adopted budgetary principles to maintain District fiscal integrity and stability of instruction

and programs.

4. Continue the Measure S sequence planning as promised, and determine options for future projects.

The three priorities and goals for the 2017-2020 LCAP include:

Priority 1: Maximize Student Achievement (pp. 69-114)

Goal 1-1: Improve academic achievement for all students.

Goal 1-2: Ensure all students are college and/or career ready upon graduation.

Priority 2: Create a Culture of Learning (pp. 115-167)

Goal 2-1: Support the social, emotional, and physical needs of all students.

Goal 2-2: Provide services and conditions that support student learning.

Goal 2-3: Provide teachers with tools and training to implement State academic standards.

Goal 2-4: Provide students with access to support (interventions) and instructional tools (technology) for learning.

Priority 3: Increase Engagement (pp. 168-189)

Goal 3-1: Provide a positive environment and opportunities for students to connect with their school and community.

Goal 3-2: Engage families and community to support student learning.

Each priority and goal has indicators/metrics (or annual measurable outcomes), SMART E (specific, measurable, attainable, relevant, time-bound, and equity focused) goals, four years of previous data (2013-2014, 2014-2015, 2015-2016, 2016-17), current year targets (2017-18), two years of projected data (2018-2019, 2019-2020), actions, and specific budget items.

In summary, based on the input from a variety of stakeholder groups, the areas of focus for 2017-2020 will include, but are not limited to:

- Increase student achievement for all students and student groups: Maximize Student Achievement (pp. 69-114)
 - provide professional development for teachers and staff
 - provide early interventions
-
- Provide more social and emotional services for all students through: Create a Culture of Learning (pp. 115-167)
 - more access to social emotional service providers and counseling interns
 - explore counseling ratios and class sizes
 - expand Positive Behavior Interventions and Supports (PBIS) and restorative justice opportunities to other schools
 -
- Increase engagement: Increase Engagement (pp. 168-189)
- provide opportunities for parents and students to increase engagement and provide input (such as a

specific parent advisory committee)

- maximize website/app, newsletters, Channel 15, and social media to promote services offered and celebrate successes
- provide LCAP updates at Board meetings, principals meetings, staff meetings, and community events
- Additionally, the LCAP priorities, goals and annual measurable outcomes (LCAP indicators) have been divided among all GUSD department leads to ensure regular monitoring and adjustments beginning in the 2018-2019 school year. Lastly, all principals have been asked to align their school plans and school goals to with the new 2018-2019 LCAP goals.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEAs goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

GUSD Priority 1: Maximize Student Achievement

Goal 1

Goal 1-1: Improve academic achievement for all students.

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access; 8. Other pupil outcomes
Local Priorities: GUSD Board Priorities: 1,2,3

Identified Need:

The 2016-17 CAASPP assessment results indicate overall Math proficiency levels for the District remain at "Yellow/Medium" status. Additionally, out of the 11 represented student groups, the English Learners, homeless, students with special needs, African American and Hispanic student group demonstrated "Low/Orange" status indicating a gap in achievement between significant student group populations and overall District population. For English Language Arts, similar gaps in achievement were noted. English Learners scored at "Low/Orange" status with homeless, students with special needs low income, African American and Hispanic student group scoring at the "Low/Orange" level or below. These results indicate an apparent achievement gap in both ELA and Math between the overall District population and critical student group populations.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>AMO 1-1-1: [S] Performance on SBAC (specifically performance by measured Student Groups) for grades 3-8. SMARTE Goal (1-1-1): Average scaled score for students in grades 3-8 on the SBAC will increase by a minimum of 10 scaled score points per year until students reach the highest level of performance.</p>	<p>2016-2017 ELA: 2543 2016-2017 Math: 2538 2015-2016 ELA: 2533 2015-2016 Math: 2528 (increase 10 scaled score points per year)</p>	<p>2017-2018 ELA: 2553 2017-2018 Math: 2548</p>	<p>2018-2019 ELA: 2563 2018-2019 Math: 2558</p>	<p>2019-2020 ELA: 2573 2019-2020 Math: 2568</p>
<p>AMO 1-1-2: [S] English Learner Proficiency (EL progress includes students moving up a level (as measured by CELDT), students at highest level(s) of proficiency (EA/Adv), and students who have</p>	<p>EL Proficiency: 2016-2017: 85% 2015-2016: 83% (increase 2% per year) EL CELDT (adv, early adv):</p>	<p>2017-2018: 87% (ELPAC Baseline Established) EL CELDT (adv, early adv): 2017-2018: 63%</p>	<p>Define baseline for annual progress toward learning English using ELPAC <u>iReady Target for 2018-19 - 5% annual increase</u> <u>iReady Math - 70%</u> <u>iReady ELA - 92%</u></p>	<p>Increase ELPAC % <u>iReady Target for 2019-20- 5% annual increase</u></p>

reclassified). SMARTE Goal (1-1-2): English Learner Proficiency as measured by the Dashboard and CELDT will increase by a minimum of 2% per year until students reach the highest level of performance.	2016-2017: 61% 2015-2016: 59% (increase 2% per year)			<u>iReady Math - 75%</u> <u>iReady ELA - 97%</u>
AMO 1-1-3: [L] Implementation of academic content and performance standards for all students, including how ELs will access the CCSS ELA and ELD standards. SMARTE Goal (1-1-3) : Average scaled score for students in grades 3-8 on the SBAC will increase by a minimum of 15 scaled score points per year for English Learners until students reach the highest level of performance.	2016-2017 ELA: 2522 2016-2017 Math: 2518 2015-2016 ELA: 2507 2015-2016 Math: 2503 (increase 15 scaled score points per year)	2017-2018 ELA: 2537 2017-2018 Math: 2533	2018-2019 ELA: 2547 2018-2019 Math: 2543 (increase 10 points from prior year)	2019-2020 ELA: 2557 2019-2020 Math: 2553 (increase 10 points from prior year)
AMO 1-1-4: [LCAP] English Learner reclassification rate. SMARTE Goal: English Learner reclassification rate will increase by a minimum of 2% per year until students reach the highest level of performance.	2016-2017: 17.2% 2015-2016: 15.2% (increase 2% per year)	2017-2018: 19.2%	2018-2019: 21.2%	2019-2020: 23.2%
AMO 1-1-5: [GUSD] Implementation of academic content and performance standards for students enrolled in Foreign Language Academies of Glendale (FLAG). SMARTE Goal: Average scaled score for students enrolled in Foreign Language Academies of Glendale (FLAG) in grades 3-8 on the SBAC will increase by a minimum of 10 scaled score points per year until students reach the highest level of performance.	2016-2017 ELA: 2640 2016-2017 Math: 2600 2015-2016 ELA: 2630 2015-2016 Math: 2590 (increase 10 scaled score points per year)	2017-2018 ELA: 2650 2017-2018 Math: 2610	2018-2019 ELA: 2660 2018-2019 Math: 2620	2019-2020 ELA: 2670 2019-2020 Math: 2630
AMO 1-1-6: [GUSD] Implementation of academic content and performance standards for	2016-2017 ELA: 2464 2016-2017 Math: 2441 2015-2016 ELA: 2454	2017-2018 ELA: 2474 2017-2018 Math: 2451	2018-2019 ELA: 2484 2018-2019 Math: 2461	2019-2020 ELA: 2494 2019-2020 Math: 2471

<p>students with disabilities. SMARTE Goal: Average scaled score for students in grades 3-8 on the SBAC will increase by a minimum of 10 scaled score points per year for students with disabilities until students reach the highest level of performance.</p>	<p>2015-2016 Math: 2431 (increase 10 scaled score points per year)</p>			
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Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action
(AMO 1-1-1): Provide interventions for unduplicated students not meeting standards. (Also under AMO 1-1-2, AMO 1-1-3, AMO 1-1-4, AMO 1-2-4, and AMO 2-4-1)

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
(AMO 1-1-1): Provide interventions for unduplicated students not meeting standards. (Also under AMO 1-1-2, AMO 1-1-3, AMO 1-1-4, AMO 1-2-4, and AMO 2-4-1)

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
(AMO 1-1-1): Provide interventions for unduplicated students not meeting standards. (Also under AMO 1-1-2, AMO 1-1-3, AMO 1-1-4, AMO 1-2-4, and AMO 2-4-1)

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$636,242	\$604,985	\$604,985
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Allocation to School Sites for Interventions.	Certificated Salaries; Allocation to School Sites for Interventions.	Certificated Salaries; Allocation to School Sites for Interventions.
Amount	\$464,510	\$443,963	\$443,963
Source	LCFF	LCFF	LCFF

Budget Reference	Classified Salaries; Allocation to School Sites for Interventions.	Classified Salaries; Allocation to School Sites for Interventions.	Classified Salaries; Allocation to School Sites for Interventions.
Amount	\$529,821	\$504,953	\$504,953
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Allocation to School Sites for Interventions.	Employee Benefits; Allocation to School Sites for Interventions.	Employee Benefits; Allocation to School Sites for Interventions.
Amount	\$675,624	\$729,971	\$729,971
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; Allocation to School Sites for Interventions.	Books and Supplies; Allocation to School Sites for Interventions.	Books and Supplies; Allocation to School Sites for Interventions.
Amount	\$184,796	\$203,243	\$203,243
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Allocation to School Sites for Interventions.	Services and Other Operating Expenses; Allocation to School Sites for Interventions.	Services and Other Operating Expenses; Allocation to School Sites for Interventions.

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

New Action

(AMO 1-1-1): Hire a Director of Teaching and Learning to provide academic and professional development support for students and staff. (Also under AMO 1-2-4, and AMO 2-3-1)

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

(AMO 1-1-1): Hire a Director of Teaching and Learning to provide academic and professional development support for students and staff. (Also under AMO 1-2-4, and AMO 2-3-1)

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

(AMO 1-1-1): Hire a Director of Teaching and Learning to provide academic and professional development support for students and staff. (Also under AMO 1-2-4, and AMO 2-3-1)

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$3,757,809	\$3,952,528	\$3,952,528
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Common Core Implementation (Teachers, Director of Teaching and Learning, Support Personnel related costs.	Certificated Salaries; Common Core Implementation (Teachers, Director of Teaching and Learning, Support Personnel related costs.	Certificated Salaries; Common Core Implementation (Teachers, Director of Teaching and Learning, Support Personnel related costs.
Amount	\$92,669	\$92,669	\$92,669
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; Common Core Implementation (Teachers, Director of Teaching and Learning, Support Personnel related costs.	Classified Salaries; Common Core Implementation (Teachers, Director of Teaching and Learning, Support Personnel related costs.	Classified Salaries; Common Core Implementation (Teachers, Director of Teaching and Learning, Support Personnel related costs.

Amount	\$1,388,198	\$1,512,726	\$1,512,726
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Common Core Implementation (Teachers, Director of Teaching and Learning, Support Personnel related costs.	Employee Benefits; Common Core Implementation (Teachers, Director of Teaching and Learning, Support Personnel related costs.	Employee Benefits; Common Core Implementation (Teachers, Director of Teaching and Learning, Support Personnel related costs.
Amount	\$36,738	\$36,738	\$36,738
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; Common Core Implementation (Teachers, Director of Teaching and Learning, Support Personnel related costs.	Books and Supplies; Common Core Implementation (Teachers, Director of Teaching and Learning, Support Personnel related costs.	Books and Supplies; Common Core Implementation (Teachers, Director of Teaching and Learning, Support Personnel related costs.
Amount	\$18,860	\$18,860	\$18,860
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Common Core Implementation (Teachers, Director of Teaching and Learning, Support Personnel related costs.	Services and Other Operating Expenses; Common Core Implementation (Teachers, Director of Teaching and Learning, Support Personnel related costs.	Services and Other Operating Expenses; Common Core Implementation (Teachers, Director of Teaching and Learning, Support Personnel related costs.

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: All Foreign Language Academies of Glendale (FLAG) schools

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

(AMO 1-1-5): Provide additional teacher specialists/coordinator for FLAG programs.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

(AMO 1-1-5): Provide additional teacher specialists/coordinator for FLAG programs.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

(AMO 1-1-5): Provide additional teacher specialists/coordinator for FLAG programs.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$210,000	\$141,988	\$141,988
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; FLAG Teacher Specialists/Coordinaor.	Certificated Salaries; FLAG Teacher Specialists/Coordinaor.	Certificated Salaries; FLAG Teacher Specialists/Coordinaor.
Amount	\$40,000	\$58,467	\$58,467
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; FLAG Teacher Specialists/Coordinaor.	Employee Benefits; FLAG Teacher Specialists/Coordinaor.	Employee Benefits; FLAG Teacher Specialists/Coordinaor.

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

(AMO 1-1-6): Provide support for students with disabilities to achieve their IEP goals.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

(AMO 1-1-6): Provide support for students with disabilities to achieve their IEP goals.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

(AMO 1-1-6): Provide support for students with disabilities to achieve their IEP goals.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$16,579,250	\$15,229,133	\$15,229,133
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; General Funds Contribution to Special Education	Certificated Salaries; General Funds Contribution to Special Education	Certificated Salaries; General Funds Contribution to Special Education
Amount	\$1,952,292	\$2,929,014	\$2,929,014
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; General Funds Contribution to Special Education	Classified Salaries; General Funds Contribution to Special Education	Classified Salaries; General Funds Contribution to Special Education
Amount	\$6,910,787	\$8,021,674	\$8,021,674
Source	LCFF	LCFF	LCFF

Budget Reference	Employee Benefits; General Funds Contribution to Special Education	Employee Benefits; General Funds Contribution to Special Education	Employee Benefits; General Funds Contribution to Special Education
Amount	\$3,274,135	\$4,020,127	\$4,020,127
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; General Funds Contribution to Special Education	Services and Other Operating Expenses; General Funds Contribution to Special Education	Services and Other Operating Expenses; General Funds Contribution to Special Education

Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

(AMO 1-1-2): Administer the CELDT to all English learner students.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

(AMO 1-1-2): Administer the ELPAC to all English learner students as determined by the Home Language Survey.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

(AMO 1-1-2): Administer the ELPAC to all English learner students.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$69,000	\$165,000	\$165,000
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Administer CELDT Tests	Certificated Salaries; Administer ELPAC Tests	Certificated Salaries; Administer ELPAC Tests
Amount	\$7,000	\$0	\$0
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; Administer CELDT Tests	Classified Salaries; Administer ELPAC Tests	Classified Salaries; Administer ELPAC Tests
Amount	\$14,342	\$35,163	\$35,163
Source	LCFF	LCFF	LCFF

Budget Reference	Employee Benefits; Administer CELDT Tests	Employee Benefits; Administer ELPAC Tests	Employee Benefits; Administer ELPAC Tests
Amount	\$3,934	\$0	\$0
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; Administer CELDT Tests	Books and Supplies; Administer ELPAC Tests	Books and Supplies; Administer ELPAC Tests
Amount	\$4,000	\$0	\$0
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Administer CELDT Tests	Services and Other Operating Expenses; Administer ELPAC Tests	Services and Other Operating Expenses; Administer ELPAC Tests

Action 6

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action
(AMO 1-1-2): Provide additional second English Language Development (ELD) classes above the required ELD class at all middle and high schools to provide support in content areas. (Also AMO 1-1-3, and AMO 1-1-4)

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
(AMO 1-1-2): Provide additional second English Language Development (ELD) classes above the required ELD class at all middle and high schools to provide support in content areas. (Also AMO 1-1-3, and AMO 1-1-4)

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
(AMO 1-1-2): Provide additional second English Language Development (ELD) classes above the required ELD class at all middle and high schools to provide support in content areas. (Also AMO 1-1-3, and AMO 1-1-4)

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$127,253	\$108,187	\$108,187
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; English Learner Second Class Support.	Certificated Salaries; English Learner Second Class Support.	Certificated Salaries; English Learner Second Class Support.
Amount	\$67,952	\$65,325	\$65,325
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; English Learner Second Class Support.	Classified Salaries; English Learner Second Class Support.	Classified Salaries; English Learner Second Class Support.
Amount	\$112,788	\$140,095	\$140,095

Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; English Learner Second Class Support.	Employee Benefits; English Learner Second Class Support.	Employee Benefits; English Learner Second Class Support.
Amount	\$16,697	\$9,532	\$9,532
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; English Learner Second Class Support.	Books and Supplies; English Learner Second Class Support.	Books and Supplies; English Learner Second Class Support.
Amount	\$5,700	\$0	\$0
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; English Learner Second Class Support.	Services and Other Operating Expenses; English Learner Second Class Support.	Services and Other Operating Expenses; English Learner Second Class Support.

