

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2019-20

2019-20 Gilroy Unified School District Local Control and Accountability Plan (LCAP) and Annual Update

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2017-20 Plan Executive Summary

THE STORY

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

Gilroy Unified School District is located in the southernmost region of Santa Clara County. Although the student population has grown from 8,448 in 1993-1994 to more than 11,000 K - 12 students over the past two decades, the district is now experiencing declining enrollment. As of March 2019, the district showed a decline of 200 students for the 2018-19 school year. The two major ethnic student groups are Hispanic (69%) and White (18%).

The surrounding Gilroy community has experienced growth in housing and industry. Known for its garlic fields, the agricultural areas that surround Gilroy provide a diverse array of agribusiness opportunities for its occupants. The town has also become home to commuters to Silicon Valley and the greater bay area. The district is currently one of the largest employers in the city of Gilroy.

The funding generated through the LCFF is dedicated to improve the learning outcomes for all students. The Gilroy Unified School District LCAP is focused on the uses of funds and the actions and services dedicated to English learners, socio-economic disadvantaged students and foster youth. In addition to the base grant, districts receive additional funding based on the unduplicated count of students who qualify in one of those three groups. For each student in one of those three categories, districts receive a “supplemental grant.” Gilroy Unified School District has 59% of our students in one of those three categories and therefore also receives a “concentration grant.”

Gilroy Unified -- LCFF Target Populations:

| CBEDS October 2018 | |
|---------------------------|---------------------------|
| LCFF Category | # of GUSD Students |
| Low Income | 6013 |
| English Learner | 2516 |
| Foster | 60 |
| Homeless | 119 |
| Migrant | 107 |
| Total Enrollment | 11,116 |

LCAP HIGHLIGHTS

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

The following is a summary highlighting the major changes in the actions that will be taken to address the needs of GUSD students. These actions were based upon the measurable outcomes of the 2018-19 actions as well as stakeholder input. An action was created under all goals in the plan to emphasize the importance of the Single Plan for Student Achievement at all sites. Other critical points in the plan are:

Goal 1: To address the individual needs of students, professional development focusing on differentiation will be provided in the area of curriculum implementation. In most areas, the District is refining the actions that were implemented in the 2018-19 school year. Enrichment and/or support time will be refined in order to better meet the needs of all students. To address the needs of our at risk populations, a new alternative pathway has been created and will be implemented in the 2019-20 school year.

Goal 2: The district will maintain a continued focus on the use of SEAL in the elementary grades. There are new actions to specifically address the academic and socio-emotional needs of students with IEPs. There are also continued actions to increase the focus on integrated ELD and academic language support for our English Learners at all levels. At the middle school level, enrichment/support time will be provided for

English and mathematics during the regular school day. At the high school level, CTE pathways will be expanded and current pathways refined to support a college and career going culture.

Goal 3: School climate and culture remain a high priority in the district. The new actions focus on efforts to create systems with designated personnel to train all sites in the use of the Multi-tiered systems of support (MTSS) model. Efforts are continuing in the area of attendance by updated actions to reduce suspensions, expulsions and chronic absenteeism especially for our special education subgroup. The focus on site level support teams which are trained in PBIS, Restorative Justice, and Character Counts to create a safe learning environment have been strengthened in this plan.

Goal 4: Recruiting and hiring highly qualified staff remains an emphasis in the district. Over the last two years, despite declining student enrollment, the district negotiated a 6% salary increase for all bargaining units. Staffing ratios at high needs schools continue to be reduced to support socio-economic disadvantaged, foster and EL youth. Certificated staff new to the profession will continue to be supported through an induction program working under a Memorandum of Understanding with the district.

The actions throughout the plan include SMART goals in order to clearly articulate the measurable outcome of each action. An updated budget is provided in the Budget Summary of the LCAP document. The budget has been aligned to directly correlate with the five major goals listed in the LCAP. The identified need and the measurable outcomes for the 2019-20 can be found in the LCAP document.

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

GREATEST PROGRESS:

- SEAL professional development and support was maintained for cohorts I and II and for all preschool teachers
- 90% of 6-12 grade students registered for California Colleges for college planning and career exploration
- Middle and high school students and staff participated in problem-based learning through iSchool Initiative
- Decreased the cohort dropout rate by 0.2% to 4.5%
- College/Career Dashboard indicator of Green at 46.2%, an increase of 7.1%.
- Implementation of new certificated evaluation tool

NEXT STEPS:

- Maintain focus on supporting effective instructional program and providing interventions responsive to student needs (2.2.1)
- Continue to work with iSchool Initiative to train all secondary teachers on problem-based instruction. Continue to develop Students Leading Education (SLED) clubs and projects that inform and support technology learning initiatives. (1.5.2)
- Middle and high school Counselors and Academic Coordinators will continue to support the implementation of California Colleges (1.4.2)

GREATEST NEEDS

Referring to the California School Dashboard, 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

- The Fall 2018 California Dashboard release showed that Gilroy Unified was in the Orange overall performance in 4 areas -- Chronic Absenteeism, Suspension Rate, English Language Arts, and Mathematics.
- The district suspension rate increased slightly, to 5.5% in 17-18, but maintained the significant drop from 10.9% and 7.5% in 13-14 and 14-15 respectively.
- Chronic Absenteeism rates continue to be high districtwide, increasing 1% to 10.8%.
- Gilroy Unified received Differentiated Assistance for two critical subgroups -- Students with Disabilities and Homeless:
 - Students with Disabilities were at the Red performance level in ELA, Mathematics & Suspension Rate.
 - Homeless students were at the Red performance level in ELA, Mathematics and Chronic Absenteeism.
- Solorsano Middle and Brownell Middle are designated Alternative Targeted Support and Intervention (ATSI) for Students with Disabilities performance level of “Red” for ELA, Math and Suspension Rate.
- South Valley Middle School

Next Steps

- The district developed new actions to directly address the issue of the increased suspension rate of students with disabilities (3.1.7). In particular, trauma-informed care training will be provided to all teachers, and the district will revise the discipline suspension protocol flow sheet.
- For support of English Learners, we are continuing to prioritize professional development in the implementation of ELA/ELD (2.6.1)
- With the socio-economically disadvantaged student population making up over 50% of the GUSD student body, many key actions are formulated to support their literacy, academic success and engagement - 1.1.5 Ongoing Coaching and Support for teachers, 2.2.1 literacy training for small group instruction, 3.1.2 Align School Climate Improvement plans
- The district is implementing a new individualized learning academy called “Envision Academy” to directly support 9th and 10th graders that are not experiencing success in the regular comprehensive high school program (2.3.6).
- Re-establish a multi-tiered systems of support (MTSS) (3.1.2)
- Continue to support positive school climate and attendance efforts (3.1.1)

Gilroy Unified 2018 California Dashboard -- All Students & Student Groups

| Student Group | Chronic Absenteeism | Suspension Rate | Graduation Rate | College/Career | English Language Arts | Mathematics |
|----------------------------------|---------------------|-----------------|-----------------|----------------|-----------------------|-------------|
| All Students | Orange | Orange | Yellow | Green | Orange | Orange |
| English Learners | Orange | Orange | Yellow | Yellow | Orange | Orange |
| Foster Youth | Green | Red | None | None | Yellow | Yellow |
| Homeless | Red | Orange | None | None | Red | Red |
| Socioeconomically Disadvantaged | Orange | Red | Orange | Yellow | Orange | Orange |
| Students with Disabilities | Orange | Red | Orange | Yellow | Red | Red |
| African American | Orange | Yellow | None | None | Green | Yellow |
| American Indian or Alaska Native | Orange | Green | None | None | None | None |
| Asian | Green | Yellow | Blue | Blue | Blue | Green |
| Filipino | Green | Green | None | None | Green | Blue |
| Hispanic | Orange | Orange | Orange | Green | Orange | Orange |
| White | Yellow | Orange | Blue | Green | Green | Green |
| Two or More Races | Red | Green | None | None | Green | Green |

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

Performance Gaps

On the Fall 2018 California Dashboard, there were no student groups that fell two or more performance levels below the “all student” performance. However, the district recognizes that there continue to be significant performance gaps in a number of areas, particularly for Socio-Economically disadvantaged students on the CAASPP ELA (36% gap) and Mathematics (31%) tests for students meeting or exceeding standard. There also continues to be a significant gap for Special Ed students in ELA, Mathematics and Suspension rates.

LEA Next Steps:

The district has identified that Low Socio-Economic, English Learners, and Foster Youth are highly represented in Special Education. To support the subgroups who also overlap in Special Education the district will:

- Provide support for middle school intervention and enrichment period to address differentiated needs of students (2.2.7)
- Continue to provide support for special education teachers and paraprofessionals throughout the school year. (1.2.1)

Comprehensive Support and Improvement

An LEA with a school or schools identified for Comprehensive Support and Improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

All schools statewide are part of California’s continuous general support and improvement process. All schools will address areas of need according to the improvement model in their School Plans for Student Achievement.

South Valley Middle School is identified for: All Student: Red: Chronic Absenteeism; Orange: Suspension Rate, English Language Arts and Mathematics.

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Supports include facilitated meetings with the South Valley Leadership team which include training and support on data analysis and root cause analysis. Each meeting focuses on identifying the root causes affecting chronic absenteeism, suspension rate, English Language Arts and Mathematics. Causal areas to be addressed in the Single Plan for Student Achievement are:

1. School site consistency: establish with stakeholders (students, staff and parents) school site expectations.
2. Student-teacher relationships: improve teacher-student relationships by 80% as measured by student and teacher feedback, increase in attendance, and decrease in referrals.
3. Academics: re-establish PLCs for each core academic area focusing on data analysis and root cause analysis
4. CSI funding will support plan implementation with a specific focus on staff training on PLCs, data analysis, root cause analysis and student progress monitoring.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

1. The LEA will provide monthly support at site leadership meetings to provide data, assist with data analysis and creating a system for student progress monitoring as evidenced by leadership team minutes.
2. The LEA will provide targeted support to continue the PBIS process with clear and consistent processes at the site as evidenced by a reduction of 5% of discipline referrals.
3. The LEA will help implement Benchmark assessments to help provide formative data to academic content areas as evidenced by a 10% increase in standardized test scores
4. The LEA will create a process for Multi-tiered System of Support at both the district and site level as evidenced by a communicated process distributed to the sites.