Action 7

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action
(AMO 1-1-1): Maintain the 9 additional FTE's to lower class size in elementary schools to increase personal learning and provide focused support for unduplicated students.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
(AMO 1-1-1): Maintain the 9 additional FTE's to lower class size in elementary schools to increase personal learning and provide focused support for unduplicated students.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
(AMO 1-1-1): Maintain the 9 additional FTE's to lower class size in elementary schools to increase personal learning and provide focused support for unduplicated students.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$705,226	\$752,649	\$752,649
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Elementary 9 FTE's.	Certificated Salaries; Elementary 9 FTE's.	Certificated Salaries; Elementary 9 FTE's.
Amount	\$312,205	\$335,857	\$335,857
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Elementary 9 FTE's.	Employee Benefits; Elementary 9 FTE's.	Employee Benefits; Elementary 9 FTE's.

Action 8

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

(AMO 1-1-3): Provide instructional assistants to general education classrooms to increase and improve services related to educational challenges of unduplicated students. These services will improve access, attendance, engagement and student achievement.

(AMO 1-1-3): Provide instructional assistants to general education classrooms to increase and improve services related to educational challenges of unduplicated students. These services will improve access, attendance, engagement and student achievement.

(AMO 1-1-3): Provide instructional assistants to general education classrooms to increase and improve services related to educational challenges of unduplicated students. These services will improve access, attendance, engagement and student achievement.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$1,232,180	\$1,719,688	\$1,719,688
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; Additional Instructional Support	Classified Salaries; Additional Instructional Support	Classified Salaries; Additional Instructional Support
Amount	\$738,324	\$917,379	\$917,379
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Additional Instructional Support	Employee Benefits; Additional Instructional Support	Employee Benefits; Additional Instructional Support

Action 9

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action
(AMO 1-1-1): Provide teacher specialists who provide academic support to English learners and low income students and staff. (Also under AMO 1-2-4, and AMO 2-3-1)

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
(AMO 1-1-1): Provide teacher specialists who provide academic support to English learners and low income students and staff. (Also under AMO 1-2-4, and AMO 2-3-1)

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
(AMO 1-1-1): Provide teacher specialists who provide academic support to English learners and low income students and staff. (Also under AMO 1-2-4, and AMO 2-3-1)

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$968,599	\$1,005	\$1,005,978
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Teacher Specialist for English Learners/Low Income Students.	Certificated Salaries; Teacher Specialist for English Learners/Low Income Students.	Certificated Salaries; Teacher Specialist for English Learners/Low Income Students.
Amount	\$348,608	\$393,525	\$393,525
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Teacher Specialist for English Learners/Low Income Students.	Employee Benefits; Teacher Specialist for English Learners/Low Income Students.	Employee Benefits; Teacher Specialist for English Learners/Low Income Students.

Action 10

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

(AMO 1-1-1): Provide professional development for Common Core Standard (CCS) implementation. (Also under AMO 1-2-4, and AMO 2-3-1). AMO 1-1-1 Repeat.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

(AMO 1-1-1): Provide professional development for Common Core Standard (CCS) implementation. (Also under AMO 1-2-4, and AMO 2-3-1). AMO 1-1-1 Repeat.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

(AMO 1-1-1): Provide professional development for Common Core Standard (CCS) implementation. (Also under AMO 1-2-4, and AMO 2-3-1). AMO 1-1-1 Repeat.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$3,757,809 (repeat expenditure)	\$3,952,528 (repeat expenditure)	\$3,952,528 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Common Core Implementation (Teachers, Director of Teaching and Learning, Support Personnel Related Costs.	Certificated Salaries; Common Core Implementation (Teachers, Director of Teaching and Learning, Support Personnel Related Costs.	Certificated Salaries; Common Core Implementation (Teachers, Director of Teaching and Learning, Support Personnel Related Costs.
Amount	\$92,669 (repeat expenditure)	\$92,669 (repeat expenditure)	\$92,669 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; Common Core Implementation (Teachers, Director of Teaching and Learning, Support Personnel Related Costs.	Classified Salaries; Common Core Implementation (Teachers, Director of Teaching and Learning, Support Personnel Related Costs.	Classified Salaries; Common Core Implementation (Teachers, Director of Teaching and Learning, Support Personnel Related Costs.

Amount	\$1,388,198 (repeat expenditure)	\$1,512,726 (repeat expenditure)	\$1,512,726 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Common Core Implementation (Teachers, Director of Teaching and Learning, Support Personnel Related Costs.	Employee Benefits; Common Core Implementation (Teachers, Director of Teaching and Learning, Support Personnel Related Costs.	Employee Benefits; Common Core Implementation (Teachers, Director of Teaching and Learning, Support Personnel Related Costs.
Amount	\$36,738 (repeat expenditure)	\$36,738 (repeat expenditure)	\$36,738 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; Common Core Implementation (Teachers, Director of Teaching and Learning, Support Personnel Related Costs.	Books and Supplies; Common Core Implementation (Teachers, Director of Teaching and Learning, Support Personnel Related Costs.	Books and Supplies; Common Core Implementation (Teachers, Director of Teaching and Learning, Support Personnel Related Costs.
Amount	\$18,860 (repeat expenditure)	\$18,860 (repeat expenditure)	\$18,860 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Director of Teaching and Learning, Support Personnel Related Costs.	Services and Other Operating Expenses; Director of Teaching and Learning, Support Personnel Related Costs.	Services and Other Operating Expenses; Director of Teaching and Learning, Support Personnel Related Costs.

Action 11

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade Spans: Secondary Schools.

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

(AMO 1-1-1): Maintain the 12 additional FTE's to lower class size in secondary schools to increase personal learning and provide focused support for unduplicated students.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

(AMO 1-1-1): Maintain the 12 additional FTE's to lower class size in secondary schools to increase personal learning and provide focused support for unduplicated students.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

(AMO 1-1-1): Maintain the 12 additional FTE's to lower class size in secondary schools to increase personal learning and provide focused support for unduplicated students.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$1,036,911	\$1,146,828	\$1,146,828
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Additional Secondary Teachers (12 FTE) to Reduce Class Size.	Certificated Salaries; Additional Secondary Teachers (12 FTE) to Reduce Class Size.	Certificated Salaries; Additional Secondary Teachers (12 FTE) to Reduce Class Size.
Amount	\$372,681	\$428,640	\$428,640
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Additional Secondary Teachers (12 FTE) to	Employee Benefits; Additional Secondary Teachers (12 FTE) to	Employee Benefits; Additional Secondary Teachers (12 FTE) to

Reduce Class Size.

Reduce Class Size.

Reduce Class Size.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

GUSD Priority 1: Maximize Student Achievement

Goal 2

Goal 1-2: Ensure all students are college and/or career ready upon graduation.

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access; 8. Other pupil outcomes
Local Priorities: GUSD Board Priorities: 1,2,3

Identified Need:

As a result of the analysis of progress achieved towards set goals, the following items were identified as areas of need for the GUSD:

- Creation of a K-12 College bound culture for GUSD
- Lower the need for remediation for MS and HS
- Ensure career pathways remain focused and current with emerging job markets
- Continue to pursue grant and matching funding for programs
- Increase the percentage of graduates qualified A-G eligible for UC/CSU from 50%
- Increase the percentage of students who meet and or exceed standards on CAASPP assessment (current is 61% met and or exceeded standards; a 1% decrease from 2015-16)

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
AMO 1-2-1: [LCAP] College/career indicator - a-g completion rates. SMART E Goal 1-2-1: Student a-g completion rate will increase by a minimum of 2% per year until students reach the highest level of performance.	2016-2017: 52% 2015-2016: 50% (increase 2% per year)	2017-2018: 54%	2018-2019: 56%	2019-2020: 58%
AMO 1-2-2: [LCAP] College/career indicator - CTE pathway participation. SMART E Goal 1-2-2: Percent of students completing a 2-year course sequence in a specific CTE pathway will increase by a minimum of 2% per year until students reach the highest level of performance.	2016-2017: 10.6% 2015-2016: 8.6% (increase 2% per year)	2017-2018: 12.6%	2018-2019: 14.6%	2019-2020: 16.6%

<p>AMO 1-2-3: [LCAP] College/career indicator - Pass rate for AP exams with 3 or higher. SMART E Goal 1-2-3: Student pass rate (score of 3 or higher) for AP exams will increase by a minimum of 2% per year until students reach the highest level of performance.</p>	<p>2016-2017: 71% 2015-2016: 69% (increase 2% per year)</p>	<p>2017-2018: 73%</p>	<p>2018-2019: 75%</p>	<p>2019-2020: 77%</p>
<p>AMO 1-2-4: [LCAP] College/career indicator - EAP - Performance on SBAC (specifically performance by measured Student Groups) for grade 11. SMART E Goal 1-2-4: Average scaled score for students in grade 11 on the SBAC and EAP will increase by a minimum of 10 scaled score points per year until students reach the highest level of performance.</p>	<p>2016-2017: ELA: 2638 2016-2017: Math: 2625 2015-2016: ELA: 2628 2015-2016: Math: 2615 (increase 10 scaled score points per year) 2016-2017 EAP EAP ELA: 71% EAP Math: 50% 2015-2016 EAP EAP ELA: 69% EAP Math: 48% (increase standards met or exceeded by 2% per year)</p>	<p>2017-2018: ELA: 2648 2017-2018: Math: 2635 2017-2018 EAP EAP ELA: 73% EAP Math: 52%</p>	<p>2018-2019: ELA: 2658 2018-2019: Math: 2645 2018-2019 EAP EAP ELA: 75% EAP Math: 54%</p>	<p>2019-2020: ELA: 2668 2019-2020: Math: 2655 2019-2020 EAP EAP ELA: 77% EAP Math: 56%</p>
<p>AMO 1-2-5: [LCAP] Access to and enrollment in a broad course of study (GUSD focus: 10 grade foreign language). SMART E Goal 1-2-5: Percent of students completing one or more years of a foreign language by the end of grade 10 will increase by a minimum of 3% per year until students reach the highest level of performance.</p>	<p>2016-2017: 70% 2015-2016: 67% (increase 3% per year)</p>	<p>2017-2018: 73%</p>	<p>2018-2019: 76%</p>	<p>2019-2020: 79%</p>

Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

(AMO 1-2-1): Provide additional classroom support to assist unduplicated students in meeting a-g requirements.

(AMO 1-2-1): Provide additional classroom support to assist unduplicated students in meeting a-g requirements.

(AMO 1-2-1): Provide additional classroom support to assist unduplicated students in meeting a-g requirements.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$286,096	\$246,924	\$246,924
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; Instructional Assistants (previously EIA).	Classified Salaries; Instructional Assistants (previously EIA).	Classified Salaries; Instructional Assistants (previously EIA).
Amount	\$171,658	\$148,154	\$148,154
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Instructional Assistants (previously EIA).	Employee Benefits; Instructional Assistants (previously EIA).	Employee Benefits; Instructional Assistants (previously EIA).

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade Spans: High school only

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

(AMO 1-2-1): Provide the PSAT exam for all 10th grade students in GUSD.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

(AMO 1-2-1): Provide the PSAT exam for all 10th grade students in GUSD.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

(AMO 1-2-1): Provide the PSAT exam for all 10th grade students in GUSD.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$28,000	\$28,000	\$28,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; PSAT for all 10th graders	Services and Other Operating Expenses; PSAT for all 10th graders	Services and Other Operating Expenses; PSAT for all 10th graders

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action
(AMO 1-2-5): Provide additional secondary FLAG teachers at middle and high schools.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
(AMO 1-2-5): Provide additional secondary FLAG teachers at middle and high schools.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
(AMO 1-2-5): Provide additional secondary FLAG teachers at middle and high schools.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$299,394	\$329,378	\$329,378
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; FLAG Teachers (10 FTE) to Provide 50% EL Support.	Certificated Salaries; FLAG Teachers (10 FTE) to Provide 50% EL Support.	Certificated Salaries; FLAG Teachers (10 FTE) to Provide 50% EL Support.
Amount	\$139,912	\$148,027	\$148,027
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; FLAG Teachers (10 FTE) to Provide 50% EL Support.	Employee Benefits; FLAG Teachers (10 FTE) to Provide 50% EL Support.	Employee Benefits; FLAG Teachers (10 FTE) to Provide 50% EL Support.

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade Spans: High schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

(AMO 1-2-3): Provide Advance Placement (AP) course assess to students and training for teachers.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

(AMO 1-2-3): Provide Advance Placement (AP) course assess to students and training for teachers.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

(AMO 1-2-3): Provide Advance Placement (AP) course assess to students and training for teachers.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$1,948,620	\$2,392,209	\$2,392,209
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Advanced Placement Support.	Certificated Salaries; Advanced Placement Support.	Certificated Salaries; Advanced Placement Support.
Amount	\$299,394	\$329,378	\$329,378
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; Advanced Placement Support.	Classified Salaries; Advanced Placement Support.	Classified Salaries; Advanced Placement Support.
Amount	\$1,307,810	\$1,480,484	\$1,480,484
Source	LCFF	LCFF	LCFF

Budget Reference	Employee Benefits; Advanced Placement Support.	Employee Benefits; Advanced Placement Support.	Employee Benefits; Advanced Placement Support.
Amount	\$3,000	\$0	\$0
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; Advanced Placement Support.	Books and Supplies; Advanced Placement Support.	Books and Supplies; Advanced Placement Support.

Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade Spans: Middle and high schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

(AMO 1-2-2): Maintain the CTE counselor to create and promote CTE programs and facilitate the Individual College and Career Learning Plans for all middle and high school students.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

(AMO 1-2-2): Maintain the CTE counselor to create and promote CTE programs and facilitate the Individual College and Career Learning Plans for all middle and high school students.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

(AMO 1-2-2): Maintain the CTE counselor to create and promote CTE programs and facilitate the Individual College and Career Learning Plans for all middle and high school students.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$64,296	\$104,224 (repeat expenditure)	\$104,224 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Individualized College and Career Plans	Certificated Salaries; Individualized College and Career Plans	Certificated Salaries; Individualized College and Career Plans
Amount	\$22,503	\$41,048 (repeat expenditure)	\$41,048 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Individualized College and Career Plans	Employee Benefits; Individualized College and Career Plans	Employee Benefits; Individualized College and Career Plans

Action 6

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action
(AMO 1-2-1): Provide counseling, social and emotional support, and health services (counselors, psychologists, nurses, health assistants) to students. (Also under AMO 1-2-2, 3-1-2, 3-1-5, and 3-1-6)

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
(AMO 1-2-1): Provide counseling, social and emotional support, and health services (counselors, psychologists, nurses, health assistants) to students. (Also under AMO 1-2-2, 3-1-2, 3-1-5, and 3-1-6)

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
(AMO 1-2-1): Provide counseling, social and emotional support, and health services (counselors, psychologists, nurses, health assistants) to students. (Also under AMO 1-2-2, 3-1-2, 3-1-5, and 3-1-6)

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$4,669,837	\$4,991,657	\$4,991,657
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; School Counseling, Social Emotional Support Services, and Health. (Counselors, Psychologists, Nurses, Health Assistants)	Certificated Salaries; School Counseling, Social Emotional Support Services, and Health. (Counselors, Psychologists, Nurses, Health Assistants)	Certificated Salaries; School Counseling, Social Emotional Support Services, and Health. (Counselors, Psychologists, Nurses, Health Assistants)
Amount	\$1,140,314	\$801,217	\$801,217
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; School Counseling, Social Emotional	Classified Salaries; School Counseling, Social Emotional	Classified Salaries; School Counseling, Social Emotional

	Support Services, and Health. (Counselors, Psychologists, Nurses, Health Assistants)	Support Services, and Health. (Counselors, Psychologists, Nurses, Health Assistants)	Support Services, and Health. (Counselors, Psychologists, Nurses, Health Assistants)
Amount	\$2,304,443	\$2,364,486	\$2,364,486
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; School Counseling, Social Emotional Support Services, and Health. (Counselors, Psychologists, Nurses, Health Assistants)	Employee Benefits; School Counseling, Social Emotional Support Services, and Health. (Counselors, Psychologists, Nurses, Health Assistants)	Employee Benefits; School Counseling, Social Emotional Support Services, and Health. (Counselors, Psychologists, Nurses, Health Assistants)
Amount	\$142,426	\$106,645	\$106,645
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; School Counseling, Social Emotional Support Services, and Health. (Counselors, Psychologists, Nurses, Health Assistants)	Books and Supplies; School Counseling, Social Emotional Support Services, and Health. (Counselors, Psychologists, Nurses, Health Assistants)	Books and Supplies; School Counseling, Social Emotional Support Services, and Health. (Counselors, Psychologists, Nurses, Health Assistants)
Amount	\$446,272	\$272,577	\$272,577
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; School Counseling, Social Emotional Support Services, and Health. (Counselors, Psychologists, Nurses, Health Assistants)	Services and Other Operating Expenses; School Counseling, Social Emotional Support Services, and Health. (Counselors, Psychologists, Nurses, Health Assistants)	Services and Other Operating Expenses; School Counseling, Social Emotional Support Services, and Health. (Counselors, Psychologists, Nurses, Health Assistants)
Amount	\$10,000	\$0	\$0
Source	LCFF	LCFF	LCFF
Budget Reference	Capital Outlay; School Counseling, Social Emotional Support Services, and Health. (Counselors, Psychologists, Nurses, Health Assistants)	Capital Outlay; School Counseling, Social Emotional Support Services, and Health. (Counselors, Psychologists, Nurses, Health Assistants)	Capital Outlay; School Counseling, Social Emotional Support Services, and Health. (Counselors, Psychologists, Nurses, Health Assistants)

Action 7

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action	Unchanged Action	Unchanged Action
(AMO 1--2-2): Create, maintain, expand, and enhance the implementation of Career Technical Education (CTE) programs and pathways in GUSD. GUSD will continue to participation in the California Careers Pathway Trust (CCPT) grant and the Career Technical Education Incentive Grant (CTEIG) programs.	(AMO 1--2-2): Create, maintain, expand, and enhance the implementation of Career Technical Education (CTE) programs and pathways in GUSD. GUSD will continue to participation in the California Careers Pathway Trust (CCPT) grant and the Career Technical Education Incentive Grant (CTEIG) programs.	(AMO 1--2-2): Create, maintain, expand, and enhance the implementation of Career Technical Education (CTE) programs and pathways in GUSD. GUSD will continue to participation in the California Careers Pathway Trust (CCPT) grant and the Career Technical Education Incentive Grant (CTEIG) programs.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$1,615,952	\$1,678,673	\$1,678,673
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; CTE Teachers, CTE Counselor, Support Personnel, Related Costs.	Certificated Salaries; CTE Teachers, CTE Counselor, Support Personnel, Related Costs.	Certificated Salaries; CTE Teachers, CTE Counselor, Support Personnel, Related Costs.
Amount	\$131,513	\$138,490	\$138,490
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; CTE Teachers, CTE Counselor, Support	Classified Salaries; CTE Teachers, CTE Counselor, Support	Classified Salaries; CTE Teachers, CTE Counselor, Support

	Personnel, Related Costs.	Personnel, Related Costs.	Personnel, Related Costs.
Amount	\$710,043	\$758,331	\$758,331
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; CTE Teachers, CTE Counselor, Support Personnel, Related Costs.	Employee Benefits; CTE Teachers, CTE Counselor, Support Personnel, Related Costs.	Employee Benefits; CTE Teachers, CTE Counselor, Support Personnel, Related Costs.
Amount	\$105,675	\$28,388	\$28,388
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; CTE Teachers, CTE Counselor, Support Personnel, Related Costs.	Books and Supplies; CTE Teachers, CTE Counselor, Support Personnel, Related Costs.	Books and Supplies; CTE Teachers, CTE Counselor, Support Personnel, Related Costs.
Amount	\$9,442	\$12,442	\$12,442
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; CTE Teachers, CTE Counselor, Support Personnel, Related Costs.	Services and Other Operating Expenses; CTE Teachers, CTE Counselor, Support Personnel, Related Costs.	Services and Other Operating Expenses; CTE Teachers, CTE Counselor, Support Personnel, Related Costs.

Action 8

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

New Action
(AMO 1-2-1): Provide 1 additional counselors (social/emotional) to decrease/maintain 500:1 student/counselor ratio at middle and high schools. (Also under AMO 1-2-2, and AMO 3-1-2)

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
(AMO 1-2-1): Provide 1 additional counselors (social/emotional) to decrease/maintain 500:1 student/counselor ratio at middle and high schools. (Also under AMO 1-2-2, and AMO 3-1-2)

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
(AMO 1-2-1): Provide 1 additional counselors (social/emotional) to decrease/maintain 500:1 student/counselor ratio at middle and high schools. (Also under AMO 1-2-2, and AMO 3-1-2)

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$92,593	\$104,224	\$104,224
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Additional Counselors (social/emotional) to decrease/maintain 500:1 ratio.	Certificated Salaries; Additional Counselors (social/emotional) to decrease/maintain 500:1 ratio.	Certificated Salaries; Additional Counselors (social/emotional) to decrease/maintain 500:1 ratio.
Amount	\$32,407	\$41,048	\$41,048
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Additional Counselors (social/emotional) to decrease/maintain 500:1 ratio.	Employee Benefits; Additional Counselors (social/emotional) to decrease/maintain 500:1 ratio.	Employee Benefits; Additional Counselors (social/emotional) to decrease/maintain 500:1 ratio.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

GUSD Priority 2: Create a Culture of Learning

Goal 3

Goal 2-1: Support the social, emotional, and physical needs of all students.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards
Local Priorities: GUSD Board Priorities: 1,2,3

Identified Need:

2017-18 data analysis demonstrated a decrease of 50% in parent survey participation rates, a decrease of 10% in student survey participation rates. Student responses indicating a decline in students sense of safety, trust, and inquiry district-wide. Although the number of PBIS major behavioral incidents declined, there was increase of 798 minor behavioral incidents and a similar increase in overall behavioral incidents district-wide
GUSD will continue implementation and expansion of PBIS at all school sites. Cohort 5 (4 schools & FACTS Program) begins implementation 2018-19

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
AMO 2-1-1: [LCAP] Other local measures, including surveys of pupils, parents, and staff, on the sense of safety. SMARTE Goal 2-1-1: Student, parent, and staff sense of safety as measured by GUSD Culture Surveys will increase by a minimum of 2% per year until it reaches and remains at 100% (students: all or most of the time, parents/staff: strongly agree or agree).	2016-2017 Baseline data Students: 88% Parents: 87% Staff: 97% (increase 2% per year)	2017-2018 Students: 90% Parents: 89% Staff: 99%	2018-2019 Students: 92% Parents: 91% Staff: 100%	2019-2020 Students: 94% Parents: 93% Staff: 100%
AMO 2-1-2: [GUSD] Surveys of pupils, parents, and staff, on the sense of care. SMARTE Goal 2-1-2: Student, parent, and staff sense of care as measured by GUSD Culture Surveys will increase by a minimum of 2% per year (students: all or most of the time, parents/staff: strongly agree or agree) until students reach the highest level of performance.	2016-2017 Baseline data Students: 75% Parents: 86% Staff: 90% (increase 2% per year)	2017-2018 Baseline data Students: 77% Parents: 88% Staff: 92%	2018-2019 Baseline data Students: 79% Parents: 90% Staff: 94%	2019-2020 Baseline data Students: 81% Parents: 92% Staff: 96%
AMO 2-1-3: [GUSD] Surveys of pupils, parents,	2016-2017 Baseline data	2017-2018	2018-2019	2019-2020

and staff, on the sense of trust. SMART E Goal 2-1-3: Student, parent, and staff sense of trust as measured by GUSD Culture Surveys will increase by a minimum of 4% per year until students reach the highest level of performance.	Students: 64% Parents: N/A Staff: N/A (increase 4% per year)	Students: 68% Parents: Est. baseline Staff: Est. baseline	Students: 72% Parents: increase 4% Staff: increase 4%	Students: 76% Parents: increase 4% Staff: increase 4%
AMO 2-1-4: [GUSD] Social/emotional support for students. SMART E Goal 2-1-4: Number of PBIS major and minor behavioral incidents will decrease by 2% per year at PBIS sites until it reaches and remains at 0%.	2016-2017: PBIS Major/Minor TBD 2015-2016: PBIS Major/Minor N/A (decrease by 2% per year)	2017-2018: PBIS Major/Minor (decrease by 2% per year)	2017-18: PBIS Baseline Major: 1485 - 4% decrease (Metric Met) Minor: 3577 - 22% increase (Metric Not Met) (decrease by 2% per year)	2019-2020: PBIS Major: 1455 2% decrease Minor: 3505 2% decrease (decrease by 2% per year)
AMO 2-1-5: [GUSD] Student enrollment in free and reduced lunch program. SMART E Goal 2-1-5: Rate of submitted free and reduced lunch applications will increase by 10% per year until it reaches and remains at 100%.	2016-2017: 62.1% 2015-2016: 52.1% (increase 10% per year)	2017-2018: 72.1%	Actual 2017-2018: 44.79%	2019-2020: 54.79%

Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

(AMO 2-1-1): Provide and administer surveys to staff, students and parents around academics, safety, and connectedness to school. (Also under AMO 2-1-2, AMO 2-1-3, and 3-1-8)

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

(AMO 2-1-1): Provide and administer surveys to staff, students and parents around academics, safety, and connectedness to school. (Also under AMO 2-1-2, AMO 2-1-3, and 3-1-8). Beginning 2018-19, GUSD will replace current student client survey with Panorama Social Emotional Student Client Survey.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

(AMO 2-1-1): Provide and administer surveys to staff, students and parents around academics, safety, and connectedness to school. (Also under AMO 2-1-2, AMO 2-1-3, and 3-1-8)

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$20,000	\$73,000	\$73,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; GUSD Survey Safety/Connectedness	Services and Other Operating Expenses; GUSD Survey Safety/Connectedness	Services and Other Operating Expenses; GUSD Survey Safety/Connectedness

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools, Specific Grade Spans: Middle and high schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

(AMO 2-1-1): Provide campus security at all middle and high schools.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

(AMO 2-1-1): Provide campus security at all middle and high schools.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

(AMO 2-1-1): Provide campus security at all middle and high schools.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$532,635	\$613,490	\$613,490
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Campus Security.	Services and Other Operating Expenses; Campus Security.	Services and Other Operating Expenses; Campus Security.

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action
(AMO 2-1-2): Provide an additional 4.6 FTE psychologist support at schools to address the social/emotional needs of students.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
(AMO 2-1-2): Provide an additional 4.6 FTE psychologist support at schools to address the social/emotional needs of students.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
(AMO 2-1-2): Provide an additional 4.6 FTE psychologist support at schools to address the social/emotional needs of students.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$772,985	\$932,953	\$932,953
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Additional Psychologists (4.6).	Certificated Salaries; Additional Psychologists (4.6).	Certificated Salaries; Additional Psychologists (4.6).
Amount	\$284,278	\$339,824	\$339,824
Source		LCFF	LCFF
Budget Reference	;	Employee Benefits; Additional Psychologists (4.6).	Employee Benefits; Additional Psychologists (4.6).

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

(AMO 2-1-2): Provide additional nurse support for medically fragile students.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

(AMO 2-1-2): Provide additional nurse support for medically fragile students.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

(AMO 2-1-2): Provide additional nurse support for medically fragile students.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$113,223	\$128,955	\$128,955
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Additional Nurses (1.5 FTE).	Certificated Salaries; Additional Nurses (1.5 FTE).	Certificated Salaries; Additional Nurses (1.5 FTE).
Amount	\$48,491	\$54,632	\$54,632
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Additional Nurses (1.5 FTE).	Employee Benefits; Additional Nurses (1.5 FTE).	Employee Benefits; Additional Nurses (1.5 FTE).

Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

(AMO 2-1-2): Provide a Healthy Start Office staffed with coordinator, lead case manager, clerical, counselors and a social worker (Healthy Start Program) to provide services to foster, homeless, low income students.

(AMO 2-1-2): Provide a Healthy Start Office staffed with coordinator, lead case manager, clerical, counselors and a social worker (Healthy Start Program) to provide services to foster, homeless, low income students.

(AMO 2-1-2): Provide a Healthy Start Office staffed with coordinator, lead case manager, clerical, counselors and a social worker (Healthy Start Program) to provide services to foster, homeless, low income students.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$228,807	\$260,364	\$260,364
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Healthy Start Program (GUSD) for Foster/Homeless, Low Income, and Counseling.	Certificated Salaries; Healthy Start Program (GUSD) for Foster/Homeless, Low Income, and Counseling.	Certificated Salaries; Healthy Start Program (GUSD) for Foster/Homeless, Low Income, and Counseling.
Amount	\$229,028	\$198,149	\$198,149
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; Healthy Start Program (GUSD) for Foster/Homeless, Low Income, and	Classified Salaries; Healthy Start Program (GUSD) for Foster/Homeless, Low Income, and	Classified Salaries; Healthy Start Program (GUSD) for Foster/Homeless, Low Income, and

	Counseling.	Counseling.	Counseling.
Amount	\$199,649	\$216,656	\$216,656
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Healthy Start Program (GUSD) for Foster/Homeless, Low Income, and Counseling.	Employee Benefits; Healthy Start Program (GUSD) for Foster/Homeless, Low Income, and Counseling.	Employee Benefits; Healthy Start Program (GUSD) for Foster/Homeless, Low Income, and Counseling.
Amount	\$21,350	\$40,000	\$40,000
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; Healthy Healthy Start Program (GUSD) for Foster/Homeless, Low Income, and Counseling. Program for Foster/Homeless, Low Income, and Counseling for Under Insured.	Books and Supplies; Healthy Start Program (GUSD) for Foster/Homeless, Low Income, and Counseling.	Books and Supplies; Healthy Start Program (GUSD) for Foster/Homeless, Low Income, and Counseling.
Amount	\$327,750	\$223,000	\$223,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Healthy Start Program (GUSD) for Foster/Homeless, Low Income, and Counseling.	Services and Other Operating Expenses; Healthy Start Program (GUSD) for Foster/Homeless, Low Income, and Counseling.	Services and Other Operating Expenses; Healthy Start Program (GUSD) for Foster/Homeless, Low Income, and Counseling.

Action 6

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action
(AMO 2-1-2): Provide social work supervisors to provide guidance, training, and assistance to social work interns.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
(AMO 2-1-2): Provide social work supervisors to provide guidance, training, and assistance to social work interns.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
(AMO 2-1-2): Provide social work supervisors to provide guidance, training, and assistance to social work interns.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$30,000	\$30,000	\$30,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Social Worker Intern Supervisor.	Services and Other Operating Expenses; Social Worker Intern Supervisor.	Services and Other Operating Expenses; Social Worker Intern Supervisor.