Annual Update

LCAP Year Reviewed: 2018-19

Goal 1

Provide high quality instruction and 21st century learning opportunities to ensure College & Career Readiness

State and/or Local Priorities addressed by this goal:

State Priorities: **1, 2, 4**

Local Priorities:

Annual Measurable Outcomes

| | Expected | Actual |
|---|----------|--------|
| CAASPP ELA % Met/Exceeded | 52% | 47% |
| CAASPP Math % Met/Exceeded | 45% | 40.5% |
| Bright Bytes -- Collaboration | 54% | 64% |
| Bright Bytes -- Communication | 25% | 18% |
| Bright Bytes -- Critical Thinking | 48% | 45% |
| Healthy Kids Survey -- Adults w/High Expectations | 53% | 40% |
| CC Observation Tool Usage | 50% | 50% |

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| CC & ELD Material Availability | 100% ELA & Math | 100% |
| Course Access for SWD students | Pathways modified to increase access | Pathways were modified to increase number of SWD students on diploma track |

Action 1.1 Develop and support effective instruction

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|-----------------------|-------------------------------|
| 1.1.1 Plan professional development in alignment with <ul style="list-style-type: none"> LCAP goals 2017-18 data analysis Stakeholder input | 1.1 Professional development was planned in alignment with data analysis, LCAP goals and input from stakeholders. | \$2,010,844 | \$487,000 S/C |
| 1.1.2 Utilize varied structures for providing professional development that address differentiated needs, as evidenced by professional development plan <ul style="list-style-type: none"> Maintain website for resources and exemplary practices of district staff Provide multiple pathways for differentiated professional development Use job-alike meetings to determine professional development needs by department, grade level and specializations. | <p>1.1.2 All resources for elementary were consolidated into the elementary website. The website includes PD presentations, curriculum resources, videos, and curricular maps. The website has been continually updated throughout the year.</p> <p>Professional development opportunities included targeted staff meetings, professional development during early release days, grade level release days, after school sessions, and off site PD.</p> <p>Elementary staff development days included grade level specific training as well as choice options.</p> <p>The Secondary model of professional development included personalized learning pathways to support differentiated options for staff. The model was positively received by teachers.</p> | | |
| 1.1.3 Collaborate with site leaders to develop and support comprehensive professional development plans that address district and site | 1.1.3 Site leaders participated in the planning of professional development in alignment with LCAP | | |

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| goals/ needs | goals. Ed Services staff worked with site administrators to develop plans to support site needs. | | |
| <p>1.1.4 Continue use of observational tool to measure classroom practices. Trend data will be analyzed and shared during APS visits</p> <ul style="list-style-type: none"> • Site leaders conduct walkthroughs at least once per quarter • Support site leaders in analysis and use of data regarding classroom practices • Elementary principals will conduct collaborative instructional visits twice a year - fall/spring • Elementary principals will receive training in instructional rounds and engage in collaborative analysis of data | <p>1.1.4 Each site utilized the observational tool to monitor classroom instruction. The tools included site specific focus areas. At the secondary level, there was more consistent use of the observation tool by administrators and department chairs. More frequent classroom walk throughs at secondary allowed sites to identify trends and align PD and support based on data.</p> <p>Elementary principals received training in Instructional Rounds through SCCOE. The principals conducted two rounds of collaborative visits and analyzed the data as a team. The elementary leaders targeted specific focus areas for observation and modified the observation tool to collect this data.</p> | | |
| <p>1.1.5 Provide ongoing coaching and support to classroom teachers</p> <ul style="list-style-type: none"> • Continue support through Academic Coaches/Instructional Specialists • Provide coaching and other training to Academic Coaches and Instructional Specialists, as delineated by level and content area • Lead job alike meetings for special education teachers to provide targeted support by grade level | <p>1.1.5. The model of Instructional Specialists at the secondary level was reduced. However, the model was able to be maintained with adjustments to the focus..</p> <p>Instructional Specialists received training through the Santa Clara County Office of Education in the area of English Learner Support.</p> <p>Because of budget reductions, the number of elementary Academic Coaches at the district level was reduced to three FTE. This necessitated re-prioritization of support offered to sites.</p> <p>Job alike meetings for special education teachers were provided on a monthly basis.</p> | | <p>\$1,125,000 S/C</p> <p>(Instructional Specialists, SEAL and CC Coaches, & Training)</p> |
| <p>1.1.6 Provide professional development via SCCOE and outside consultants, as evidenced by MOUs</p> | <p>1.1.6 SCCOE consultants and outside presenters provided professional development in the areas of ELD, math, science, early literacy, and the implementation of core curriculum.</p> | | <p>\$24,000 S/C</p> |

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| <p>1.1.7 Provide training and coaching to SEAL teachers at designated elementary sites, per release calendar</p> <ul style="list-style-type: none"> All SEAL teachers participate in module training and unit development Implement SEAL Summer Bridge for teacher PD | <p>1.1.7 SEAL module training and Unit Development occurred at all five SEAL school sites.</p> <p>The SEAL Summer Bridge professional development is scheduled for June 2018.</p> | | \$79,000 S/C |
| <p>1.1.8 Support the effective implementation of math standards and practices</p> <ul style="list-style-type: none"> Provide ongoing professional development and coaching related to mathematical practices and newly adopted math curriculum. Continue partnership with SVMl to support the implementation of math practices | <p>1.1.8 Math coaching has been ongoing at the high school level. The secondary math lead team met five times throughout the year to collaborate on signature mathematical practices and calendar steps for ongoing math goals.</p> <p>Training in the adopted math curriculum was provided to staff at elementary school level.</p> <p>Middle school instructional specialists and department chairs provided site specific professional development in the area of mathematics.</p> <p>The district continued to participate in the Silicon Valley Math Initiative training.</p> | | \$12,000 S/C |
| <p>1.1.9 Support Dual Immersion program (two elementary sites, one middle school, one high school) by providing targeted professional development and resources</p> | <p>1.1.9 Dual Immersion teachers at the elementary level participated in a professional development series on Spanish literacy hosted by SCCOE.</p> | | |
| <p>1.1.10 Provide supplemental materials for enrichment and support opportunities throughout the school day in the areas of math and English at the Middle and High School levels.</p> | <p>1.1.10 The middle schools have implemented a support and enrichment period for both English and math. Students have 45 minutes in both English and math every day to receive differentiated instruction based upon their current needs.</p> | | 356,751 S/C (MS Counselors) |
| <p>1.1.11 Provide site and district leadership with professional development in alignment with LCAP goals and site needs, as evidenced by PD calendar</p> | <p>1.1.11 Site and district leaders participated in a variety of training including Instructional Rounds and NGSS for site leaders,</p> <p>Secondary administrators received training in IDEA and trauma informed care during the district</p> | | |

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| | <p>professional development days.</p> <p>Administrators throughout the district participated in conferences on many topics including PBIS, restorative justice, At-risk youth and English Learners.</p> | | |
| <p>1.1.12 Continue providing professional development for Power School After School and Super Power Summer Camp staff based on feedback from Continuous Quality Improvement Process, including observational tool. This will be evidenced by PD agendas and staff sign-in sheets.</p> | <p>1.1.12 Ongoing professional development occurred for Power School staff. GUSD and partner agencies have provided at least 40 trainings in various topics in order to ensure high quality program operation. Super Power Summer Camp STEAM staff was invited to participate in GUSD Summer Science Symposium in June.</p> | | |

Action 1.2 Provide Common Core State Standards (CCSS) Materials and Training

| Planned Actions/Services | | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|-----------------------|---|
| <p>1.2.1 Purchase instructional materials aligned with CCSS based on 17-18 pilots as is evidenced by district purchases.</p> <ul style="list-style-type: none"> Provide teacher training for newly adopted materials - High School English and Biology Provide ongoing training for curriculum adopted over the past two years | <p>1.2.1 GUSD purchased HMH <i>Biology Dimensions</i> for 9-12 teachers and Pearson <i>My Perspectives</i> for 9-12 English. Teachers using the new curriculum were provided a minimum of three publisher trainings throughout the year as evident by the sign-in sheets for all trainings.</p> <p>Training in the use of the adopted curriculum was provided at all levels, (elem, middle, high school)</p> | \$20,000 LCFF | |
| <p>1.2.2 Conduct adoption pilots which will lead to new materials and course descriptions presented to the Board in Spring of 2019</p> <ul style="list-style-type: none"> Pilot Middle School Science Curriculum with a particular focus on Sexual Education Standards Update course descriptions and | <p>1.2.2 Pilot teams were convened for the adoption of K-8 new Science Instructional Materials. Spring 2019, the K-5 and the 6-8 Science Adoption Committee will narrow their choices to a maximum of two publishers to pilot the materials beginning in Fall 2019. Teams will pilot the two choices over the 19-20 school year with the final choice going to the</p> | | <p>ELA & Math adoption training \$10,000 S/C</p> <p>Outside consultants Training \$10,000 S/C</p> |

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| materials for all special education courses | GUSD Board for recommendation in May 2020. | | |
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Action 1.3 Implement Next Generation Science Standards (NGSS) K-12

| Planned Actions/Services | | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|-----------------------|---|
| 1.3.1 Implement STEM program supported by the Tech Academy at 1 middle school and 1 elementary site. Principals at Tech Academy sites will evaluate STEM programs. Power School continues to support Tech Challenges, as evidenced by schedule. | <p>1.3.1 Elementary (El Roble) - All 4th and 5th graders are participating in the Tech Academy Professional Development. Those grade levels are also integrating STEAM projects into their daily schedule. Student groups meet once a week after school to have Tech Challenges. Power School is also included in the afterschool Tech Challenges.</p> <p>Middle (Brownell) - Teachers have attended 3 - COP meetings thus far. The meetings are extra instruction in STEM practices. Teachers are implementing one STEM lesson school wide and site is expanding a Maker's Lab. A group of students work every Wednesday after school in the Makers Lab on STEM projects.</p> | \$65,000 | |
| 1.3.2 Incorporate NGSS into SEAL units at designated elementary sites | 1.3.2 SEAL units are developed using the Science and Social Studies standards. | | |
| 1.3.3 NGSS instructional specialists will continue to build/expand a minimum of 3 labs for grades 6-8 as evidenced by teacher lesson plans, feedback from Instructional Specialist and Administration. | 1.3.3 All Middle School sites have built and expanded labs for grades 6-8. All 6th grade students now have a minimum of three standardized labs. They then worked at their independent sites to add | | Science consumables and lab support \$20,000 S/C |

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| | <p>additional labs.</p> <p>1.3.3 The Science Middle School teachers were given a one year grant with Gizmos. Gizmos offers online simulations and in many instances, takes the place of having to create full on labs within the classroom. Gizmos will be extended to be used by all Middle School Science teachers starting in the 19-20 school year.</p> | | <p>Science Team PD \$5000 S/C</p> |
| <p>1.3.4 Implement year 3 of 3 year plan to roll out NGSS Bio-Chem-Physics pathway at the high school level</p> <ul style="list-style-type: none"> • Train teachers in instructional strategies to support NGSS • Collaborate, design, and agree to a minimum of two common assessments (MS/HS) | <p>1.3.4 Year 3 - All High Schools are continuing to receive professional development on instructional strategies and best practices. Anchoring and investigative phenomena as it relates to lesson planning has also been an integral part of their professional development. Teachers have accessed the CAST assessment blueprint and have begun to develop 3-D assessments. They have continued to explore exemplars for 3D instruction and assessments from Stanford and Achieve.</p> <p>Biology is in Year I of a new textbook adoption. The textbook is well aligned to NGSS and Biology teachers received 2 days of professional development in regards to the new Biology textbook that was adopted.</p> <p>Challenges still exist with collaboration among sites and even within sites. Assessments have not been completed and sites are still using older assessments that were designed years ago. Additionally there needs to be more discussion and brainstorming on Earth and Space Science integration for the 3 course integrated model</p> | | <p>Science Instructional Specialists \$40,000 S/C</p> |
| <p>1.3.5 K-12 NGSS Vision Team will meet 3 times in 18-19 to monitor GUSD 3 year NGSS plan. Implementation and adherence of NGSS plan</p> | <p>1.3.5 The middle school Instructional Specialists met as part of the Science textbook adoption team. The High School Instructional Specialists met with their</p> | | |

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| <p>will be evaluated by feedback from administration, academic coaches and instructional specialists.</p> | <p>curriculum cohorts to plan and organize curriculum as stated in the NGSS plan.</p> <p>Elementary teachers met as part of the Science textbook adoption team as stated in the NGSS plan.</p> <p>The K-12 Science/NGSS Vision Team did not meet as a defined group for the 2018-19 school year.</p> | | |
| <p>1.3.6 Implement Year 1 of 3 of GUSD NGSS plan for elementary.</p> <ul style="list-style-type: none"> ● Summer Science Symposium will be focused on K-8 teachers. ● Professional Development of NGSS focused on 4th and 5th grade teachers and Administrators. ● Science begins to be implemented at all sites within 4th and 5th grade classrooms. ● Purchase Site Licenses for K-5 Science curriculum. ● Begin to develop lessons that integrate science with ELA and Math practices. ● Through professional development, coaching and modeling, support 4th and 5th grade staff in developing and implementing inquiry-based lessons based on 3 dimensional learning and phenomenon. ● Visit STEM school sites in Santa Clara County ● Leverage partnerships with Tech Museum as well as other districts and agencies to develop and support district plan for incorporating STEM. | <p>1.3.6</p> <ul style="list-style-type: none"> ● The 2018-19 2nd Annual Summer Symposium now includes grades 6-8. The K-8 Symposium will include a wide range of sessions from NGSS standards, Phenomena, Engineering Practices and the use of Technology in the Elementary and Middle School classroom. ● All K-12 administrators took part in a half day training about NGSS and its implement ● All 4th and 5th grade teachers received professional development focusing on NGSS. The 3 full day trainings were provided by WestEd. ● All 4th and 5th grade teachers took part in 2 full release days in the 18-19 school year. The training focused on NGSS lessons and 21st century skills ● Mystery Science was purchased for all sites for grades K-5 and Academic Coaches provided PD to support teachers with implementation. | | <p>WestEd training for teachers (3 days) and administrators (1 day) \$18,000 S/C</p> |

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| | <ul style="list-style-type: none"> • The elementary ELA curriculum maps continue to be modified to include science, math and ELD. • Sample lessons by grade level were developed by Academic Coaches. The lessons were modelled at several school sites. These lessons integrated Science and ELA, and in some cases math. They will be posted to the website. • Some teachers from Elementary sites visited STEM schools in Union School district as evident schedules and meeting agendas. • STEM integration continues through the partnership with The Tech Academy. This year 4 teachers were selected to become Tech Leaders through The Tech Fellowship program. These teachers were trained for a week in STEM best practices. • The Tech Academy Partnership also helped GUSD develop STEM Pathways at Brownell Middle School. The Pathways program built connections with industry partners, The Tech professional development staff and other school districts in Santa Clara County as evident through network meeting agendas and pathway project plans | | |
| <p>1.3.7 Introduce Migrant students at secondary level to STEM careers</p> | <p>1.3.7 GUSD is offering a STEM symposium for our Migrant Education Program students this spring.</p> <p>Summer 2019 GUSD will offer summer school intervention classes that embed STEAM related activities.</p> | | <p>Migrant STEM \$3,000 MEP Funds</p> |

Action 1.4 Prepare students for College and Career opportunities

| Planned Actions/Services | | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|-----------------------|---|
| <p>1.4.1 Implement phase Two of a Three year plan to strengthen and expand career pathways available to students at secondary schools</p> <ul style="list-style-type: none"> • Provide professional development for teachers/administrators interested in implementing a new academy in the district. • Continue to audit the recruitment and retention of students in all specialized programs at the high school level. • Finalize all CTE Pathways and approve all CTE course descriptions • Finalize GUSD CTE 5 year Plan • Align CTE Course Offerings Booklets with pathways, graduation requirements and four year plans | <ul style="list-style-type: none"> • A committee was formed to create a new program for students at the high school level. Envision Academy has been developed for students struggling with the traditional school setting. The committee met multiple times throughout the school year and completed the proper forms and files to begin registering students in the Spring. Online curriculum decisions will be made in the Spring with teacher training in the summer. • All but a couple of Course descriptions were completed. These final course descriptions will be completed in the Summer 2019. Pathways have been determined with the utilization of new CalPads coding • With the anticipated completion of an updated State of California Plan, it has been determined to wait and continue to follow our “draft” plan for now. • Alignment of CTE Course Offerings with pathways are presented in the GUSD CTE 5 year Plan. • Professional development with Academic Coordinators to meld the CTE pathway process with A-G graduation requirements and the four year plan is ongoing. | <p>\$60,000 LCFF</p> | <p>CTE consumables \$30,000 S/C</p> |
| <p>1.4.2 www.CaliforniaColleges.edu will be utilized by every secondary school by counselors (MS) and Academic Counselors (HS) to support career and college readiness as will be documented by student usage reports within the system.</p> | <p>1.4.2 The middle school counselors and high school academic counselors have reached a 90% registration rate in www.CaliforniaColleges.edu for students in grades 6-12 in Gilroy Unified School District. This data is evident in California Colleges report that is run bi-monthly.</p> <p>Gilroy High School and Mount Madonna received additional support for college readiness through the use of an outside consultant who assisted with training teachers, academic coordinators and administrators on college entrance requirements.</p> | | <p>College Readiness Program \$30,000 S/C</p> |
| <p>1.4.3 Continue opportunities to expose</p> | <p>1.4.3 <i>Rock the Mock (job interviews and training)</i> was moved from the spring to the fall and coupled with Career</p> | | |

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| <p>students to careers</p> <ul style="list-style-type: none"> Implement Career Days, Rock the Mock, career related field trips and other activities | <p>Day which resulted in a 36% increase in HS student attendance over the previous year. Brownell Middle School Held their semi annual Career Day.</p> <ul style="list-style-type: none"> (GECA) partnership with Gavilan for Career Day and College Day; (All secondary) continued partnership with military for ASVAB testing (Army) and presentations about different academies (Navy, Air Force, Army); (GECA) Academic Prep Curriculum updated to incorporate Resume writing & professionalism units; beginning student exposure to CaliforniaColleges.edu career nights for families. (CHS)- Grade level specific college and career nights for families. ELAC and Parent Club presentations. College fair day. Academic Coordinators visit classrooms at the high school level on a quarterly basis to discuss career and college opportunities, current academic progress and four year plans. All CTE secondary courses continued to include a unit and follow-through course theme on College and Career readiness and Career opportunity. Four Career related field trips were completed at the high schools.. | | |
| <p>1.4.4 Continue to support teacher professional development for the Advanced Placement program</p> | <p>1.4.4 AP teachers and potential AP teachers were offered week long summer training offered through the college board. Evidence of staff training is documented through the conference request forms.</p> | | |
| <p>1.4.5 Continue Cal-SOAP services for underrepresented students to focus on college readiness.</p> | <p>1.4.5 Cal-SOAP services are provided through two courses at Gilroy High School and through tutoring programs during the school day at the other middle and high school sites as defined by the Memorandum of Understanding for each site. Continued Cal-SOAP services for underrepresented students to focus on college readiness.</p> <ul style="list-style-type: none"> Super Power Summer Camp partners with Cal-SOAP providing college and career curriculum to students in grades 2-8, and I'm Going to College and College Making it Happen curriculum to grades 5 and 8. Brownell Middle School continues - Partnership with CalSoap to have A-G presentations to all students in all grades during Social Science. | | |
| <p>1.4.6 During transition and orientation</p> | <p>1.4.6 Middle School counselors have been using California College curriculum to help guide students in reviewing and</p> | | |