Action 7

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

New Action
(AMO 2-1-2): Hire a foster/homeless counselor to provide academic, attendance, social/emotional, and support services limited to unduplicated students and families. (Also under AMO 3-1-1, and AMO 3-1-4)

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
(AMO 2-1-2): Hire a foster/homeless counselor to provide academic, attendance, social/emotional, and support services limited to unduplicated students and families. (Also under AMO 3-1-1, and AMO 3-1-4)

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
(AMO 2-1-2): Hire a foster/homeless counselor to provide academic, attendance, social/emotional, and support services limited to unduplicated students and families. (Also under AMO 3-1-1, and AMO 3-1-4)

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$92,593	\$131,880	\$131,880
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Foster/Homeless Counselor.	Certificated Salaries; Foster/Homeless Counselor.	Certificated Salaries; Foster/Homeless Counselor.
Amount	\$32,407	\$52,118	\$52,118
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Foster/Homeless Counselor.	Employee Benefits; Foster/Homeless Counselor.	Employee Benefits; Foster/Homeless Counselor.

Action 8

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action
(AMO 2-1-4): Provide instructional assistants to general education classrooms to increase and improve services related to educational and behavioral challenges of unduplicated students.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
(AMO 2-1-4): Provide instructional assistants to general education classrooms to increase and improve services related to educational and behavioral challenges of unduplicated students.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
(AMO 2-1-4): Provide instructional assistants to general education classrooms to increase and improve services related to educational and behavioral challenges of unduplicated students.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$1,386,398	\$1,719,688	\$1,719,688
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; Additional Instructional Support	Classified Salaries; Additional Instructional Support	Classified Salaries; Additional Instructional Support
Amount	\$988,879	\$917,379	\$917,379
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Additional Instructional Support	Employee Benefits; Additional Instructional Support	Employee Benefits; Additional Instructional Support

Action 9

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade Spans: High Schools/Middle School Support

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

(AMO 2-1-1): Provide school resource officers at comprehensive high schools to provide additional security support and develop relationships with students at the middle and high schools.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

(AMO 2-1-1): Provide school resource officers at comprehensive high schools to provide additional security support and develop relationships with students at the middle and high schools.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

(AMO 2-1-1): Provide school resource officers at comprehensive high schools to provide additional security support and develop relationships with students at the middle and high schools.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$250,000	\$400,000	\$400,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; School Resource Officers.	Services and Other Operating Expenses; School Resource Officers.	Services and Other Operating Expenses; School Resource Officers.

Action 10

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action
(AMO 2-1-2): Provide social emotional support providers to support the social and emotional needs of students and families.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
(AMO 2-1-2): Provide social emotional support providers to support the social and emotional needs of students and families.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
(AMO 2-1-2): Provide social emotional support providers to support the social and emotional needs of students and families.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$92,593	\$171,612	\$171,612
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Social Emotional Support Providers (middle/high school).	Certificated Salaries; Social Emotional Support Providers (middle/high school).	Certificated Salaries; Social Emotional Support Providers (middle/high school).
Amount	\$32,407	\$223,725	\$223,725
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Social Emotional Support Providers (middle/high school).	Employee Benefits; Social Emotional Support Providers (middle/high school).	Employee Benefits; Social Emotional Support Providers (middle/high school).
Amount	\$210,000	\$375,977	\$375,977

Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; Social Emotional Support Providers (middle/high school).	Classified Salaries; Social Emotional Support Providers (middle/high school).	Classified Salaries; Social Emotional Support Providers (middle/high school).

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

GUSD Priority 2: Create a Culture of Learning

Goal 4

Goal 2-2: Provide services and conditions that support student learning.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards
Local Priorities: GUSD Board Priorities: 1,2,3

Identified Need:

GUSD identified needs based on review and analysis of 2017-18 LCAP goals, indicated the need for continued funding to replace any failing chromebooks or laptops, ensuring ALL schools receive equitable distribution of technology, develop and implement uniform and consistent academic interventions. Addition areas identified included the need to increase Restorative Practices training and Positive Behavior Interventions and Supports (PBIS), and utilization of Panorama, social-emotional learning survey to promote positive student interactions, connectedness to school/district and healthy peer student and staff relationships.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
AMO 2-2-1: [L] Fully credentialed and appropriately assigned teachers. SMARTE Goal 2-2-1: Percent of positions filled by fully credentialed and appropriately assigned teachers (including teachers of English Learners and vacant teacher positions) will increase by 0.1% per year until it reaches and remains at 100%.	2016-2017: 100% 2015-2016: 99.9% (maintain 100%)	2017-2018: 100%	2018-2019: 100%	2019-2020: 100%
AMO 2-2-2: [L] Access to standards-aligned instructional materials. SMARTE Goal 2-2-2: Percent of students with access to their own copies of standards-aligned textbooks and instructional materials across content/subject areas, in compliance with Williams Act, will remain at 100%.	2016-2017: 100% 2015-2016: 99.9% (maintain 100%)	2017-2018: 100%	2018-2019: 100%	2019-2020: 100%
AMO 2-2-3: [L] School facilities in "good repair" as measured by Facility Inspection Tool (FIT).	2016-2017: 99.3% (26/32 schools) 2015-2016: 94.8%	2017-2018: 100% (32/32 schools)	2018-2019: 100% (32/32 schools)	2019-2020: 100% (32/32 schools)

<p>SMARTe Goal 2-2-3: Number of identified instances where facilities meet the "good repair" standard (90%-98.99%) or above as measured by the Facility Inspection Tool (FIT) will increase by two schools per year until it reaches and remains at 100% (32 school sites).</p>	<p>(reach and maintain 100%)</p>			
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Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

(AMO 2-2-1): Provide teachers who are fully credentialed and appropriately assigned including administrators and support staff.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

(AMO 2-2-1): Provide teachers who are fully credentialed and appropriately assigned including administrators and support staff.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

(AMO 2-2-1): Provide teachers who are fully credentialed and appropriately assigned including administrators and support staff.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$82,932,734	\$84,824,196	\$84,824,196
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; General K-12 Instruction: Teachers, Site Administrators, Support Services, Supplies.	Certificated Salaries; General K-12 Instruction: Teachers, Site Administrators, Support Services, Supplies.	Certificated Salaries; General K-12 Instruction: Teachers, Site Administrators, Support Services, Supplies.
Amount	\$5,170,232	\$2,483,059	\$2,483,059
Source	LCFF	LCFF	LCFF

Budget Reference	Classified Salaries; General K-12 Instruction: Teachers, Site Administrators, Support Services, Supplies.	Classified Salaries; General K-12 Instruction: Teachers, Site Administrators, Support Services, Supplies.	Classified Salaries; General K-12 Instruction: Teachers, Site Administrators, Support Services, Supplies.
Amount	\$36,802,191	\$38,033,153	\$38,033,153
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; General K-12 Instruction: Teachers, Site Administrators, Support Services, Supplies.	Employee Benefits; General K-12 Instruction: Teachers, Site Administrators, Support Services, Supplies.	Employee Benefits; General K-12 Instruction: Teachers, Site Administrators, Support Services, Supplies.

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

(AMO 2-2-2): Provide instructional materials to remain Williams compliant.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

(AMO 2-2-2): Provide instructional materials to remain Williams compliant.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

(AMO 2-2-2): Provide instructional materials to remain Williams compliant.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$1,833,478	\$1,618,036	\$1,618,036
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; Instructional Materials.	Books and Supplies; Instructional Materials.	Books and Supplies; Instructional Materials.

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action	Unchanged Action	Unchanged Action
(AMO 2-2-3): Provide Facility and Support Operations (FASO) staff, including custodians to provide a clean, safe, and secure learning environment for all students.	(AMO 2-2-3): Provide Facility and Support Operations (FASO) staff, including custodians to provide a clean, safe, and secure learning environment for all students.	(AMO 2-2-3): Provide Facility and Support Operations (FASO) staff, including custodians to provide a clean, safe, and secure learning environment for all students.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$11,590,277	\$11,336,793	\$11,336,793
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; Facilities and Support Operations (FASO) (including custodians).	Classified Salaries; Facilities and Support Operations (FASO) (including custodians).	Classified Salaries; Facilities and Support Operations (FASO) (including custodians).
Amount	\$6,545,545	\$6,721,643	\$6,721,643
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Facilities and Support Operations (FASO) (including custodians).	Employee Benefits; Facilities and Support Operations (FASO) (including custodians).	Employee Benefits; Facilities and Support Operations (FASO) (including custodians).
Amount	\$1,506,257	\$1,600,248	\$1,600,248

Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; Facilities and Support Operations (FASO) (including custodians).	Books and Supplies; Facilities and Support Operations (FASO) (including custodians).	Books and Supplies; Facilities and Support Operations (FASO) (including custodians).
Amount	\$625,646	\$639,120	\$639,120
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Facilities and Support Operations (FASO) (including custodians).	Services and Other Operating Expenses; Facilities and Support Operations (FASO) (including custodians).	Services and Other Operating Expenses; Facilities and Support Operations (FASO) (including custodians).
Amount	\$296,842	\$38,842	\$38,842
Source	LCFF	LCFF	LCFF
Budget Reference	Capital Outlay; Facilities and Support Operations (FASO) (including custodians).	Capital Outlay; Facilities and Support Operations (FASO) (including custodians).	Capital Outlay; Facilities and Support Operations (FASO) (including custodians).

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

GUSD Priority 2: Create a Culture of Learning

Goal 5

Goal 2-3: Provide teachers with tools and training to implement State academic standards.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards
Local Priorities: GUSD Board Priorities: 1,2,3

Identified Need:

Based on the results from the LCAP Self-Reflection Survey, needs were identified in all content areas. ELA and Math received the highest scores however still show needed areas of improvement. Next Generation Science Standards and History are at the beginning stages of implementation/training and are in need of support as well as the other adopted areas (career and tech, world language students). Staff, however, remains committed and has worked hard despite not having the newest curriculum (ELA, SS, Science). GUSD has provided initial training in the shifts in Math, ELA, Science, and History/SS Standards. Further training will focus on meeting the needs of all learners in meeting rigorous standards and high expectations. Special education classrooms/schools are unique requiring intensive instructional supports and services. Additional materials are needed to support effective ELD instruction.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
AMO 2-3-1: [L] Implementation of State academic standards for all content areas. SMARTE Goal 2-3-1: At least one subject area will move up at least one level as measured by the 5-point LCAP Self-Reflection tool per year until it reaches a 5.	2016-2017: LCAP Self-Reflection TBD 2015-2016: LCAP Self-Reflection N/A (one subject level will move up one level)	2017-2018: LCAP Self-Reflection TBD (one subject level will move up one level)	2018-2019: LCAP Self-Reflection TBD One content area will move up 10% to Full Implementation	2019-2020: LCAP Self-Reflection TBD One content area will move up 10% to Full Implementation

Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

New Action

(AMO 2-3-1): Using the 5-point LCAP self-reflection tool, conduct a self-assessment through the professional development department.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

(AMO 2-3-1): Using the 5-point LCAP self-reflection tool, conduct a self-assessment through the professional development department.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

(AMO 2-3-1): Using the 5-point LCAP self-reflection tool, conduct a self-assessment through the professional development department.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$4,111,852 (repeat expenditure)	\$3,952,528 (repeat expenditure)	\$3,952,528 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Common Core Implementation (Repeat)	Certificated Salaries; Common Core Implementation (Repeat)	Certificated Salaries; Common Core Implementation (Repeat)
Amount	\$94,361 (repeat expenditure)	\$92,669 (repeat expenditure)	\$92,669 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; Common Core Implementation (Repeat)	Classified Salaries; Common Core Implementation (Repeat)	Classified Salaries; Common Core Implementation (Repeat)

Amount	\$1,408,244 (repeat expenditure)	\$1,512,726 (repeat expenditure)	\$1,512,726 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Common Core Implementation (Repeat)	Employee Benefits; Common Core Implementation (Repeat)	Employee Benefits; Common Core Implementation (Repeat)
Amount	\$34,250 (repeat expenditure)	\$36,738 (repeat expenditure)	\$36,738 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; Common Core Implementation (Repeat)	Books and Supplies; Common Core Implementation (Repeat)	Books and Supplies; Common Core Implementation (Repeat)
Amount	\$2,860 (repeat expenditure)	\$18,860 (repeat expenditure)	\$18,860 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Common Core Implementation (Repeat)	Services and Other Operating Expenses; Common Core Implementation (Repeat)	Services and Other Operating Expenses; Common Core Implementation (Repeat)

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

GUSD Priority 2: Create a Culture of Learning

Goal 6

Goal 2-4: Provide students with access to support (interventions) and instructional tools (technology) for learning.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards
Local Priorities: GUSD Board Priorities: 1,2,3

Identified Need:

The California Dashboard and local measures indicate significant academic needs for GUSD's significant student groups, specifically those subgroups performing in the Yellow, Orange and or Red levels in ELA and Math.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
AMO 2-4-1: [GUSD] Access to interventions at the school site. SMARTE Goal 2-4-1: Number of schools implementing a Multiple Tiered Support System (MTSS) will increase by 9 schools per year until it reaches and remains at 100% (32 schools).	2016-2017: 13 schools 2015-2016: 4 schools (increase by 9 schools per year)	2017-2018: 22 schools	2017-2018: 32 schools <i>Maintain</i>	2019-2020: 32 schools <i>Maintain</i>
AMO 2-4-2: [GUSD] Access to alternative education opportunities. SMARTE Goal 2-4-2: Cost per pupil for alternative education programs will decrease by \$1,000 per year in order to improve program sustainability.	2016-2017: \$12,000 per student 2015-2016: \$13,000 cost per student (decrease by \$1,000 per student per year)	2017-2018: \$11,000 per student	2018-2019: Total Cost: \$4,586,965	2019-2020: Total Cost: \$4,585,965
AMO 2-4-3: [GUSD] Access to technology in the classroom. SMARTE Goal 2-4-3: Ratio of students-to-devices in good repair will remain at 3 students-to-1 device or lower.	2016-2017: 3:1 ratio 2015-2016: 8,437 devices (maintain a 3:1 ratio)	2017-2018: 3:1 ratio	2018-2019: 3:1 ratio	2019-2020: 3:1 ratio

Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

(AMO 2-4-1): Provide school site intervention services to increase student success.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

(AMO 2-4-1): Provide school site intervention services to increase student success.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

(AMO 2-4-1): Provide school site intervention services to increase student success.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$842,681	\$794,761	\$794,761
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; School Site Intervention Services.	Certificated Salaries; School Site Intervention Services.	Certificated Salaries; School Site Intervention Services.
Amount	\$3,873,408	\$4,280,887	\$4,280,887
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; School Site Intervention Services.	Classified Salaries; School Site Intervention Services.	Classified Salaries; School Site Intervention Services.
Amount	\$2,519,717	\$2,844,105	\$2,844,105

Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; School Site Intervention Services.	Employee Benefits; School Site Intervention Services.	Employee Benefits; School Site Intervention Services.
Amount	\$692,321	\$739,503	\$739,503
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; School Site Intervention Services.	Books and Supplies; School Site Intervention Services.	Books and Supplies; School Site Intervention Services.
Amount	\$190,496	\$203,243	\$203,243
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; School Site Intervention Services.	Services and Other Operating Expenses; School Site Intervention Services.	Services and Other Operating Expenses; School Site Intervention Services.

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action
(AMO 2-4-1): Provide targeted summer school and extended school year for students needing additional assistance.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
(AMO 2-4-1): Provide targeted summer school and extended school year for students needing additional assistance.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
(AMO 2-4-1): Provide targeted summer school and extended school year for students needing additional assistance.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$1,151,218	\$1,257,055	\$1,257,055
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Summer School, After School Interventions, and Program/Supplies.	Certificated Salaries; Summer School, After School Interventions, and Program/Supplies.	Certificated Salaries; Summer School, After School Interventions, and Program/Supplies.
Amount	\$30,200	\$30,653	\$30,653
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; Summer School, After School Interventions, and Program/Supplies.	Classified Salaries; Summer School, After School Interventions, and Program/Supplies.	Classified Salaries; Summer School, After School Interventions, and Program/Supplies.
Amount	\$229,392	\$273,600	\$273,600

Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Summer School, After School Interventions, and Program/Supplies.	Employee Benefits; Summer School, After School Interventions, and Program/Supplies.	Employee Benefits; Summer School, After School Interventions, and Program/Supplies.
Amount	\$273,600	\$207,895	\$207,895
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; Summer School, After School Interventions, and Program/Supplies.	Books and Supplies; Summer School, After School Interventions, and Program/Supplies.	Books and Supplies; Summer School, After School Interventions, and Program/Supplies.
Amount	\$362,273	\$0	\$0
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Summer School, After School Interventions, and Program/Supplies.	Services and Other Operating Expenses; Summer School, After School Interventions, and Program/Supplies.	Services and Other Operating Expenses; Summer School, After School Interventions, and Program/Supplies.