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| meetings, acquaint middle school students with A-G requirements and engage them in goal setting and backwards planning | understanding A-G requirements. They have also used the system to help students complete interest surveys and college exploration. | | |
| 1.4.7 Research alternative intervention programs to support identified students in middle school and throughout 9-12 grades with CTE support. This will include students with academic as well as behavioral struggles to keep students moving forward to be career and college ready by the end of the 12th grade. | <p>1.4.7 A committee was formed to create a new program for students at the high school level. Envision Academy has been developed for students struggling with the traditional school setting.</p> <p>The committee met multiple times throughout the school year and completed the proper forms and files to begin registering students in the Spring. Online curriculum decisions will be made in the Spring with teacher training in the summer.</p> | | |

Action 1.5 Support students in mastering 21st Century skills of collaboration, communication, critical thinking, and creativity

| Planned Actions/Services | | Budgeted Expenditures | Estimated Actual Expenditures |
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| <p>1.5.1 Define vision/goals for 21st century classrooms and provide specific training in the area of rigor, relevance and 21st century skills. With the help from the iSchool Initiative develop a sustainable technology integration model</p> <ul style="list-style-type: none"> • Determine best practices • Define which technology best meets our needs • Define a roadmap to create a culture for change <p>All vision and goal statements will be shown in vision statement developed by management team.</p> | <p>1.5.1 Leadership team, parents, board members, teachers and students wrote three vision/goals for 21st Century classrooms as documented by the vision statements.</p> <p>The leadership team development projects to change the current culture as evident through the Building Culture Plans.</p> | \$79,000 LCFF | <p>Tech Allocation to sites -- Equitable for low income access to chromebooks \$150,000 S/C</p> <p>(The total Action 1.4 budgeted expenditures was actually \$179,000 rather than the \$79,000)</p> |
| 1.5.2 Continue to provide professional development for all staff on using technology to enhance CCSS instruction. | 1.5.2 Teachers in grades 4 and 5 participated in three release days focused on the 21st century classroom | | |

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| <ul style="list-style-type: none"> Grades 4 and 5 will receive training on staff development days that will support student centered learning as will be evident by staff attendance. District Educational Technology workshops will be evident by attendance sign in sheets. Elementary Academic Coaches will provide educational technology support and professional development as evident by staff meeting agendas, coaches' SMART goals, and other training agendas. Technology Lead Teachers (1 per site) will provide professional development at 2-3 staff meetings throughout the school year. Tech Lead Teachers will lead after-school professional development or provide training at district-wide staff development days. | <ul style="list-style-type: none"> Grades 4 and 5 received training on staff development days that support student centered learning as evident by staff attendance. Secondary students and teachers were trained in technology integration and problem based learning through the iSchool Initiative Student Leading Education Program (SLED). Students produced projects to improve technology integration and to solve problems identified by school administrators, students and staff. Students will continue to work on their projects over the course of the year. Twenty Secondary Teachers were trained through the iSchool Initiative Teacher Certification Program to improve school technology integration and determine best practices to implement problem-based learning with their curriculum. Elementary Academic Coaches provided educational technology support and professional development as evident by staff meeting agendas, coaches' SMART goals, and other training agendas. GUSD EdTech Coordinator and Tech Lead Team provided 24 after-school EdTech workshops focused on the following topics: GSuite and 4Cs, 21st Century Learning using EdTech tools. Technology Lead Teachers did not provide professional development. The secondary instruction specialist tech lead team was unable to meet goals as these positions were eliminated. | | <p>\$20,000 S/C</p> <p>STEM (Brownell) \$5,000 S/C</p> <p>NGSS Team Resources \$4,000 S/C</p> |
| <p>1.5.3 Continue to use the BrightBytes survey as well as implementing the SAMR (Substitution, Augmentation, Modification, and Redefinition) rubric to assess technology annually.</p> | <p>1.5.3 The BrightBytes survey was administered in the month of December to all students and teachers. BrightBytes data was used to analyzed 4Cs implementation, professional development, online and foundational skills for both teachers and students. In addition, we analyzed student access to technology.</p> | | |

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| <p>1.5.4 Implement District Technology Plan</p> <ul style="list-style-type: none"> • District Tech Lead Team will update and evaluate technology curriculum scope and sequence as shown through completed plan. • Technology Instructional Specialist and Academic coaches will support implementation of curriculum scope and sequence in the district technology plan as evident through classroom observations, instructional specialist/ coaching schedules | <p>1.5.4 The District Technology plan has not been updated or evaluated. The District Tech Lead Team was did not meet due to the Technology Instructional Specialist positions being eliminated</p> <ul style="list-style-type: none"> • The Instructional Specialist for Technology positions were eliminated at the secondary level. Therefore this goal was not met. | | |
| <p>1.5.5 Students will have regular opportunities to use technology in their learning. Students will use technology to use adopted curriculum as measured through usage logs.</p> | <p>1.5.5 Elementary teachers have learned about the digital components of their curriculum. There was increased use of these components, although many teachers still need support to implement them.</p> <p>Secondary students are using new curriculum which has digital components to allow for collaboration, online assessments, writing, and problem solving.</p> <p>Many teachers continue to use GSuite on a regular basis which includes Google Classroom, Docs, Slides, and Sheets.</p> | | |

Analysis

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

The majority of Goal 1 actions and services were implemented as outlined in the LCAP. Professional development was aligned with the LCAP and site focus areas, and there was a wide variety of opportunities that allowed for differentiated support.

There continues to be an emphasis on effective instruction. Site administrators and teachers are becoming more familiar with the evaluation tool, and site administrators identified focus CSTPs for their site.

Each site customized a classroom observation tool to include site focus areas. Use of the observation tool was more consistent at secondary sites. The elementary principals received training in Instructional Rounds and implemented collaborative classroom visits.

The district is strongly committed to providing teachers with standards-aligned materials and has continued to engage in the process of reviewing, piloting and adopting updated material.

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

SEAL professional development occurred with module training for cohorts I and II. All teachers, with the exception of new teachers, have now completed all six modules. Teachers in Cohort I participated in Unit Development Days for refinement of units. Based on instructional Rounds and principal observation, there is consistent use of SEAL by the majority of teachers at all sites. Each school site now has several exemplary models of SEAL implementation. New staff received training and implemented SEAL at a beginning level. Site administrators continued to attend principal training and participated in Depth of Implementation process of self evaluation.

The observation tool was used more consistently at the secondary level. When used most effectively, site administrators collected data on a regular basis, analyzed trends, identified focus areas and reinforced these throughout the year.

Conducting regular observation using the tool continued to be challenging for elementary principals, who cited the lack of time as the primary reason. The Instructional Rounds training, however was a positive and impactful action that allowed elementary principal to work in collaboration with one another to identify focus areas for classroom visits. The visits were conducted in principal pairs and the partners conducted two visits to each site. The data was collected and analyzed with their peers. The principals expressed enthusiasm about the training and the opportunity to engage in collaborative work focused on effective instruction.

Coaching is viewed as most effective when there is consistent and regular support provided, when the goals of coaching are clearly defined, and when the specialists are integrated into the staff.

Based on staff input, teachers valued demonstration lessons and collaborative release days facilitated by the Coaches.

Because of budget reductions, there was a reduction of one full time elementary Academic Coach. Services to sites were prioritized and included support for new teachers, implementation of NGSS and continued support for curriculum implementation. Release time for collaboration was limited because of lack of available days when substitutes were available. The coaches facilitated two release days for each fourth and fifth grade teacher.

At elementary level, there were transitions with newly hired staff. Two new Academic Coaches and two new SEAL coaches were hired to replace vacancies. New Coaches gained knowledge of SEAL alongside the new teachers; as a result the new coaches did not have as much time on site to work with veteran teachers.; however, there was strong collaboration among all the SEAL coaches and good support as they learned their job. SEAL and Academic Coaches also participated in regular meetings and collaboration.

Annually, the district and the teacher association jointly survey and analyze overall results. A district staff development committee, comprised primarily of teachers, convened in April plan for the 2019-20 staff development days.

The district conducted evaluations of all professional development. The data was analyzed and shared with site leaders. The district modified sessions based on staff input. Teachers at secondary level valued the differentiated PD and personal pathways. Elementary teachers liked grade level sessions and options for choice.

Implementing special education pathway and supporting special education students in meeting graduation requirements continues to be an area of focus. The high school graduation pathways were further delineated and master schedules reviewed to provide increased access for students.

The district's transition to the Next Generation Science Standards is on track as evidenced by this year's actions that includes K-12. Elementary teachers, especially the 4th and 5th grade teachers attended specialized professional development that revolved around NGSS and the implementation of Science standards within their classrooms. Their training and knowledge were furthered by three release days that targeted 21st Century skills and the understanding and process of implementing NGSS into their classrooms. K-8 Science textbook adoption committees were formed and are in the process of reviewing new Science instructional materials to consider for adoption. These collaborative groups the increased teacher familiarity with the science standards and practices. High School Science teachers continue to use their new Biology and Chemistry textbooks that are aligned to NGSS and develop three dimension units to address the changes in the Science standards. Additionally, the involvement and leadership of teachers guiding this work has supported a positive cross-level collaboration and shared accountability for the plan's implementation.

Based on the Bright Bytes data there was a significant increase of students asked to collaborate online with classmates. Students are using G Suite and other educational technology tools to write, present, and solve authentic problems using technology.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences in estimated and actual expenditures were due to the reductions in one FTE Academic Coach position as part of budget reductions for 2018-19 school year.

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.