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Clark Magnet High School

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

(AMO 2-4-2): Provide bus transportation to Clark for students to create equal access for students.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

(AMO 2-4-2): Provide bus transportation to Clark for students to create equal access for students.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

(AMO 2-4-2): Provide bus transportation to Clark for students to create equal access for students.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$870,000	\$870,000	\$870,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Clark Transportation.	Services and Other Operating Expenses; Clark Transportation.	Services and Other Operating Expenses; Clark Transportation.

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: FACTS program

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

(AMO 2-4-1): Provide an additional FACTS teacher to decrease class size and improve student teacher ratio so students can access the community.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

((AMO 2-4-1): Provide an additional FACTS teacher to decrease class size and improve student teacher ratio so students can access the community.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

(AMO 2-4-1): Provide an additional FACTS teacher to decrease class size and improve student teacher ratio so students can access the community.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$79,186	\$81,859 (repeat expenditure)	\$81,859 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; FACTS Additional Teacher.	Certificated Salaries; FACTS Additional Teacher.	Certificated Salaries; FACTS Additional Teacher.
Amount	\$23,975	\$26,002 (repeat expenditure)	\$26,002 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; FACTS Additional Teacher.	Employee Benefits; FACTS Additional Teacher.	Employee Benefits; FACTS Additional Teacher.

Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action
(AMO 2-4-2): Provide additional support (teachers and programs) and alternative programs for Daily, Verdugo and Jewel City Schools (includes new Jewel City teacher) to provide alternative ratios which are below the collective bargaining contract to increase student success.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
(AMO 2-4-2): Provide additional support (teachers and programs) and alternative programs for Daily, Verdugo and Jewel City Schools (includes new Jewel City teacher) to provide alternative ratios which are below the collective bargaining contract to increase student success.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
(AMO 2-4-2): Provide additional support (teachers and programs) and alternative programs for Daily, Verdugo and Jewel City Schools (includes new Jewel City teacher) to provide alternative ratios which are below the collective bargaining contract to increase student success.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$1,340,494	\$3,091,367	\$3,091,367
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Additional Teacher/Program Support for Daily, Verdugo, Jewel City.	Certificated Salaries; Additional Teacher/Program Support for Daily, Verdugo, Jewel City.	Certificated Salaries; Additional Teacher/Program Support for Daily, Verdugo, Jewel City.
Amount	\$46,792	\$53,900	\$53,900
Source	LCFF	LCFF	LCFF

Budget Reference	Classified Salaries; Additional Teacher/Program Support for Daily, Verdugo, Jewel City.	Classified Salaries; Additional Teacher/Program Support for Daily, Verdugo, Jewel City.	Classified Salaries; Additional Teacher/Program Support for Daily, Verdugo, Jewel City.
Amount	\$557,290	\$1,014,548	\$1,014,548
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Additional Teacher/Program Support for Daily, Verdugo, Jewel City.	Employee Benefits; Additional Teacher/Program Support for Daily, Verdugo, Jewel City.	Employee Benefits; Additional Teacher/Program Support for Daily, Verdugo, Jewel City.
Amount	\$25,103	\$304,994	\$304,994
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; Additional Teacher/Program Support for Daily, Verdugo, Jewel City.	Books and Supplies; Additional Teacher/Program Support for Daily, Verdugo, Jewel City.	Books and Supplies; Additional Teacher/Program Support for Daily, Verdugo, Jewel City.
Amount	\$34,713	\$247,423	\$247,423
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Additional Teacher/Program Support for Daily, Verdugo, Jewel City.	Services and Other Operating Expenses; Additional Teacher/Program Support for Daily, Verdugo, Jewel City.	Services and Other Operating Expenses; Additional Teacher/Program Support for Daily, Verdugo, Jewel City.

Action 6

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

(AMO 2-4-3): Provide technology access to students with a goal of 3:1 ratio student to device (computers/chromebooks).

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

(AMO 2-4-3): Provide technology access to students with a goal of 3:1 ratio student to device (computers/chromebooks).

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

(AMO 2-4-3): Provide technology access to students with a goal of 3:1 ratio student to device (computers/chromebooks).

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$500,000	\$500,000	\$500,000
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; Chromebook purchases/maintenance.	Books and Supplies; Chromebook purchases/maintenance.	Books and Supplies; Chromebook purchases/maintenance.

Action 7

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

(AMO 2-4-3): Provide timely technology device maintenance (computers/chromebooks) to ensure student access to technology.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

(AMO 2-4-3): Provide timely technology device maintenance (computers/chromebooks) to ensure student access to technology.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

(AMO 2-4-3): Provide timely technology device maintenance (computers/chromebooks) to ensure student access to technology.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$500,000 (repeat expenditure)	\$500,000 (repeat expenditure)	\$500,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; Chromebook purchases/maintenance (AMO 2-4-3 Repeat).	Books and Supplies; Chromebook purchases/maintenance (AMO 2-4-3 Repeat).	Books and Supplies; Chromebook purchases/maintenance (AMO 2-4-3 Repeat).

Action 8

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Daily, Jewel City, Verdugo Academy, and FACTS

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

(AMO 2-4-1): Provide alternative educational programs, Daily, Jewel City, Verdugo Academy, FACTS, including summer school for students requiring additional assistance.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

(AMO 2-4-1): Provide alternative educational programs, Daily, Jewel City, Verdugo Academy, FACTS, including summer school for students requiring additional assistance.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

(AMO 2-4-1): Provide alternative educational programs, Daily, Jewel City, Verdugo Academy, FACTS, including summer school for students requiring additional assistance.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$2,874,910	\$3,091,367	\$3,091,367
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Alternative Education Programs (Daily, Verdugo Academy, Summer School).	Certificated Salaries; Alternative Education Programs (Daily, Verdugo Academy, Summer School).	Certificated Salaries; Alternative Education Programs (Daily, Verdugo Academy, Summer School).
Amount	\$76,992	\$53,900	\$53,900
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; Alternative Education Programs (Daily, Verdugo Academy, Summer School).	Classified Salaries; Alternative Education Programs (Daily, Verdugo Academy, Summer School).	Classified Salaries; Alternative Education Programs (Daily, Verdugo Academy, Summer School).
Amount	\$926,994	\$1,014,548	\$1,014,548

Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Alternative Education Programs (Daily, Verdugo Academy, Summer School).	Employee Benefits; Alternative Education Programs (Daily, Verdugo Academy, Summer School).	Employee Benefits; Alternative Education Programs (Daily, Verdugo Academy, Summer School).
Amount	\$307,268	\$304,994	\$304,994
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; Alternative Education Programs (Daily, Verdugo Academy, Summer School).	Books and Supplies; Alternative Education Programs (Daily, Verdugo Academy, Summer School).	Books and Supplies; Alternative Education Programs (Daily, Verdugo Academy, Summer School).
Amount	\$401,801	\$247,423	\$247,423
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Alternative Education Programs (Daily, Verdugo Academy, Summer School).	Services and Other Operating Expenses; Alternative Education Programs (Daily, Verdugo Academy, Summer School).	Services and Other Operating Expenses; Alternative Education Programs (Daily, Verdugo Academy, Summer School).

Action 9

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

(AMO 2-4-1): Provide and utilize the Student Study Team (SST) software to monitor success of student interventions.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

(AMO 2-4-1): Provide and utilize the Student Study Team (SST) software to monitor success of student interventions.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

(AMO 2-4-1): Provide and utilize the Student Study Team (SST) software to monitor success of student interventions.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$200,000	\$200,000	\$200,000
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; Professional Development Utilizing SST Software	Books and Supplies; Professional Development Utilizing SST Software	Books and Supplies; Professional Development Utilizing SST Software

Action 10

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: GenYes Schools mostly middle and high school

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

(AMO 2-4-3): Provide GenYes classes to assist with computer/technology support and repairs.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

(AMO 2-4-3): Provide GenYes classes to assist with computer/technology support and repairs.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

(AMO 2-4-3): Provide GenYes classes to assist with computer/technology support and repairs.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$180,000	\$180,000	\$180,000
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; GenYes Programs	Books and Supplies; GenYes Programs	Books and Supplies; GenYes Programs

Action 11

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action
(AMO 2-4-3): Provide library aides/multi-media technology specialist to support student access to technology and improved student learning opportunities.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
(AMO 2-4-3): Provide library aides/multi-media technology specialist to support student access to technology and improved student learning opportunities.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
(AMO 2-4-3): Provide library aides/multi-media technology specialist to support student access to technology and improved student learning opportunities.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$432,600	\$453,303 (repeat expenditure)	\$453,303 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; Library Aides and Multimedia Techs.	Classified Salaries; Library Aides and Multimedia Techs.	Classified Salaries; Library Aides and Multimedia Techs.
Amount	\$167,400	\$158,660 (repeat expenditure)	\$158,660 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Library Aides and Multimedia Techs.	Employee Benefits; Library Aides and Multimedia Techs.	Employee Benefits; Library Aides and Multimedia Techs.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

GUSD Priority 3: Increase Engagement

Goal 7

Goal 3-1: Provide a positive environment and opportunities for students to connect with their school and community.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement; 5. Pupil engagement; 6. School climate
Local Priorities: GUSD Board Priorities: 1,2,3

Identified Need:

The GUSD student client survey indicated a decline in the percentage of students who felt there was an adult on campus they could trust as well as a decline in the number of students who stated that they felt safe on campus. Additionally, only half the students reported that they were involved in extra-curricular activities.

While there was an overall decrease in the number of PBIS major behavioral office referrals there was an increase in the number of PBIS minor behavioral office referrals (798).

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
AMO 3-1-1: [S] Chronic absenteeism rates. SMART E Goal 3-1-1: Chronic absenteeism rate will decrease by a minimum of 0.2% per year until it reaches and remains at 0%	2016-2017: 7.84% 2015-2016: 8.04% (decrease 0.2% per year)	2017-2018: 7.64%	2018-2019: 7.44%	2019-2020: 7.24%
AMO 3-1-2: [S] High school graduation rates. SMART E Goal 3-1-2: Cohort graduation rate will increase by a minimum of 0.5% per year until students reach the highest level of performance.	2016-2017: 94.9% 2015-2016: 94.4% (increase by 0.5% per year)	2017-2018: 95.4%	2018-2019: 95.9%	2019-2020: 96.4%
AMO 3-1-3: [S] Suspension rates. SMART E Goal 3-1-3: Suspension rate will decrease by a minimum of 0.2% per year until it reaches and remains at 0%	2016-2017: 2.3% 2015-2016: 2.5% (decrease by 0.2% per year)	2017-2018: 2.1%	2018-2019: 1.9%	2019-2020: 1.7%
AMO 3-1-4: [LCAP] Attendance rates. SMART E Goal 3-1-4: Attendance rate will increase by a minimum of 0.2% per year until students reach the highest level of performance.	2016-2017: 96.4% 2015-2016: 96.2% (increase by 0.2% per year)	2017-2018: 96.6%	2018-2019: 96.8%	2019-2020: 97.0%

<p>AMO 3-1-5: [LCAP] Middle school dropout rates. SMARTe Goal 3-1-5: Middle school dropout rate (grade 7-8) will decrease by a minimum of 0.03% per year (1 student) until it reaches and remains at 0%.</p>	<p>2016-2017: 0.05%</p> <p>2015-2016: 0.08%</p> <p>(decrease by 0.03% per year)</p>	<p>2017-2018: 0.02%</p>	<p>2018-2019: 0.00%</p>	<p>2019-2020: 0.00%</p>
<p>AMO 3-1-6: [LCAP] High school dropout rates. SMARTe Goal 3-1-6: High school cohort dropout rate will decrease by a minimum of 0.5% per year until it reaches and remains at 0%. (Note: State calculation changed as of 2015-16).</p>	<p>2016-2017: 2.8%</p> <p>2015-2016: 3.3%</p> <p>(decrease by 0.5% per year)</p>	<p>2017-2018: 2.3%</p>	<p>2018-2019: 1.8%</p>	<p>2019-2020: 1.3%</p>
<p>AMO 3-1-7: [LCAP] Expulsion rates. SMARTe Goal 3-1-7: Expulsion rate will decrease until it reaches and remains at 0%.</p>	<p>2016-2017: 1%</p> <p>2015-2016: 2%</p> <p>(decrease by 0.5% per year)</p>	<p>2017-2018: 0%</p>	<p>2018-2019: 0%</p>	<p>2019-2020: 0%</p>
<p>AMO 3-1-8: [LCAP] Other local measures, including surveys of pupils on the sense of school connectedness. SMARTe Goal 3-1-8: Percent of students stating that they are involved in one or more school activity as measured by the GUSD Student Culture Survey will increase by a minimum of 5% per year until it reaches its highest potential.</p>	<p>2016-2017: 56%</p> <p>2015-2016: NA</p> <p>(increase by 5% per year)</p>	<p>2017-2018: 61%</p>	<p>2018-2019: 66%</p>	<p>2019-2020: 71%</p>

Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

(AMO 3-1-3): Provide Positive Behavior Intervention Support (PBIS) and other behavioral Interventions (restorative justice) to support student learning.

(AMO 3-1-3): Provide Positive Behavior Intervention Support (PBIS) and other behavioral Interventions (restorative justice) to support student learning.

(AMO 3-1-3): Provide Positive Behavior Intervention Support (PBIS) and other behavioral Interventions (restorative justice) to support student learning.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$82,137	\$82,137	\$82,137
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; PBIS and Other Behavioral Interventions.	Certificated Salaries; PBIS and Other Behavioral Interventions.	Certificated Salaries; PBIS and Other Behavioral Interventions.
Amount	\$15,500	\$15,500	\$15,500
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; PBIS and Other Behavioral Interventions.	Classified Salaries; PBIS and Other Behavioral Interventions.	Classified Salaries; PBIS and Other Behavioral Interventions.

Amount	\$19,163	\$19,163	\$19,163
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; PBIS and Other Behavioral Interventions.	Employee Benefits; PBIS and Other Behavioral Interventions.	Employee Benefits; PBIS and Other Behavioral Interventions.
Amount	\$11,868	\$11,868	\$11,868
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; PBIS and Other Behavioral Interventions.	Books and Supplies; PBIS and Other Behavioral Interventions.	Books and Supplies; PBIS and Other Behavioral Interventions.
Amount	\$71,332	\$71,332	\$71,332
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; PBIS and Other Behavioral Interventions.	Services and Other Operating Expenses; PBIS and Other Behavioral Interventions.	Services and Other Operating Expenses; PBIS and Other Behavioral Interventions.

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

(AMO 3-1-1): Provide classified staff to monitor and improve student attendance. (Also under AMO 3-1-4)

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

(AMO 3-1-1): Provide classified staff to monitor and improve student attendance. (Also under AMO 3-1-4)

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

(AMO 3-1-1): Provide classified staff to monitor and improve student attendance. (Also under AMO 3-1-4)

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$97,724	\$97,724	\$97,724
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; Classified Staff to Monitor Attendance.	Classified Salaries; Classified Staff to Monitor Attendance.	Classified Salaries; Classified Staff to Monitor Attendance.
Amount	\$43,976	\$43,976	\$43,976
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Classified Staff to Monitor Attendance.	Employee Benefits; Classified Staff to Monitor Attendance.	Employee Benefits; Classified Staff to Monitor Attendance.

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

(AMO 3-1-1): Provide early interventions to reduce chronic absenteeism.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

(AMO 3-1-1): Provide early interventions to reduce chronic absenteeism.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

(AMO 3-1-1): Provide early interventions to reduce chronic absenteeism.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$104,481	\$104,481	\$104,481
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Decrease Chronic Absenteeism through Early Interventions.	Certificated Salaries; Decrease Chronic Absenteeism through Early Interventions.	Certificated Salaries; Decrease Chronic Absenteeism through Early Interventions.
Amount	\$36,569	\$36,569	\$36,569
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Decrease Chronic Absenteeism through Early Interventions.	Employee Benefits; Decrease Chronic Absenteeism through Early Interventions.	Employee Benefits; Decrease Chronic Absenteeism through Early Interventions.

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

New Action
(AMO 3-1-8): Increase student connectedness to school at the elementary level through extra curricular activities such as, music, sports, chorus, technology etc.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
(AMO 3-1-8): Increase student connectedness to school at the elementary level through extra curricular activities such as, music, sports, chorus, technology etc.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
(AMO 3-1-8): Increase student connectedness to school at the elementary level through extra curricular activities such as, music, sports, chorus, technology etc.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$59,259	\$48,031	\$48,031
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Elementary Instrumental Music Teacher (0.8 FTE).	Certificated Salaries; Elementary Instrumental Music Teacher (0.8 FTE).	Certificated Salaries; Elementary Instrumental Music Teacher (0.8 FTE).
Amount	\$20,741	\$22,809	\$22,809
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Elementary Instrumental Music Teacher (0.8 FTE).	Employee Benefits; Elementary Instrumental Music Teacher (0.8 FTE).	Employee Benefits; Elementary Instrumental Music Teacher (0.8 FTE).

Amount	\$50,000	\$570,637	\$570,637
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Stipends for Elementary Academic Coaching and Connectedness (technology, chorus, and sports).	Certificated Salaries; Stipends for Elementary Academic Coaching and Connectedness (technology, chorus, and sports).	Certificated Salaries; Stipends for Elementary Academic Coaching and Connectedness (technology, chorus, and sports).
Amount	\$13,500	\$121,603	\$121,603
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Stipends for Elementary Academic Coaching and Connectedness (technology, chorus, and sports).	Employee Benefits; Stipends for Elementary Academic Coaching and Connectedness (technology, chorus, and sports).	Employee Benefits; Stipends for Elementary Academic Coaching and Connectedness (technology, chorus, and sports).

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

GUSD Priority 3: Increase Engagement

Goal 8

Goal 3-2: Engage families and community to support student learning.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement; 5. Pupil engagement; 6. School climate
Local Priorities: GUSD Board Priorities: 1,2,3

Identified Need:

The GUSD Parent Client Survey indicated a 50% decline in response rates (6,756: 2016-17, 3,467: 2017-18)
Results also indicated that although parent participation rates in school sponsored events and activities were above 70%, participation rates in District sponsored events were minimal, 26% or below.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
AMO 3-2-1: [L] Parent input in decision making. SMART E Goal 3-2-1: Number of students being represented by a parent/guardian at meetings of local governing boards and/or advisory committees (LCAP, DELAC) will increase by 10% per year until it reaches its highest potential.	2016-2017: 23 (LCAP) 2015-2016: 21 (LCAP) 2016-2017: 10 (DELAC) 2015-2016: 10 (DELAC) (increase by 10% per year)	2017-2018: 25 (LCAP) 2017-2018: 11 (DELAC)	2018-2019: 28 (LCAP) 2018-2019: 12 (DELAC)	2019-2020: 31 (LCAP) 2019-2020: 13 (DELAC)
AMO 3-2-2: [L] Parent participation in programs for unduplicated pupils (UDPs). SMART E Goal 3-2-2: Number of students being represented by a parent/guardian at trainings/workshops that are linked to student learning and/or social-emotional development and growth will increase by 10% per year until it reaches its highest potential.	2016-2017: 259 2015-2016: 235 (increase by 10% per year)	2017-2018: 285	2018-2019: 314	2019-2020: 345
AMO 3-2-3: [GUSD] Communication. SMART E Goal 3-2-3: Percent of students for whom at least one parent has a valid	2016-2017: 78% (Email) 2015-2016: 68% (Email)	2017-2018: 88% (Email)	2018-2019: 98% (Email)	2019-2020: 100% (Email)

email address registered with GUSD and student and teacher ("Q") usage will increase by 10% per year until it reaches its highest potential.	2016-2017: 4,063 (Q) Parent	2017-2018: 4,469 (Q) Parent	2018-2019: 4,916 (Q) Parent	2019-2020: 5,408 (Q) Parent
	11,878 (Q) Student	13,065 (Q) Student	14,372 (Q) Student	15,809 (Q) Student
	Teacher 461 (Q)	Teacher 507 (Q)	Teacher 558 (Q)	Teacher 614 (Q)
	2015-2016: 3,694 (Q) Parent			
	10,798 (Q) Student			
Teacher 419 (Q)				
(increase by 10% per year)				

Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

(AM0 3-2-2): Provide oral and written translators/translations at parent meetings, workshops and trainings to improve communication and increase engagement.

(AM0 3-2-2): Provide oral and written translators/translations at parent meetings, workshops and trainings to improve communication and increase engagement.

(AM0 3-2-2): Provide oral and written translators/translations at parent meetings, workshops and trainings to improve communication and increase engagement.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$507,514	\$500,248	\$500,248
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; Tranlators/Translations.	Classified Salaries; Tranlators/Translations.	Classified Salaries; Tranlators/Translations.
Amount	\$304,508	\$300,149	\$300,149
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Tranlators/Translations.	Employee Benefits; Tranlators/Translations.	Employee Benefits; Tranlators/Translations.

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

(AMO 3-2-1): Provide parent meeting opportunities to engage parents in the decision making process.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

(AMO 3-2-1): Provide parent meeting opportunities to engage parents in the decision making process.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

(AMO 3-2-1): Provide parent meeting opportunities to engage parents in the decision making process.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$30,000	\$30,000	\$30,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Parent Meeting Opportunities.	Services and Other Operating Expenses; Parent Meeting Opportunities.	Services and Other Operating Expenses; Parent Meeting Opportunities.

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

(AMO 3-2-2): Provide parent educational training/workshop opportunities linked to student learning and social/emotional development.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

(AMO 3-2-2): Provide parent educational training/workshop opportunities linked to student learning and social/emotional development.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

(AMO 3-2-2): Provide parent educational training/workshop opportunities linked to student learning and social/emotional development.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$30,000 (repeat expenditure)	\$30,000 (repeat expenditure)	\$30,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Parent Trainings/Workshops (AMO 3-2-1 Repeat).	Services and Other Operating Expenses; Parent Trainings/Workshops (AMO 3-2-1 Repeat).	Services and Other Operating Expenses; Parent Trainings/Workshops (AMO 3-2-1 Repeat).

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

(AMO 3-2-3): Provide opportunities for parents/students to improve communication through valid email addresses and student information ("Q") usage.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

(AMO 3-2-3): Provide opportunities for parents/students to improve communication through valid email addresses and student information ("Q") usage.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

(AMO 3-2-3): Provide opportunities for parents/students to improve communication through valid email addresses and student information ("Q") usage.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$90,000	\$90,000	\$90,000
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; "Q" Student Information System.	Books and Supplies; "Q" Student Information System.	Books and Supplies; "Q" Student Information System.
Amount	\$100,000	\$100,000	\$100,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; GUSD Websites.	Services and Other Operating Expenses; GUSD Websites.	Services and Other Operating Expenses; GUSD Websites.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds:

\$23,388,233

Percentage to Increase or Improve Services:

11.11%

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

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

In 2018-19, the District is estimated to receive \$23,388,233 in supplemental and concentration funds based on unduplicated pupil counts (low income, foster youth and English learners). This equates to 11.11% of increased and improved services. These funds will be expended to attain our goals and actions described below, as contributing to improved and increased services principally directed toward GUSD's low income, foster, and English Learner students. It is GUSD's belief that the most effective way to provide opportunities to targeted student groups is through the following priorities.

Maximize Student Achievement for Low Income, Foster Youth, and English Learner Students: One of the most challenging obstacles to underprivileged pupils is the compounded learning pace that may exist in a classroom environment. Some unduplicated students may fall behind and not achieve grade level proficiency due to circumstances beyond their control such as attending multiple schools in a year. To mitigate this, GUSD will continue to create smaller class sizes where possible and implement various targeted interventions strategies/programs with a goal of ELA proficiency by 3rd grade and math proficiency by 6th grade for targeted groups of students. Research suggests and supports students who are proficient in ELA by 3rd grade and math by 6th grade are more likely to graduate from high school. Additional interventions will continue to be provided for unduplicated students not yet meeting the proficiency standards on the CAASPP, EAP, AP, and a-g requirements. Interventions include but are not limited to, before, during and after school small group targeted standards aligned academic instruction, access to and support in AP and a-g courses. To promote a college and/or career ready culture, Career Technical Education (CTE) pathways continue to be developed to improve student connectedness and create opportunities for skill based learning. In addition to the academic success of low income, foster and English Learner students, the social/emotional well-being of a child also has a direct impact on learning. Unduplicated students may be new to the US, educational system and lack connectedness with students and staff which may create isolation. Therefore, in addition to academic support, social/emotional support will be provided in targeted areas through the use of the foster/homeless counselor, English Learner teacher specialists, FLAG program teacher specialist and coordinator, social/emotional support providers, and intern counselors. Research supports a positive connection to an adult on campus, increases accountability and improves academic achievement. For 2018-19 the District will replace the current student client survey with a research-based social-emotional learning survey provided by Panorama to assist school teams to target supports and interventions based on the actual perceptions of the students enrolled.

Create a Culture of Professional Learning: It is important to provide the necessary training and support for our instructional staff to enhance their professional development to better serve unduplicated student's social, emotional, physical and academic challenges and well-being. Through the Director of Teaching and Learning, teachers on special assignment in the areas of English Language Arts, Math, Science, History and PBIS, the District will continue to work with the instructional staff to develop schedules and plans to support collaboration time and instructional strategies for teacher professional development to best meet the needs of unduplicated students. Setting high expectations and support structures for English Learners, Foster youth, and low income students to learn, providing training/support and holding individual teachers, parents and students accountable for improved learning, remains a high priority for the Glendale Unified School District. Glendale seeks to implement Professional Learning Communities/Teams as a District using the following four questions:

- 1) What do we want students to know and be able to do?
- 2) How will we know they have mastered it?
- 3) What will we do if they have not mastered it?
- 4) What will we do if they have mastered it?

Data helps inform decisions and the more data points staff has on unduplicated students, in addition to more staff training on meeting the diverse needs of low income, foster and English Learners, the more successful students will be. GUSD seeks to provide research based programs/strategies and recommended materials to increase student achievement for foster, low income and English Learner students. Instructional programs/interventions continue to be implemented specifically for low income, foster/homeless youth and English language learners with an emphasis on improved and increased services principally directed towards increased student success. GUSD believes the best way to serve unduplicated pupils is through a specific spending plan that targets unduplicated students using research based strategies (Kate Kinsella 3D

curriculum, Bobbi Houtchens, standards based interventions, summer school, Individual Learning Plans, parenting classes) and individualized student and parent support. The amount of service unduplicated students receive are considered improved or increased services relative to services provided for all pupils. A blended learning environment (unduplicated students are integrated into a rigorous course of study/curriculum with support) has proven to be a more effective structure in GUSD and provides a more effective learning environment for students to succeed.

Increase Engagement: The Glendale Unified School District Board of Education recognizes the importance of student and parent involvement and engagement on school and student/family connectedness and overall achievement. GUSD has committed to increasing students and parent/guardian engagement and participation in District and school activities, programs and committees through meaningful opportunities to support student learning. Promoting student and parent engagement for foster/homeless youth, English learners and low income students is particularly necessary for increasing communication, engagement and connections to schools and District. Too often, students, parents and families hesitate to participate in school and or District programs and activities due to barriers such as language and unfamiliarity with the schools' and District's systems and procedures. This can serve counterproductive to increasing engagement and strengthening connections between students/families and the school/District therefore indicating a significant need to provide effective communication. To address this need, the GUSD continues to provide written and oral translations in various languages to increase and improve communication and engagement. Parent workshops are offered throughout the year to engage, inform and empower families with the knowledge and skills necessary to best support their child academically, socially and emotionally. GUSD continues to provide research based programs and interventions to increase engagement and student achievement for foster, low income and English Learner students. Instructional programs/interventions continue to be implemented specifically for low income, foster/homeless youth and English language learners with an emphasis on improved and increased services principally directed towards increased student engagement and success. GUSD believes the best way to serve unduplicated pupils is through a specific spending plan that targets unduplicated students using research based strategies (Kate Kinsella 3D curriculum, Bobbi Houtchens, Ivannia Soto, standards based interventions, summer school, Individual Learning Plans, parenting classes) and individualized student and parent support. The amount of service unduplicated students receive are considered improved or increased services relative to services provided for all pupils. A blended learning environment (unduplicated students are integrated into a rigorous course of study/curriculum with support) and increased and improved communication (information in home languages) has proven to be a more effective structure in GUSD and provides a more effective learning environment for students and parents to be engaged and successful.

LCAP 2018-2019 School Year

Actions/Services Contributing to meeting the increased or improved services and identified as Limited to Unduplicated Student Group(s).

Goal 3: Action 7

Actions/Services Contributing to meeting the increased or improved services and identified as LEA-wide.

Goal 1: Action 1, Action 3, Action 6, Action 7, Action 8, Action 9, Action 11

Goal 2: Action 1, Action 3, Action 8

Goal 3: Action 3, Action 5, Action 6, Action 8, Action 10

Goal 6: Action 2, Action 11

Goal 7: Action 4

Goal 8: Action 1

Actions/Services Contributing to meeting the increased or improved services and identified as School-wide.

Goal 6: Action 3, Action 5

LCAP 2017-2018: Limited to Unduplicated Student Group(s).

Goal 3:

Action 7: Hire a foster/homeless counselor to provide academic, attendance, social/emotional, and support services limited to unduplicated students and families.

- Foster/homeless students come from a variety of backgrounds and typically demonstrate gaps in learning due to the number of schools they have attended and the uncertainties unique to their home situation. The LCAP committee identified a need to provide additional support to GUSD's foster/homeless youth due to the complexity of their situations which require move individual attention. GUSD hired a Foster/Homeless counselor who assisted in the facilitation of additional counseling services, tutoring services, school supplies and materials, and transportation services. This action provides improved and increased services principally directed towards the foster/homeless population to meet the academic, attendance, social/emotional, and support services for both students and their families.

LCAP 2017-2018: LEA-wide.

Goal 1:

Action 1: Provide interventions for unduplicated students not meeting standards.

- GUSD's English learners and low income students struggle in meeting state standards as evidenced by CAASPP scores indicating an achievement gap in ELA and Math. If not addressed these gaps can widen as students progress through school. GUSD distributes individual site allocations based on the number of unduplicated students to provide increased and improved services principally directed toward unduplicated students deficiencies in ELA and math. The LCAP committee identified a need to provide additional on site interventions (iReady, teacher support, summer school, APEX, support classes) both before, during and after school to support the academic progress of students and close the achievement gap among unduplicated students and other student groups. Each school site designs, implements and monitors student progress through targeted interventions in ELA and Math. This action provides improved and increased services principally directed towards unduplicated students not yet meeting standards.

Action 3: Maintain teacher specialists/coordinator for FLAG programs.

- GUSD has seven dual immersion programs (Spanish, Armenian, French, German, Italian, Japanese, and Korean) which are known as the Foreign Language Academies of Glendale (FLAG). GUSD has received accolades for its extensive dual immersion programs. Students in the FLAG program continue to outscore students that are not in our FLAG programs in both reading and math. However, critical subgroups in GUSD underperform academically. While dual immersion programs have strong research to support English Learners close achievement gaps, the LCAP Committee continues to identify the need of providing coordinated support districtwide to monitor these programs to ensure programs have consistency across FLAG schools and to monitor the progress of unduplicated students, specifically EL students. Effective recruitment is necessary to keep FLAG programs vibrant and strong from year to year. This action provides improved or increased services principally directed toward unduplicated students, parents, and staff in the dual immersion programs thereby increasing the program's effectiveness and student success.