The district will continue its focus on supporting effective instruction. Adjustments to this goal include:

- Continuation of Instructional Rounds with elementary principals
- More consistent collaboration between Instructional Specialists, site, and district administration

Goal 2

Provide equitable support for all learners

State and/or Local Priorities addressed by this goal:

State Priorities: **4, 7, 8**

Local Priorities:

Annual Measurable Outcomes

| | Expected | Actual |
|---|----------|--------|
| CAASPP ELA % Met/Exceeded | 52% | 47.3% |
| CAASPP Math % Met/Exceeded | 44% | 40.5% |
| % Meeting A-G Requirements | 44% | 47% |
| % Ready/Cond -- EAP in ELA (Juniors) | 64% | 57% |
| % Ready/Cond -- EAP in Math (Juniors) | 35% | 32% |
| % of Sophomores Passing Math II 1st Sem or higher | 82% | 78.4% |
| AP Pass Rate | 48% | 44.4% |
| F&P 1st grade meeting Spring target | 68% | 66.5% |
| STAR Reading 2nd-5th | 51% | 49.3% |

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| Math Benchmarks Grades 1-5 | 56% | 52.6% |
| Math Benchmarks Grades 6-8 | 44% | 24% |

Action 2.1 Ensure strong language and literacy foundation for all students

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|-----------------------|-------------------------------|
| <p>2.1.1 Implement SEAL at designated elementary sites</p> <ul style="list-style-type: none"> Maintain ongoing support for SEAL implementation through coach support and facilitated teacher collaboration Implement SEAL in preschool classes-year 1 training for all preschool teachers | <p>2.1.1 The district is in its fourth year of SEAL implementation. All five SEAL sites and the preschool sites participated in SEAL module training and Unit Development Days.</p> <p>SEAL coaches supported all sites and support was expanded to preschool this year.</p> | | |
| <p>2.1.2 Regularly assess students in reading to monitor progress and address needs</p> <ul style="list-style-type: none"> Assess all K/1 students in reading (Fountas and Pinnell) Assess 2nd-5th grade students performing below level 2-3 times/year using common measures Support classroom teachers in using data to effectively meet the needs of students <ul style="list-style-type: none"> Literacy Facilitators will support/guide teachers in implementation of F and P/literacy assessment and instruction | <p>2.1.2 All kindergarten and first grade students were assessed throughout the year using Fountas and Pinnell. in grades 2-5 performing below grade level were assessed and monitored. Teachers received support from principals and literacy facilitators with data analysis and development of plans to support students.</p> | \$28,000 LCFF | \$28,000 S/C |
| <p>2.1.3 Continue professional development in the area of literacy, with emphasis on early literacy.</p> <ul style="list-style-type: none"> Provide training to K-3 teachers in effective small group instruction | <p>2.1.3 During the staff development days for elementary, the district provided staff development sessions on foundational skills and small group instruction in the primary grades.</p> | | |

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| 2.1.4 Support collaboration between elementary and preschool <ul style="list-style-type: none"> Provide early literacy family connection materials for preschool | 2.1.4 SEAL Academic coaches work with both elementary and preschool teachers. which supports greater cohesion between programs. More structured collaboration needs to take place between the preschool and early elementary staff. | | \$5000 -Title 1-school/home reading materials |

Action 2.2 Provide effective intervention at all levels

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
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| 2.2.1 Provide effective intervention at all levels <ul style="list-style-type: none"> Support teachers in effectively planning and implementing in class intervention and differentiation Provide teacher training in small group instruction and differentiated instruction Analyze data for Lexia and other interventions Review/ evaluate intervention models Support before/after school intervention | 2.2.1 Small group instruction has continued to be a focus for professional development. Elementary sites implemented a variety of intervention programs as part of additional support for students. The middle schools continued to provide training utilizing the Instructional Specialists during four early release day as evidenced by agendas and sign-in sheets. | N/A | Elem Intervention \$75,000 S/C |
| 2.2.2 Continue Cal-SOAP for in class and after school support | 2.2.2 Cal-SOAP services are provided through two courses at Gilroy High School and through tutoring programs during the school day at the other middle and high school sites as defined by the Memorandum of Understanding for each site. | | \$186,000 (Cal-SOAP) |
| 2.2.3 Review results of data; include data analysis in Single Plan for Student Achievement (SPSA), adjust site goals/actions in response to analysis <ul style="list-style-type: none"> Principals will monitor student progress of Interventions, collectively review data, and support teachers in addressing identified need s | 2.2.3 All SPSA plans include an analysis of data and actions were adjusted to respond to identified needs. Throughout the years, principals review student data with staff and provide support and monitoring of interventions. | | |
| 2.2.4 Maintain a Single Plan for Student Achievement (SPSA) goal for “at risk of and | 2.2.4 All School Plans included a goal for LTEL students and those at risk of becoming long term ELs | | |

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| current Long-Term English Learners (LTEL)" at all sites | | | |
| 2.2.5 Continue to provide Power School Before School Intervention at Las Animas, Rod Kelley, and Rucker Elementary Schools and South Valley Middle School, as evidenced by daily attendance rosters. | 2.2.5 Power School Before School Intervention Program operated at 4 schools, and After School program operated at 8 schools. | | |
| 2.2.6 Discontinued action in 2018-19 | | | |
| 2.2.7 Implement Middle School Intervention Plan for math and ELA as demonstrated through the middle school master schedule. | 2.2.7 Support and Enrichment classes were added to the master schedule in both English and mathematics as documented in the master schedule. | | |
| 2.2.8 Continue partnership with SVMl to support the implementation of math practices | 2.2.8 The district has continued a Memorandum of Understanding with Silicon Valley Math Initiative. Through this agreement our secondary math teachers have received training on new math practices with a specific focus on problem based learning. | | |
| 2.2.9 Continue to implement alternative support (supplemental interventions) for eligible K-8 students (formerly Supplemental Educational Services) | 2.2.9 Lexia is being used as an alternative support and has been assigned to students based on academic needs and is being used as an Tier 2 intervention. Set criteria points have been determined to assign seats. Usage rates and STAR data are being used to monitor progress. | | |
| 2.2.10 Implement alternative support (supplemental interventions) for eligible K-8 students (formerly Supplemental Educational Services) | Duplicate action of 2.2.9 | | |
| <u>MIGRANT:</u> 2.2.11 Increase the percentage of English learner migrant students who are proficient in English language arts and math by: <ul style="list-style-type: none"> • providing seasonal intervention classes during the regular school year to support with the academic gaps due to school interruptions • provide a four-week academic summer school program for preschool and a two week elementary program | 2.2.11 Seasonal tutoring support took place in the Fall of 2018 through REACH tutoring. Tutoring support will continue in the Spring when migrant students return. After school academic intervention sessions focusing on math, writing, and reading are taking place by GUSD certificated teachers. | | \$5,000 MEP |
| 2.2.12 Expand Power School Before and After School at South Valley in order to meet existing | Included in 2.2.5 | | |

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| student needs. | | | |
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Action 2.3 Support Students to Complete A-G Requirements

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
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| <p><u>HIGH SCHOOL</u></p> <p>2.3.1 Conduct annual A-G audit to maximize course offerings and completion rates by reviewing transcript data and determining students on track for A-G completion</p> <ul style="list-style-type: none"> Identify barriers for A-G completion and create a plan to reduce barriers | <p>2.3.1 The designated personnel at each high school audits the A-G list annually and makes any updates to the system.</p> <p>At the district level, reports are run annually to determine A-G completion rates and particular areas of need. The individual sites have also created site plans to support students to meet the A-G requirements through credit recovery courses offered outside of the school day.</p> | \$555,620 | Tutoring \$50,000 S/C |
| <p>2.3.2 Maintain expanded summer school program for high school students based on analysis of course grade data</p> | <p>The District continued to offer a wide variety of course offerings during summer school which covered all core content areas.</p> | | Additional Summer School \$70,000 S/C |
| <p>2.3.3 Implement a blended learning option for credit recovery as a 0/7 period for students which will be evaluated by the number of students recovering credits at the semester and end of the 2018-19 school year</p> | <p>Christopher High School and Gilroy High School offered credit recovery courses using CyberHigh curriculum and supported by credentialed teachers. The midyear report showed that although the initial enrollment for these courses was strong, the completion rates fell below expectation. The program will be reevaluated to include a retention plan.</p> | | HS Credit Recovery \$68,620 S/C |
| <p>2.3.4 Review and modify curriculum based upon the data compiled from the Benchmark assessments for all 9th and 10th grade students</p> <ul style="list-style-type: none"> NWEA MAP Reading for English I & II EADMS Online for Math I & II Use data to determine student support | <p>New English curriculum was adopted for grades 9-12 to address the standards. As this was the first year of adoption, MAP scores were used as a baseline.</p> <p>Benchmark exams were utilized grades 9-12 in Math 1 and 2. The data was reviewed during the PLC process</p> | | MAP 9-10 --\$20,000 S/C |

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| | and adjustments were made to the curriculum. | | |
| 2.3.5 Continue to administer PSAT to all 10 th grade students as evidenced by the total number of 10th grade students taking the exam and begin offering PSAT to all 8th grade students in order to use data to help guide students in choosing rigorous high school curriculum. | All 8th and 10th grade students were given the opportunity to take the PSAT as the exams were held during the school day. The counselors and academic coordinators received training during one of the district staff development days on how to read the PSAT data and use it to help inform students of areas of strength and weakness. | | PSAT Administration \$15,000 S/C |
| 2.3.6 Create a program guide to clarify the various program options within GUSD (i.e. Advance Path, Independent Study, Credit Recovery) which will include the transfer process between comprehensive and alternative programs | Different sections of the final program guide was developed and shared with high school administrators and academic coordinators throughout the school year to clarify the programs options and process within the district. The final version will be disseminated at the beginning of the 19-20 school year. | | Grad Alliance Contract \$162,000 S/C |
| 2.3.7 Discontinued action for 2018-19 | | | |
| 2.3.8 Provide materials, equipment and performance opportunities for students participating in Visual/ Performing Arts courses and programs as measured by the GUSD budget report. | <p>The music programs at the two comprehensive high schools received a total of \$10,000 to support efforts to increase opportunities for all students to participate. Funding was spent predominantly on instruments and access to sheet music.</p> <p>GHS theater has been outfitted with new LED lights and cabling to update performances for drama, choir and other school uses</p> <p>Funding has been approved through CTEIG to improve all three middle schools as well as the CHS Black Box theater and the amphitheater.</p> | | VPA materials and performance fees \$10,000 S/C |
| <p>2.3.9 Increase the percentage of migrant students who graduate from high school as measured by the graduation data</p> <ul style="list-style-type: none"> Monitor students during the year to ensure they are meeting A-G requirements, have an updated 4 year plan, participate in higher education and | Migrant middle and high school support teachers have a caseload of students who have academic needs and are providing on-going support. We have a total of three support teachers. | | Migrant funds- \$3,000 |