Action 6: Provide additional second English Language Development (ELD) classes above the required ELD class at all middle and high schools to provide support in content areas.

- English Learners (EL) require a variety of language services depending on their language proficiency. In order to build language skills and proficiency, English learners are provided additional language support in the classroom. This support is built into the instructional day as well as after school classes and workshops in the target language are also held on weekends and in the summer to help students retain academic gains. At the secondary level, students receive an additional English Language Development (ELD) class to support and provide access to a broad course of study. The LCAP committee identified a need to provide additional support in content areas for those EL students wishing to increase their English language proficiency. This action provides improved and increased services principally directed towards English Learner students in order to demonstrate English proficiency and provide assistance with access to content areas.

Action 7: Maintain the 9 additional FTE's to lower class size in elementary schools to increase personal learning and provide focused support for unduplicated students.

- GUSD's low income, English learner and homeless students continue to struggle and under-perform academically in both English Language Arts. GUSD has 20 elementary schools and provides additional staffing district-wide to lower overall class sizes, especially in Grades TK-3rd Grade. The LCAP Committee continues to identify a need to keep early primary classes as low as possible and the school average in Grades TK-3rd Grade is 26 to 1. This allows for individualized instruction, small group work and the cultivation of positive relationships amongst teachers and students. Research indicates that smaller classes in the early grades (K-3) can boost student academic achievement, especially for minority and low-income students. This action provides improved or increased services principally directed toward unduplicated students to increase student achievement for unduplicated students and promote positive relationships among students and teachers.

Action 8: Provide instructional assistants to general education classrooms to increase and improve services related to educational challenges of unduplicated students. These services will improve access, attendance, engagement and student achievement.

- GUSD's low income, English learner and homeless students continue to struggle and under-perform academically in both English Language Arts. Additional classroom support is provided to create access to and additional support for unduplicated students in general education programs. The LCAP committee identified a need to provide additional support to struggling unduplicated students during the school day. This action provides improved and increased services principally directed towards unduplicated students to increase access to a rigorous curriculum, improve academic success and develop positive relationships with adults on campus.

Action 9: Provide teacher specialists who provide academic support to English learners and low income students and staff.

- GUSD has a 24% EL population and approximately 46% low income percentage district-wide. GUSD's English

learners and low income students have struggled to meet State standards and demonstrate proficiency in ELA and Math. Often times, language barriers and minimal educational opportunities serve as obstacles for achievement and advancement. GUSD provides teacher specialists/coaches at each school site specifically aimed at supporting the academic development of English Learners low income students. Teacher specialist are trained in and provide support to the school sites in academic language development (ALD), ELD standards, ELD framework and research based strategies to assist teachers and students with implementation and monitoring strategies and interventions for unduplicated students. The LCAP committee identified the need for additional academic support and training to best meet the needs of English Learner, low income students and staff. This action provides improved and increased services principally directed towards EL and low income students to improve academic success and more individualized attention and support.

Action 11: Maintain the 12 additional FTE's to lower class size in secondary schools to increase personal learning and provide focused support for unduplicated students.

- GUSD has 4 secondary schools and provides additional staffing district-wide to lower the overall class size ratio specifically for unduplicated students. Smaller class sizes allow teachers to provide students with direct interactive instruction as individuals and in small groups. English learners, Foster Youth and Low Income students often have learning gaps that require more individual attention. Smaller class sizes provide more opportunities for longer and more frequent teacher/student/teacher instruction and interaction. The LCAP committee identified a need to keep class sizes as low as possible and increase academic achievement and develop positive relationships with staff. Student connectedness is a key factor to unduplicated student success. This action provides improved and increased services principally directed towards unduplicated students to increase student achievement, improve involvement, and provide more opportunities to develop positive relationships with adults.

Goal 2:

Action 1: Provide additional classroom support to assist unduplicated students in meeting a-g requirements.

- English Learner, Foster Youth and Low Income students often lack mentors or have limited exposure to post-secondary educational opportunities. Students complete a four-year plan with a guidance counselor. The plan includes a list of A_G requirements for acceptance to a UC?CSU school. Also, students are provided additional counseling support in the area of college and career preparedness and planning for post-secondary education. Students are exposed to college experience through campus tours, guest speakers, dual enrollment classes, and programs that partner with local colleges. Additional classroom support is provided in a-g courses to create access to and additional support for unduplicated students. The LCAP committee identified a need to increase student a-g completion rate for high school of low income, foster, and English Learner students. This action provides improved and increased services principally directed towards unduplicated students to increase course access, improve student success, and provide more college and career opportunities. Each student has an individual learning plan to assist not only with graduation requirements, but also a-g requirements.

Action 3: Provide additional secondary FLAG teachers at middle and high schools.

- GUSD is committed to the FLAG program TK-12, even though student attrition increases at the secondary level. Due to the multiple languages offered, additional staffing is required as the language cohort moves forward. Unduplicated students who are proficient in two languages, not only do better in school, but are more marketable in the 21st century. The LCAP committee identified a need to increase unduplicated student enrollment through offerings of multiple languages because research supports that students who speak additional languages are more prepared for the global economy. This action provides improved and increased services principally directed towards unduplicated students in an effort to support and encourage bilingualism and bi-literate students.

Action 8: Provide 1 additional counselor (social/emotional) to decrease/maintain 500:1 student/counselor ratio at middle and high schools.

- GUSD is committed to educating the whole child (academic, social and emotional) and has seen an increase in the number of "threat assessments" due to social and emotional challenges of unduplicated students. The LCAP committee identified a need for additional counseling services to maintain and/or decrease the 500:1 student/counselor ratio. This action provides improved and increased services principally directed towards unduplicated students to ensure not only academic success, but also social and emotional well being. Research suggests that healthy students experience higher levels of success creating additional opportunities for college and career readiness. Foster, English Learners and low income students often require additional support and services to meet their unique needs as they matriculate through middle and high school.

Goal 3:

Action 3: Provide an additional 4.6 FTE psychologist support at schools to address the social/emotional needs of students.

- The LCAP committee identified a need to provide additional psychological support and early interventions to unduplicated students, while providing extra training to staff in how to best meet the needs of low income, foster and English Learners students. Due to the increased social and emotional challenges facing unduplicated students, additional psychologists have been provided to schools to intervene prior to making a referral for further assessment. This action provides improved and increased services principally directed towards unduplicated students to increase academic and social success in an effort to avoid over identification of students needing psychological assessment.

Action 5: Provide a Healthy Start Office staffed with coordinator, lead case manager, clerical, counselors and a social worker (Healthy Start Program) to provide services to foster, homeless, low income students.

- The LCAP committee identified a need to provide district-wide in-house support for all unduplicated students needing additional support services. Research supports the concept that basic needs must be met if a student is to thrive. GUSD has created a separate department located in the District office, to address the specific needs of foster/homeless and low income students and their families. This action provides improved and increased services principally directed towards unduplicated students and families specific to providing food, transportation, counseling, and community resources. Additionally, parenting classes are also provided to ensure knowledge of GUSD's education system, graduation requirements, academic and social services provided.

Action 6: Provide social work supervisors to provide guidance, training, and assistance to social work interns.

- GUSD has entered into memorandums of understanding with local colleges to host social work interns earning their hours towards their credential in an effort to meet the needs of GUSD's unduplicated students and families. The LCAP committee has identified a need to provide additional social workers to meet the increasing demands of our foster and low income students, specially in the area of attendance and academic success. This requires an additional licensed social worker who is eligible to supervise interns providing direct services. This action provides improved and increased services principally directed towards unduplicated students and their families in the areas of academic support, social emotional well being, and individualized attention.

Action 8: Provide instructional assistants to general education classrooms to increase and improve services related to educational and behavioral challenges of unduplicated students. These services will improve access, attendance, engagement and student achievement.

- GUSD's low income, English learner and foster and homeless students continue to struggle and have higher rates of behavioral and suspension consequences. Additional classroom support is provided to create access to and provide additional support for unduplicated students in general education programs. The LCAP committee identified a need to provide additional support to foster, low income and English Learner students who exhibit educational and behavioral challenges. Transitioning to a new school, gaps in education, lack of English proficiency, and developing peer and teacher relationships can be challenging for unduplicated students. This action provides improved and increased services principally directed towards unduplicated students to provide more individualize and personal attention, increase academic support/success and opportunities to develop positive relationships with peers/adults on campus. Research shows that students who are in rigorous classes and connect with adults/peers do better in school.

Action 10: Provide social emotional support providers to support the social and emotional needs of students and families.

- GUSD's Foster, low income and English Learners all come with a unique story or journey that requires additional assistance. GUSD provides social and emotional support through the use of varied psychological service providers for GUSD's unduplicated students and their families. Research supports that students who feel cared for and have needs met, show an increase in student engagement and academic success. Transitioning to a new school and often times a new country, lack of English proficiency, gaps in education, and developing peer and teacher relationships can be challenging for unduplicated students. The LCAP committee identified a need to provide additional emotional support to students and their families as they transition into GUSD and the larger Glendale Community. This action provides improved and increased services principally directed towards unduplicated students to increase access to on site services, counseling supports, and community resources.

Goal 6:

Action 2: Provide targeted summer school and extended school year for students needing additional assistance.

- GUSD provided summer school for English Learner students needing additional language support with an emphasis on talk time. Research states that English Learners only spend 2% of their day engaged in academic conversation. The

research based Kate Kinsella English 3D curriculum was used to promote and enhance language development and increase student talk time. The LCAP committee identified a need to provide a summer program for EL students to engage in academic conversation to enhance their vocabulary and confidence. This action provides improved and increased services principally directed towards English Learner students to improve oral communication and increase academic success.

Action 11: Provide library aides/multi-media technology specialist to support student access to technology and improved student learning opportunities.

- GUSD's low income, English learner, foster and homeless students continue to struggle to have access to technology and the internet in their homes as well as high quality literature at appropriate reading levels. Due to increased use of technology in schools and on state exams, lack of access further puts marginalized and disadvantaged students at a greater risk for academic gaps in their learning. GUSD had provided for library aides/multi-media technology specialists at each elementary school. Over 21 state studies confirm that school librarians and school libraries support students in academic achievement, lifelong learning, 21st century skills, and reading. A strong school library is staffed by the library team of a state certified or licensed librarian supported by clerical assistance; has up-to-date books, materials, equipment and technology; includes regular collaboration between classroom teachers and school librarians; and supports the development of digital literacy skills. Kachel, Debra E. 2011. The LCAP Committee continues to identify a need to provide unduplicated students access to libraries and technology computer labs during the school day to support student learning. This action provides improved or increased services principally directed toward unduplicated students who may not have access to these services at home or in the community.

Goal 7:

Action 4: Increase student connectedness to school at the elementary level through extra curricular activities such as, music, sports, chorus, technology etc.

- GUSD's low income, foster and homeless students continue to struggle having access to extracurricular sports and outside enrichment opportunities. Researchers have identified several barriers to student participation, ranging from the more tangible, including family or work responsibilities, limited resources for equipment or other expenses, and transportation or other logistical difficulties, to the more complex, such as lack of interest in or alienation from school and its activities (Kleese and D'Onofrio, 1994). Involvement in extracurricular activities also helps at-risk students. John Mahoney and Robert Cairns (1997) indicated that engagement in school extracurricular activities is linked to decreasing rates of early school dropouts in both boys and girls. They discovered that such participation provides marginal students an opportunity to create a positive and voluntary connection to their school. GUSD believes in learning beyond the core curriculum by providing enrichment activities and opportunities for unduplicated students who may not have access outside of school due to cost of programs restrictions. The LCAP committee identified a need to provide activities during and after school hours in the area of arts and sports in an effort to connect students to school, create positive experiences, and develop connections with adults. This action provides improved and increased services principally directed toward unduplicated students who may not be exposed to music, arts or sports due to their home environment or financial constraints.

Goal 8:

Action 1: Provide oral and written translators/translations at parent meetings, workshops and trainings to improve communication and increase engagement.

- GUSD is a diverse community where approximately 64 languages are spoken representing students from a wide range of ethnicities, socio-economic status levels and languages. Parents of many of these families, particularly English language learners, foster and homeless youth, low income face daunting barriers to becoming engaged with their children's schools and education and may often times feel a disconnectedness to their child's education and District and school events and activities. Research shows that parent involvement and engagement supports and increases school connectedness and has a positive impact on student achievement. In an effort to promote parent participation and engagement, GUSD is committed to including and improving parent engagement in District and school site activities by providing translations and language support as requested. Through analysis of GUSD's Culture Survey, the LCAP committee identified the need to increase parent engagement as a means to increasing parent participation at District and school site events and ultimately, to improve student success. This action provides improved and increased services principally directed toward unduplicated students and parents who may not be able to participate and or be engaged in their child's education due to language, cultural and socio-economic barriers.

LCAP 2017-2018: Schoolwide.

Goal 6:

Action 3: Provide bus transportation to Clark for students to create equal access for students.

- Clark is a magnet high school specializing in STEM programs using a district-wide lottery procedure to determine student enrollment. Given the location of the school in relationship to the high unduplicated attendance areas of those students who attend, bus transportation is provided to unduplicated students in an effort to provide equal access. This is the only transportation provided (except for special education) in GUSD. The LCAP committee identified a need to provide access and recognized that the lack of transportation could be a barrier for low income, foster and English Learners. Therefore, this action provides improved and increased services principally directed towards unduplicated students (60%) attending Clark creating access for students.

Action 5: Provide additional support (teachers and programs) and alternative programs for Daily, Verdugo and Jewel City Schools (includes new Jewel City teacher) to provide alternative ratios which are below the collective bargaining contract to increase student success.

- GUSD provides alternative programs for unduplicated students seeking a more personalized and smaller school learning environment. Often times unduplicated students chose to work or accelerate their educational journey to enter the work force to assist their families. The LCAP committee identified a need to provide alternative options and solutions for students requiring an alternative educational setting. Keeping the student to teacher ration low and the alternative school setting small provides a more conducive learning environment for students who have not been successful in a traditional setting. The additional staffing ensures that unduplicated students, who may have struggled in a comprehensive setting, have a more flexible alternative setting that better fits their learning style or individual circumstance. This action provides improved and increased services principally directed towards unduplicated students in an effort to better meet the individual student needs, unique personal challenges, improve graduation rates, provide educational alternatives, and create more personalized relationships with adults.

Estimated Supplemental and Concentration Grant Funds:

\$20,925,135

Percentage to Increase or Improve Services:

10.52%

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

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

In 2017/18, the District is estimated to receive \$20,925,136 in supplemental and concentration funds based on unduplicated pupil counts (low income, foster youth and English learners). This equates to 10.52% of increased and improved services. These funds will be expended to attain our goals and actions described below, as contributing to improved and increased services principally directed toward GUSD's low income, foster, and English Learner students. It is GUSD's belief that the most effective way to provide opportunities to targeted student groups is through the following priorities.

Maximize Student Achievement for Low Income, Foster Youth, and English Learner Students: One of the most challenging obstacles to underprivileged pupils is the compounded learning pace that may exist in a classroom environment. Some unduplicated students may fall behind and not achieve grade level proficiency due to circumstances beyond their control such as attending multiple schools in a year. To mitigate this, GUSD intends to create smaller class sizes where possible and implement various targeted interventions strategies/programs with a goal of ELA proficiency by 3rd grade and math proficiency by 6th grade for targeted groups of students. Research suggests and supports students who are proficient in ELA by 3rd grade and math by 6th grade are more likely to graduate from high school. Additional interventions will be provided for unduplicated students not yet meeting the proficiency standards on the CAASPP, EAP, AP, and a-g requirements.