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| career readiness school activities | | | |
| 2.3.10 Provide supplemental materials for students with disabilities to ensure access to the core materials as evidenced by the number of students meeting their IEP goals | New materials were adopted at the middle and high school levels to support students in the core curriculum. Achieve 3000 and Sonday were purchased for high school and Read 180 was adopted at the middle school level. | | \$100,000 S/C |

Action 2.4 Ensure Equitable Student Access

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
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| 2.4.1 Continue training administrators on equity and cultural proficiency. Continue including cultural proficiency goal requirement in annual evaluations. Progress will be monitored by the superintendent and evaluators based on individual goals developed by each administrator. Expand on previous cultural proficiency training and begin focus on diversity training for staff. | <p>2.4.1 Based on previous work with equity training, each administrator added a goal to their annual evaluation regarding cultural proficiency.</p> <p>Staff at all middle schools and one elementary school participated in professional development on diversity and equity and school climate through CircleUp Education.</p> | | |
| 2.4.2 Continue to implement new K-5 ELA curriculum that includes topics in science and social studies and ensures all K-5 students have equitable access to all core subject areas. This will be evidenced by classroom observations. | <p>2.4.2 Implemented adopted K-5 ELA curriculum that includes topics in science and social studies and ensures all K-5 students have equitable access to all core subject areas.</p> <p>Teachers at the 4th and 5th grade level received training in NGSS and there is greater accountability for consistent science instruction. Primary teachers also received introductory training and support from coaches to implement lessons.</p> <p>Social Studies lessons are taught on a consistent basis using the adopted ELA materials and outside materials</p> | \$30,000 LCFF | |

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| <p>2.4.3 Continue to implement actions to provide a comprehensive course of study for all students. This will be evidenced by the following:</p> <ul style="list-style-type: none"> ● Middle Schools: <ul style="list-style-type: none"> ○ Course offerings provide access to grade level curriculum ○ STEM training for Science teachers ● Secondary Schools: <ul style="list-style-type: none"> ○ Review transcripts for progress towards graduation ○ Ensure enough materials/college textbooks for all students ○ Maintain smaller core content class sizes for ELs ○ Maintain Bio, Chem, and Physics as standard for all students ○ Continue to develop and implement grade specific NGSS labs for all teachers/students | <p>2.4.3 Actions implemented in order to provide a comprehensive course of study for all students are:</p> <ul style="list-style-type: none"> ● Middle Schools adjusted course offerings to provide access to grade level curriculum ● Middle School STEM training for Science teachers ● Some secondary schools: <ul style="list-style-type: none"> ○ Regularly reviewed transcripts for progress toward graduation ○ Ensure enough materials/college textbooks for all students ○ Reduce core content class sizes for ELs ○ Bio, Chem, and Physics standard for all students ○ Developed grade specific NGSS labs for all teachers/students ● ASMS- use of math textbook, CPM; use of ELA textbook StudySync; implementation of NGSS standards in Science ● GECA - Chemistry lab is updated ● GECA - College textbooks are purchased & provided for all students | | |
| <p>2.4.4 Academic Coordinators and Counselors will review the PSAT data to find students not currently registered for an AP courses. Data will be collected to determine how many new AP students are recruited.</p> | <p>GECA has registered and sent GECA staff to Advanced Placement training, including AP Mentoring; Purchased supplemental worksheets and/or texts to support student understanding of material.</p> <p>High school ACs have scheduled to review the PSAT and AP enrollment data in the spring.</p> | | <p>AP testing support: \$10,000 S/C</p> |
| <p>2.4.5 Maintain compliance with PE requirements as evidenced by site daily schedules.</p> <p>Continue to provide training and resources to staff as evidenced by training agenda and lists of resources shared.</p> | <p>2.4.5 At the elementary level, principals collect PE schedules and monitor PE implementation. Itinerant PE teachers have developed and posted lessons for classroom teachers' use.</p> | | |
| <p>2.4.6 Ensure continued priority enrollment in Power School and Super Power Summer Camp for targeted traditionally underserved students as evidenced by percentage of traditionally</p> | <p>2.4.6 Power School students include a greater percentage of traditionally underserved students than the district average at the same schools.</p> <ul style="list-style-type: none"> ● % of students qualifying as EL, FRPM and/or scoring | | <p>Transportation \$20,000 S/C</p> |

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| <p>underserved students in Power School as compared to students not in Power School.</p> <ul style="list-style-type: none"> ● Provide transportation for expanded learning programs to ensure participation as evidenced by bus schedules and invoices. | <p>a 1 or 2 on CAASPP-</p> <ul style="list-style-type: none"> ○ In Power School- 81% ○ Non-Power School- 74% <ul style="list-style-type: none"> ● Transportation home from after school program was completely reduced. Summer transportation will continue with funding from 21st CCLC Equitable Access funds and LCAP funds. | | <p>(This was moved from 2.5, where is was budgeted)</p> |
| <p>2.4.7 Foster Youth Services:</p> <ul style="list-style-type: none"> ● Tutoring: continue the tutoring program for foster youth students at the Department of Family and Children Services Office ● Collaboration: continue collaboration between Santa Clara County (SCC) Department of Family and Children Services (DFCS), SCC Juvenile Probation, local college Foster Youth Success Initiative (FYSI) Liaisons ● Post-Secondary Transition: implement a process for Foster Youth post-secondary transition ● Mentoring/Counseling: implement a process for mentoring and counseling services | <p>2.4.7 Foster Youth students have been attending REACH tutoring services starting in August of 2018.</p> <p>Collaboration with site principals, SLS coordinators, and AC's has occurred to monitor student progress and link students with services such as academic coaches and internships for students. AC's have made referrals as needs have arisen.</p> <p>Foster Youth's academic progress has been monitored throughout the year. To help prepare students to transition to post secondary, AC's are assisting with FY students FAFSA applications. Post-secondary resources for local colleges have been distributed to AC's.</p> | | <p>Foster Youth Tutoring Program: \$20,000 S/C</p> <p>(This was moved from 2.5, where is was budgeted)</p> |
| <p>2.4.8 Increase the number of migrant children receiving a preschool education (i.e. Migrant preschool center)</p> | <p>2.4.8 Due to low enrollment, GUSD's MEP preschool was closed. To support MEP students who are between 0-5 years old (preschool and early learning stages) GUSD focused on parent-workshops. For preschool age children, GUSD will have summer school interventions.</p> | | <p>MEP Funds: \$10,000</p> |
| <p>2.4.9 Homeless:</p> <ul style="list-style-type: none"> ● Provide professional development to key stakeholders (principals, secretaries, liaisons, counselors) to promote understanding of guidelines and student needs ● Collaborate with community agencies to identify resources for students and | <p>2.4.9 Professional Development for principals, counselors, health clerks and school nurses have been implemented. We are in progress of training attendance clerks and secretaries.</p> <p>Sites have been given resources to link students with services and resources to help with housing needs, clothing, and food pantries.</p> <p>Transportation is provided for students who need this</p> | | <p>Title I Funds: \$50,000 for transportation</p> |

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| <p>families</p> <ul style="list-style-type: none"> • Provide transportation services when this becomes a barrier to students' education | <p>service.</p> | | |
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Action 2.5 Support school personnel to monitor student progress & focus on student outcomes

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
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| <ul style="list-style-type: none"> • 2.5.1 Utilize Professional Learning Communities (PLC) structure for team/cohort meetings 1-2 times per month at each site | <p>2.5.1 PLCs are in place at the elementary, middle and high school levels by subject and grade level. Teams meet at least monthly to review data, adjust unit plans and create new benchmarks.</p> | | |
| <p>2.5.2 Identify exemplary PLC models within district. Provide reflection on site PLC process once per semester</p> <ul style="list-style-type: none"> • Provide targeted support to sites from Educational Services • Share effective strategies and target professional development to support the PLC structure within departments and sites | <p>2.5.2 Principals oversee PLCs at their sites; however, because of a change in focus for Curriculum and Instruction meetings, there was not an opportunity to collaboratively discuss the process.</p> | <p>\$40,000 LCFF</p> | |
| <p>2.5.3 Continue to examine and evaluate structures for data review and analysis</p> <ul style="list-style-type: none"> • Support PLC leads on facilitation around common formative assessments • Support sites in effective use of assessment measures | <p>2.5.3 Sites continue to incorporate data analysis with department time, early release time or staff meeting time. At the elementary level, many sites also used grade level time for data review.</p> <p>Teachers are becoming more familiar with assessment components of the new curricular materials and are using these to measure student progress.</p> | | |

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| <p>2.5.4 Common Assessments</p> <ul style="list-style-type: none"> All grade levels/dept will administer and analyze a minimum of two common formative assessments Grades K-10 will administer 2-3 Benchmark Assessments in ELA & Math (F&P, STAR Reading, MAP Reading, EADMS Online) Grades 3-8 and 11 will administer 3-4 CAASPP IAB Interim Assessments per grade level | <p>2.5.4 Common Assessments</p> <ul style="list-style-type: none"> F&P was administered Fall and Spring to all 1st grade students STAR Reading was administered 3 times a year for all 2nd-8th grade students K-8 Math benchmarks were administered through EADMS at least 2 times. Pacing consistency continues to be an issue at the middle school level. MS will investigate using IABs as math benchmarks for the 19-20 year. MAP Reading was administered Fall and Spring to all 9th and 10th graders. Sites received additional training on ways to administer and utilize IAB assessments and student results | | <p>Ed Services Coordinator \$28,000 S/C, Other funds (Title III,I) \$100,000</p> <p>(This was moved from 2.1.1 where it was budgeted)</p> |
| <p>2.5.5 Train and support administrators/teacher-leaders by level in: formative assessments, effective student feedback, PLC facilitation</p> <ul style="list-style-type: none"> Provide targeted support for identified sites | <p>2.5.5 This action was not fully implemented. Many site leaders and department chairs received this training in the past; however, there is a need to provide support to staff and administrators that are new in their roles. Ed Services department did provide support to identified secondary departments in the development of formative assessments.</p> | | |

2.6 Effectively address the needs of English learners in all classrooms

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
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| <p>2.6.1</p> <ul style="list-style-type: none"> On-going professional development provided to administrators, coaches, facilitators and staff: use of newly adopted ELA designated and integrated ELD components, This will be evident based on agendas, sign in sheets | <p>2.6.1</p> <p>There was a continued focus on ELD, especially the components of the core curriculum. Staff development days included topics on designated and integrated ELD.</p> <p>The Secondary EL specialists received professional</p> | <p>\$1,126,902 LCFF</p> | <p>Site Support of ELs \$940,600 S/C</p> <p>EL Coach-secondary -\$0 (position not</p> |

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| <ul style="list-style-type: none"> ● Provide PD and follow-up coaching to support teachers to effectively implement ELD standards in tandem with content standards. EL Specialists will deliver PD on early release days, and provide ongoing coaching as evident by activity logs. ● Measures of ELD Instruction will be further defined and shared with staff in observation tools. Site leadership teams will review data evaluate the impact of professional development on classroom practices. | <p>development throughout the year from the SCCOE EL Coordinator. The site EL Specialists then developed and provided training and coaching to secondary staff.</p> <p>The observation tool includes specific EL strategies. Analysis of the data demonstrated a continued need for teacher support as strategies are not consistently implemented within sites.</p> | | filled) |
| <ul style="list-style-type: none"> ● 2.6.2 Academic Coaches and secondary EL Specialists will provide models of classroom practices at all levels that exemplify effective student collaboration and discourse. Coaches and Specialists will facilitate peer observations. This will be evident by activity logs. | <p>2.6.2 This action was not able to be implemented consistently. Although there are some models of classroom collaboration, teachers were not comfortable being observed for these practices.</p> <p>The SEAL model has a strong focus on facilitated student talk. In many SEAL classrooms, there is substantial evidence of student conversations, but there is a continued need to support teachers to strategically and intentionally support students' language development</p> <p>In secondary classrooms, the data collected through classroom visits showed some evidence of student collaboration; however, it continues to be an area of growth.</p> | | 1.4 FTE EL Support \$56,000 S/C |
| <ul style="list-style-type: none"> ● 2.6.3 Site leaders and specialists will conduct analysis of English Learner achievement data retrieved from EADMS and Aeries during grade reporting periods. Analysis will be recorded on an evidence of progress document. | <p>2.6.3 Regular data analysis of English learner student progress was conducted by principals and specialists. There is a need to develop a consistent system with district oversight</p> | | |

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| <p>2.6.4- Secondary</p> <ul style="list-style-type: none"> • After analysis of data, teachers will create growth plan with struggling students. This will be evident by documentation in the data system. • Improve support for EL Specialists via monthly meetings and coaching sessions, joint classroom observations and the analysis of observation data. This will be evident by activity logs and observation tool usage. • Ensure consistent implementation of the EL Monitoring protocol. This will be evident by routine review of growth plans and student progress. • Site EL Specialists will continue analyzing professional development feedback forms after each EL Early Release Day in order to determine needed EL professional development in the future. This will be evident by feedback forms and EL Specialist activity logs. | <p>At the secondary level the teachers are given the option of how to document the strategies for struggling English Learners. A Google form was created and distributed as one manner of collecting that data.</p> <p>Although some sites meet regularly with their EL specialists, this is an area of growth as there is not yet consistency at all sites.</p> <p>Feedback from the site early release days is reviewed by the EL specialist and site administration. Based upon the feedback, adjustments are made to future PD agendas.</p> | | |
| <ul style="list-style-type: none"> • 2.6.5 Secondary sites will continue to provide coherent, high quality ELD/ALD courses. Training in curriculum will be provided during staff development. This will be evident by sign in sheets, agendas. | <p>All secondary sites have ELD courses that are standardized with newly adopted curriculum. ELD teachers have received training on the curriculum. ELD teachers have also been given staff development time to work collaboratively to create unit plans for the ELD/ADL courses.</p> | | |
| <p>2.6.6 Provide teachers with training to scaffold depth of knowledge questioning while maintaining rigorous academic response frames</p> | <p>All secondary sites use the Depth of Knowledge chart as part of the walk through tool. Based upon the data, sites design professional development specifically around the use of academic language.</p> <p>District professional development provided strands on</p> | | |

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| | <p>raising the level of academic language in the classroom through the use of response frames.</p> | | |
| <p>2.6.7 Elementary Provide training and support to teachers in providing designated and integrated ELD.</p> <p>Secondary</p> <ul style="list-style-type: none"> Facilitate collaborative planning for integrated ELD across grade levels and content areas as evidenced by completed lesson plans and agendas for PD. | <p>2.6.7 Professional development related to ELD was provided during staff development days</p> <p>Secondary ELD teachers were provided time during district professional development days as well as release days to collaborate on unit planning, benchmark assessments and accessing the core curriculum.</p> | | |
| <p>2.6.8 Continue to work with non-profit Power School partner agencies to provide support to targeted students during expanded learning time, as evidenced by annual contracts and/or invoices.</p> | <p>2.6.8 Power School works with non-profit agency partners YMCA, Youth Alliance, and Cal-SOAP to manage and operate both the after school and summer expanded learning programs.</p> <p>All three partners emphasize the importance of providing bilingual and bicultural staff as evidenced by 60% of Power School expanded learning staff are bilingual and 85% are bicultural.</p> <p>Program ends at 6:00 PM and parents are required to come inside and sign students out of program daily. This encourages a strong relationship between staff and parents. The bilingual, bicultural staff are often able to support not only the students during program but also the parents' connection with the school.</p> | | |

Analysis Goal 2

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.

All of the actions in Goal 2 continue to be a focus for our district. Secondary teachers received professional development focused on supporting English learners, and some sites began to measure specific EL strategies through the use of observation tools.

Professional development in ELD was offered for all levels throughout the year.

The implementation of SEAL in grades TK- 3rd grade at five elementary sites reflects the district's commitment to providing a systematic means of developing students' language skills.

Assessments were administered as outlined, and administrators and teachers reviewed results. Monitoring is inconsistent, however, and intervention varied within and across sites. At the elementary level, student progress was positively impacted in instances where a strong system was in place for analyzing data and communicating results to staff. At the secondary level, the math lead team began to look at utilizing SBAC IAB assessments for ongoing monitoring, which would also serve as the district math benchmark assessments.

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

Based on the district's achievement data, at all levels there continues to be a need to support students not meeting standards. While a variety of interventions are in place, the level of effectiveness varies.

There is a continued need to provide support for effective means of measuring and analyzing progress, and to support staff in understanding how to interpret and respond to the data.

The district made significant progress in the actions of supporting English Learners (1.5) and additional support for A-G completion (1.2).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were differences in the amount budgeted and the expenditures because of the reduction of the Secondary EL Coach position as well as an instructional specialist at Christopher High.. Based on the need for budget reductions, this vacancy was not filled for the 2018-19 school year.

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.

Based on the analysis of student data and Goal 2 actions, the following adjustments will be made:

- Implement consistent system of student progress monitoring for students , including English learner students, McKinney Vento students and foster youth
- Provide district oversight and guidance of site interventions

Goal 3

School Culture and Engagement

State and/or Local Priorities addressed by this goal:

State Priorities: **3,5,6**

Local Priorities:

Annual Measurable Outcomes

| | Expected | Actual |
|---|-------------------|---|
| Chronic Absenteeism Rate | 10% | 11.8% as of Month 6, 18-19 |
| Attendance Rate | 95.2% | |
| Cohort Dropout Rate | 3.5% | 4.5% (17-18) |
| Cohort Graduation Rate | Maintain over 90% | 91.5% (17-18) |
| Middle School Dropout Rate | 0% | 0% (17-18) |
| Suspension Rate | 3.7% | 5.5% (17-18) |
| Expulsion Rate | Maintain | 0.16% (17-18) |
| HKS Caring Relationships: Adults in School (High Levels) | N/A | 56.3% (Spr18-- very much true/pretty much true) |
| HKS School Connectedness (High Levels) | N/A | 52% (Spr18--strongly agree or agree) |

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| Increase Parent Engagement | Increase outreach and leadership opportunities | <p>Identified Measurables</p> <p>More outreach through School Linked Services with successful attendance; parent leadership opportunities offered but smaller number of parents participated</p> |
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Actions / Services

Action 3.1 Ensure a Positive School Climate

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
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| 3.1.1 Continue to provide oversight of School Climate/Culture programs, attendance, expulsions and School Attendance and Review Board (SARB) for K-12 students. | 3.1.1 The duties of this action were split between multiple people during the 2018-19 school year. Although there was oversight, the change in personnel hindered the ability to get timely information to the sites. | | Program Administrator position was unfilled - \$0 S/C |
| 3.1.2 The MTSS model integrating the following research-based school climate improvement plans (Positive Behavior Intervention Systems (PBIS), Olweus, Character Counts, Restorative Justice, Trauma Informed Care, Restore: My Time and Our Time will be shared with all relevant staff. <ul style="list-style-type: none"> • Ensure multi-service team (MST) meetings with all sites to address the needs of at-risk students • The MTSS model will be enhanced through participation in the SUMS Grant through SCCOE. • Develop evaluation process for resources used within the MTSS. | 3.1.2 This goal was not met due to changes in personnel. There is now a person overseeing this area but the team has not met. This is an area of growth for next year. | \$305,249 | PBIS Coach position was unfilled \$0 S/C PBIS Training \$10,000 LCFF School Linked Services Coordinator \$60,000 LCFF |
| 3.1.3 Continue to plan for sustainability of school climate initiatives through leadership team meetings on-going professional development and community partnerships. <ul style="list-style-type: none"> • District School Climate Leadership team | 3.1.3 The District School Climate Leadership team was unable to meet the goal of setting measurable goals for the district. However, training in PBIS, Trauma-Informed Care and Restorative Justice was provided to administrators and staff during the | | Olweus (Positive School Climate) stipends \$10,000 |