Interventions include but are not limited to, before, during and after school small group targeted standards aligned academic instruction, access to and support in AP and a-g courses. To promote a college and/or career ready culture, Career Technical Education (CTE) pathways continue to be developed to improve student connectedness and create opportunities for skill based learning. In addition to the academic success of low income, foster and English Learner students, the social/emotional well-being of a child also has a direct impact on learning. Unduplicated students may be new to the US, educational system and lack connectedness with students and staff which may create isolation. Therefore, in addition to academic support, social/emotional support will be provided in targeted areas through the use of the foster/homeless counselor, English Learner teacher specialists, FLAG program teacher specialist and coordinator, social/emotional support providers, and intern counselors. Research supports a positive connection to an adult on campus, increases accountability and improves academic achievement.

Create a Culture of Professional Learning: It is important to provide the necessary training and support for our instructional staff to enhance their professional development to better serve unduplicated student's social, emotional, physical and academic challenges and well-being. Through the recent hiring of a Director of Teaching and Learning, teachers on special assignment in the areas of English Language Arts, Math, Science, History and PBIS, the District will be working with the instructional staff to develop schedules and plans to support collaboration time and instructional strategies for teacher professional development to best meet the needs of unduplicated students. Setting high expectations and support structures for English Learners, Foster youth, and low income students to learn, providing training/support and holding individual teachers, parents and students accountable for improved learning, remains a high priority for the Glendale Unified School District. Glendale seeks to implement Professional Learning Communities/Teams as a District using the following four questions:

- 1) What do we want students to know and be able to do?
- 2) How will we know they have mastered it?
- 3) What will we do if they have not mastered it?
- 4) What will we do if they have mastered it?

Data helps inform decisions and the more data points staff has on unduplicated students, in addition to more staff training on meeting the diverse needs of low income, foster and English Learners, the more successful students will be.

Instructional Programs/Materials: GUSD seeks to provide research based programs/strategies and recommended materials to increase student achievement for foster, low income and English Learner students. Instructional programs/interventions continue to be implemented specifically for low income, foster/homeless youth and English language learners with an

emphasis on improved and increased services principally directed towards increased student success. GUSD believes the best way to serve unduplicated pupils is through a specific spending plan that targets unduplicated students using research based strategies (Kate Kinsella 3D curriculum, standards based interventions, summer school, Individual Learning Plans, parenting classes) and individualized student and parent support. The amount of service unduplicated students receive are considered improved or increased services relative to services provided for all pupils. A blended learning environment (unduplicated students are integrated into a rigors course of study/curriculum with support) has proven to be a more effective structure in GUSD and provides a more effective learning environment for students to succeed.

Below is a list of 2017-2018 LCAP actions/services contributing to meeting the increased or improved services as identified as limited or unduplicated student groups, LEA-wide or schoolwide.

LCAP 2017-2018 School Year

Actions/Services Contributing to meeting the increased or improved services and identified as Limited to Unduplicated Student Group(s).

Goal 3: Action 7

Actions/Services Contributing to meeting the increased or improved services and identified as LEA-wide.

Goal 1: Action 1, Action 3, Action 6, Action 7, Action 8, Action 9, Action 11

Goal 2: Action 1, Action 3, Action 8

Goal 3: Action 3, Action 5, Action 6, Action 8, Action 10

Goal 6: Action 2, Action 11

Goal 7: Action 4

Goal 8: Action 1

Actions/Services Contributing to meeting the increased or improved services and identified as Schoolwide.

Goal 6: Action 3, Action 5

LCAP 2017-2018: Limited to Unduplicated Student Group(s).

Goal 3:

Action 7: Hire a foster/homeless counselor to provide academic, attendance, social/emotional, and support services limited to unduplicated students and families.

- Foster/homeless students come from a variety of backgrounds and typically demonstrate gaps in learning due to the number of schools they have attended and their uncertain home lives. The LCAP committee identified a need to provide additional support to GUSD's foster/homeless youth due to the complexity of their situations which require move individual attention. This action provides improved and increased services principally directed towards the foster/homeless population to meet the academic, attendance, social/emotional, and support services for both students and their families.

LCAP 2017-2018: LEA-wide.

Goal 1:

Action 1: Provide interventions for unduplicated students not meeting standards.

- Individual site allocations are distributed based on the number of unduplicated students to provide increased and improved services principally directed toward unduplicated students deficiency in reading and math. The LCAP committee identified a need to provide additional on site interventions (iReady, teacher support, summer school, APEX, support classes) both before, during and after school to support the academic progress of students and close the achievement gap among unduplicated students and other student groups. This action provides improved and increased services principally directed towards unduplicated students not yet meeting standards.

Action 3: Provide additional teacher specialists/coordinator for FLAG programs.

- GUSD has seven dual immersion programs (Spanish, Armenian, French, Italian, German, Korean, and Japanese) known as the Foreign Language Academies of Glendale (FLAG) offered beginning in transitional kindergarten through high

school. GUSD has received many accolades for their dual immersion programs. Dual immersion programs have the strongest research to support English Learners closing the achievement gap. The LCAP committee identified a need to provide additional staff to support and monitor the academic progress of unduplicated students and promote the recruitment and benefits of the dual immersion programs in Glendale. This action provides improved and increased services principally directed towards unduplicated students, parents and staff in the dual immersion programs effectiveness in increasing student success. Students in the FLAG program outscore students not in the FLAG program in both reading and math.

Action 6: Provide additional second English Language Development (ELD) classes above the required ELD class at all middle and high schools to provide support in content areas.

- English Learners (EL) require a variety of language services depending on their language proficiency. At the secondary level, students receive an additional English Language Development (ELD) class to support and provide access to a broad course of study. The LCAP committee identified a need to provide additional support in content areas for those EL students wishing to increase their English language proficiency. This action provides improved and increased services principally directed towards English Learner students in order to demonstrate English proficiency and provide assistance with access to content areas.

Action 7: Maintain the 9 additional FTE's to lower class size in elementary schools to increase personal learning and provide focused support for unduplicated students.

- GUSD has 20 elementary schools and provides additional staffing districtwide to lower the overall class size ratio. The LCAP committee identified a need to keep class sizes as low as possible and increase academic achievement, more individualization and develop positive relationships with staff. This action provides improved and increased services principally directed towards unduplicated students to increase student achievement and provide more opportunities to develop positive relationships with adults.

Action 8: Provide instructional assistants to general education classrooms to increase and improve services related to educational challenges of unduplicated students. These services will improve access, attendance, engagement and student achievement.

- Additional classroom support is provided to create access to and additional support for unduplicated students in general education programs. The LCAP committee identified a need to provide additional support to struggling unduplicated students during the school day. This action provides improved and increased services principally directed towards unduplicated students to increase access to a rigorous curriculum, improve academic success and develop positive relationships with adults on campus.

Action 9: Provide teacher specialists who provide academic support to English learners and low income students and staff.

- GUSD provides teacher specialists/coaches to support the academic development of English Learners at sites. Teacher specialist were trained in academic language development (ALD), ELD standards, ELD framework and research based strategies to assist teachers and students with implementation and monitoring strategies of unduplicated student progress. GUSD has a 22% EL population and approximately 48% low income percentage districtwide. The LCAP committee identified the need for additional academic support and training to best meet the needs of English Learner, low income students and staff. This action provides improved and increased services principally directed towards EL and low income students to improve academic success and more individualized attention and support.

Action 11: Maintain the 12 additional FTE's to lower class size in secondary schools to increase personal learning and provide focused support for unduplicated students.

- GUSD has 4 secondary schools and provides additional staffing districtwide to lower the overall class size ratio specifically for unduplicated students. The LCAP committee identified a need to keep class sizes as low as possible and increase academic achievement and develop positive relationships with staff. Student connectedness is a key factor to unduplicated student success. This action provides improved and increased services principally directed towards unduplicated students to increase student achievement, improve involvement, and provide more opportunities to develop positive relationships with adults.

Goal 2:

Action 1: Provide additional classroom support to assist unduplicated students in meeting a-g requirements.

- Additional classroom support is provided in a-g courses to create access to and additional support for unduplicated students. The LCAP committee identified a need to increase student a-g completion rate for high school of low income,

foster, and English Learner students. This action provides improved and increased services principally directed towards unduplicated students to increase course access, improve student success, and provide more college and career opportunities. Each student has an individual learning plan to assist not only with graduation requirements, but also a-g requirements.

Action 3: Provide additional secondary FLAG teachers at middle and high schools.

- GUSD is committed to the FLAG program TK-12, even though student attrition increases at the secondary level. Due to the multiple languages offered, additional staffing is required as the language cohort moves forward. Unduplicated students who are proficient in two languages, not only do better in school, but are more marketable in the 21st century. The LCAP committee identified a need to increase unduplicated student enrollment through offerings of multiple languages because research supports that students who speak additional languages are more prepared for the global economy. This action provides improved and increased services principally directed towards unduplicated students in an effort to support and encourage bilingualism and biliterate students.

Action 8: Provide 1 additional counselor (social/emotional) to decrease/maintain 500:1 student/counselor ratio at middle and high schools.

- GUSD is committed to educating the whole child (academic, social and emotional) and has seen an increase in the number of "threat assessments" due to social and emotional challenges of unduplicated students. The LCAP committee identified a need for additional counseling services to maintain and/or decrease the 500:1 student/counselor ratio. This action provides improved and increased services principally directed towards unduplicated students in ensuring not only academic success, but also social and emotional well being. Research suggests that healthy students experience higher levels of success creating additional opportunities for college and career readiness. Foster, English Learners and low income students often require additional support and services to meet their unique needs as they matriculate through middle and high school.

Goal 3:

Action 3: Provide an additional 4.6 FTE psychologist support at schools to address the social/emotional needs of students.

- Due to the increased social and emotional challenges facing unduplicated students, additional psychologists have been provided to schools to intervene prior to making a referral for further assessment. The LCAP committee identified a need to provide additional psychological support and early interventions to unduplicated students, while providing extra training to staff in how to best meet the needs of low income, foster and English Learners students. This action provides improved and increased services principally directed towards unduplicated students to increase academic and social success in an effort to avoid over identification of students needing psychological assessment.

Action 5: Provide a Healthy Start Office staffed with coordinator, lead case manager, clerical, counselors and a social worker (Healthy Start Program) to provide services to foster, homeless, low income students.

- GUSD has created a separate department located in the District office, to address the specific needs of foster/homeless and low income students and their families. The LCAP committee identified a need to provide districtwide in-house support for all unduplicated students needing additional support services. Research supports the concept that basic needs must be met if a student is to thrive. This action provides improved and increased services principally directed towards unduplicated students and families specific to providing food, transportation, counseling, and community resources. Additionally, parenting classes are also provided to ensure knowledge of GUSD's education system, graduation requirements, academic and social services provided.

Action 6: Provide social work supervisors to provide guidance, training, and assistance to social work interns.

- GUSD has entered into memorandums of understanding with local colleges to host social work interns earning their hours towards their credential in an effort to meet the needs of GUSD's unduplicated students and families. The LCAP committee has identified a need to provide additional social workers to meet the increasing demands of our foster and low income students, specially in the area of attendance and academic success. This requires an additional licensed social worker who is eligible to supervise interns providing direct services. This action provides improved and increased services principally directed towards unduplicated students and their families in the areas of academic support, social emotional well being, and individualized attention.

Action 8: Provide instructional assistants to general education classrooms to increase and improve services related to educational and behavioral challenges of unduplicated students. These services will improve access, attendance, engagement and student achievement.

- Additional classroom support is provided to create access to and provide additional support for unduplicated students in general education programs. The LCAP committee identified a need to provide additional support to foster, low income and English Learner students who exhibit educational and behavioral challenges. Transitioning to a new school, gaps in education, lack of English proficiency, and developing peer and teacher relationships can be challenging for unduplicated students. This action provides improved and increased services principally directed towards unduplicated students to provide more individualize and personal attention, increase academic support/success and opportunities to develop positive relationships with peers/adults on campus. Research shows that students who are in rigorous classes and connect with adults/peers do better in school.

Action 10: Provide social emotional support providers to support the social and emotional needs of students and families.

- GUSD provides social and emotional support through the use of varied psychological service providers for GUSD's unduplicated students and their families. Foster, low income and English Learners all come with a unique story or journey that requires additional assistance. The LCAP committee identified a need to provide additional emotional support to students and their families as they transition into GUSD and the larger Glendale Community. This action provides improved and increased services principally directed towards unduplicated students to increase access to on site services, counseling supports, and community resources. Students who feel cared for and have needs met, show an increase in student engagement and academic success.

Goal 6:

Action 2: Provide targeted summer school and extended school year for students needing additional assistance.

- GUSD provided summer school for English Learner students needing additional language support with an emphasis on talk time. Research states that English Learners only spend 2% of their day engaged in academic conversation. The research based Kate Kinsella English 3D curriculum was used to promote and enhance language development and increase student talk time. The LCAP committee identified a need to provide a summer program for EL students to engage in academic conversation to enhance their vocabulary and confidence. This action provides improved and increased services principally directed towards English Learner students to improve oral communication and increase academic success.

Action 11: Provide library aides/multi-media technology specialist to support student access to technology and improved student learning opportunities.

- Often times, unduplicated students lack access to technology at home. Due to the increase use of technology in schools and lack of access to technology at home, GUSD has provided library aides/multi-media technology specials at each elementary school. The LCAP committee identified a need to provide unduplicated students access to libraries and computer labs during the school day to support student learning. This action provides improved and increased services principally directed towards unduplicated students who may not have access to these services at home or in the community.

Goal 7:

Action 4: Increase student connectedness to school at the elementary level through extra curricular activities such as, music, sports, chorus, technology etc.

- GUSD believes in learning beyond the core curriculum by providing enrichment activities and opportunities for unduplicated students who may not have access outside of school due to cost of programs restrictions. The LCAP committee identified a need to provide activities during and after school hours in the area of arts and sports in an effort to connect students to school, create positive experiences, and develop connections with adults. This action provides improved and increased services principally directed toward unduplicated students who may not be exposed to music, arts or sports due to their home environment or financial constraints.

Goal 8:

Action 1: Provide oral and written translators/translations at parent meetings, workshops and trainings to improve communication and increase engagement.

- GUSD is a diverse community where approximately 64 languages are spoken. In an effort to promote parent participation and gather input from our unduplicated families, language support is provided as needed upon parent request. Research supports parent involvement increases student achievement. The LCAP committee identified a need to increase parent engagement as a means of increasing parent participation at events and ultimately, improving student success. This action provides improved and increased services principally directed toward unduplicated

students and parents. GUSD is committed to including and improving parent and student engagement in activities by providing translations and language support as requested.

LCAP 2017-2018: Schoolwide.

Goal 6:

Action 3: Provide bus transportation to Clark for students to create equal access for students.

- Clark is a magnet high school specializing in STEM programs using a districtwide lottery procedure to determine student enrollment. Given the location of the school in relationship to the high unduplicated attendance areas of those students who attend, bus transportation is provided to unduplicated students in an effort to provide equal access. This is the only transportation provided (except for special education) in GUSD. The LCAP committee identified a need to provide access and recognized that the lack of transportation could be a barrier for low income, foster and English Learners. Therefore, this action provides improved and increased services principally directed towards unduplicated students (60%) attending Clark creating access for students.

Action 5: Provide additional support (teachers and programs) and alternative programs for Daily, Verdugo and Jewel City Schools (includes new Jewel City teacher) to provide alternative ratios which are below the collective bargaining contract to increase student success.

- GUSD provides alternative programs for unduplicated students seeking a more personalized and smaller school learning environment. Often times unduplicated students chose to work or accelerate their educational journey to enter the work force to assist their families. The LCAP committee identified a need to provide alternative options and solutions for students requiring an alternative educational setting. This action provides improved and increased services principally directed towards unduplicated students in an effort to better meet the individual student needs, unique personal challenges, improve graduation rates, provide educational alternatives, and create more personalized relationships with adults.