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| <p>will set measurable goals to improve school climate utilizing data from PBIS assessments, attendance, discipline, and CHKS data.</p> <ul style="list-style-type: none"> • Provide training in PBIS, Trauma-Informed Care, and Restorative Justice to all district management. • Professional development will be provided reflecting specific site needs. • Restorative Justice Leadership Team will support administrators in their own practice and supporting staff as measures by surveys. • Develop Restorative Justice readiness checklist for school sites. • Develop process for evaluation of Restorative Justice programs. • Continue partnership with South County Youth Task Force, School Linked Services, and Neighborhood Safety Unit to enhance current programs and measure effectiveness by meeting goals set in the strategic plan. • Continue PBIS Tier 1 Team Lead meeting structure to support the maintenance of school-wide behavior systems and measure effectiveness by surveys of participants. • Develop a system of support for PBIS Tier 2 site teams. • Continue to provide three \$500 stipends, per site to support the maintenance of school-wide behavior systems. | <p>district professional development days and through attendance at conference.</p> <p>PBIS training continued for PBIS school sites.</p> <p>The district maintained the partnerships with South County Youth Task Force, School Linked Services and Neighborhood Safety Unit.</p> | | <p>Site Allocation for School Culture \$88,84084 LCFF</p> |
| <p>3.1.4 All eligible PBIS schools will complete a formal Tiered Fidelity Inventory (TFI) with a score of 70% or higher.</p> | <p>3.1.4 All eligible PBIS schools completed a formal Tiered Fidelity Inventory (TFI) with a score of 70% or higher.</p> | | |
| <p>3.1.5 Continue to focus on chronic absenteeism utilizing support from all community partners and</p> | <p>3.1.5 The District maintains a strong role in the South Valley Consortium which focuses on</p> | | |

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| <p>resources to address barriers to student attendance and measure effectiveness by chronic absenteeism rates.</p> <ul style="list-style-type: none"> Chronic absenteeism will be monitored per school on a monthly basis by district administration. Develop a year-long calendar of supports and resources that are available to everyone in the community. | <p>resources for families and students. Through this effort, the SARB process has been adjusted to provide information from service providers in the area for students with chronic absenteeism.</p> | | |
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Action 3.2 Improve Student Engagement

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
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| <p>3.2.1 Continue to follow attendance best practices outlined by Attendance Works and the California Department of Education with a focus on prevention and intervention to improve chronic absenteeism rates. As measured by chronic absenteeism rates and evidenced by the following actions.</p> <ul style="list-style-type: none"> Continue to partner with outside agencies to promote best practices related to attendance Continue to use the DATT tool to monitor attendance monthly and share with stakeholders | <p>3.2.1 A District team has attended training through the Santa Clara County Office of Education as well as other conferences in order to improve services. The elimination of a District position has delayed our progress toward the goal of using a monitoring tool with consistency.</p> | | |
| <p>3.2.2 Continue to utilize School Attendance and Review Board (SARB) and mediation to support students/parents K-12.</p> | <p>3.2.2 The SARB process has been modified to better meet the needs of the families. District personnel have worked with our partners and the District Attorney to utilize this forum to provide wrap around services for families.</p> | | |
| <p>3.2.3 Continue to implement a district-wide attendance campaign with the intention of educating the community about truancy and chronic absenteeism.</p> <ul style="list-style-type: none"> Provide information through the district website and school websites to support | <p>3.2.3 School LInked Services has provided direct links to services for Gilroy Families. This has been coupled with training for the District Attendance Liaisons to better inform families of attendance issues.</p> | <p>Site Allocation for School Engagement \$60,000 LCFF</p> | <p>Site Allocation for School Engagement \$60,000 S/C</p> |

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| <p>families with resources to eliminate barriers to attendance.</p> <ul style="list-style-type: none"> • Keep parents informed of their child's attendance as evidenced by the use of auto-call messages, personal phone calls and letters. • Provide on-going training to attendance staff regarding resources available and how to communicate effectively with parents as evidenced by agendas and sign-in sheets. • At the district level, continue to monitor chronic absenteeism per school and subgroups to identify trends and implement interventions. • School Linked Services Coordinators will support parents of chronically absent students with resources as evidenced by quarterly data of parent contacts and ability to connect the parent to resources. | <p>School Linked Services Coordinators supported parents of chronically absent students with resources as evidenced by quarterly data of parent contacts</p> <p>Chronic absenteeism was monitored and data was analyzed to identify trends and areas of focus.</p> | | |
| <p>3.2.4 Continue to conduct quarterly mediation sessions at elementary and secondary levels.</p> <ul style="list-style-type: none"> • Work collaboratively with the District Attorney's office to increase mediation efforts at the elementary level to reduce chronic absenteeism. | <p>3.2.4 Although there are two new people in this process, the District was able to maintain mediation at all levels. Due to the numbers, this process was expanded to have separate meetings for elementary and secondary in order to focus support services for the age group.</p> | | |

Action 3.3 Increase Parent Involvement

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
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| <p>3.3.1 The district will continue to support the school sites regarding ELAC, DELAC, School Site Council, ASB, Parent Clubs, School Linked Services, Neighborhood Safety Unit, the LCAP process as evidenced by a table of parent engagement opportunities offered.</p> | <p>3.3.1 The district provided support to sites with groups such as ELAC, SSC and services such as School Linked Services. The district provided guidance and support to sites with the stakeholder engagement process for LCAP which was led by site administrators along with GTA representatives.</p> | | |

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| <p>3.3.2 The district will continue to provide programs, events, and workshops and strengthen them through increased coordination of services and dissemination of information through School Linked Services, Schoolloop messaging, and district office communication.</p> <ul style="list-style-type: none"> • The Campus Collaboratives at Gilroy High School and South Valley Middle School will increase in enrollment by 100% with active engagement and enrollment from the coordinators at those sites. • Develop system to identify parent engagement opportunities district-wide. • Establish measurable outcomes for parent engagement programs, events, and workshops. • Measure parent participation in programs, events, and workshops as evidenced by sign-in sheets. • Develop methods for soliciting parent feedback. | <p>3.3.2 The district implemented many programs and services to support families. School Linked Services offered a variety workshops including Strengthening Families, and other parenting classes through Rebekah and Community Solutions.</p> <p>Site- based workshops focused on topics such as STEAM, drug and alcohol education and college preparation. SVMS offered the nine week Parent Institute for Quality Education series.</p> <p>Other site events such as SVMS Harvest Festival GHS Winterfest had a large number of families in attendance. (400 families -SVMS and 200 families- GHS)</p> <p>The Campus Collaborative included community partners, site leaders, and community members. The Collaborative convened on quarterly basis to determine needs for programs and services and available resources.</p> <p>There was a transition in services based on the reduction of the position of Administrator of School Climate and Attendance. Duties of this position were delegated to others. Consequently, we were not able to implement actions related to establishing a coordinated system of parent engagement opportunities</p> | | |
| <p>3.3.3</p> <ul style="list-style-type: none"> • Continue to provide parent leadership opportunities (Project2Inspire, Los Dichos, English Learner Advisory Committee (ELAC)/ District English Learner Advisory Committee | <p>3.3.3 The English Learner Advisory Committee is in place at all schools except one. The District English Learner Advisory Committee (DELAC) had a strong group of parent leaders who helped organize the annual Parent Conference and provided support to sites.</p> | | <p>Parent training \$23,000 Title I/Title III</p> |

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| <p>(DELAC), and Migrant Education Parent Advisory Committee (Migrant PAC) as evidenced by sign-in sheets meeting minutes.</p> <ul style="list-style-type: none"> Implement parent trainings and workshops led by parent leaders who are graduates of Project2Inspire | <p>Through Project2Inspire, several parents graduated from the program and became parent presenters for other sites.</p> <p>Los Dichos was provided at several sites and is enthusiastically embraced by those school communities. The Migrant Parent Advisory Committee is another opportunity for parent leadership.</p> | | |
| <p>3.3.4 Power School will continue to host family events at school sites to engage parents in expanded learning programs and the opportunities they provide to students as evidenced by parent event schedule and sign-in sheets.</p> | <p>3.3.4 Power School sites hosted regular events in the evenings to engage parents in the expanded learning program.</p> | | |

Analysis Goal 3

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

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| <p>School Climate</p> <ul style="list-style-type: none"> School Linked Services Coordinators created a matrix of resources available to the district and a site by site inventory of services. Provided diversity training to staff in all middle schools and one elementary <p>Attendance:</p> <ul style="list-style-type: none"> The district focused on developing systems for attendance reporting and regular data collection and analysis of chronically absent students. Continued collaborative efforts with South County agencies as part of South County Task Force |
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Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

School Climate:

- The SLS Coordinators continued to connect families through the referral process with the necessary resources, in particular counselling services.

Attendance:

- With the dissolution of the administrator position, the district SLS Coordinator transitioned into overseeing the Truancy and Chronic Absenteeism processes for the district. There were increased efforts to coordinate district systems with the District Attorney's office.

Parent Involvement

- Across sites, attendance at parent meetings and workshops was lower than in previous years. There was greater success with site events , especially those organized through School Linked Services.
- Project2Inspire parent leaders provided training to parents at four school sites.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budget expenditures were lower because the positions of Administrator of School Climate and Attendance and the PBIS Coach were not filled.

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.

The district will support secondary sites with diversity training and ongoing support to maintain a healthy and positive school climate. Services will be added for Christopher High School and one additional elementary school.

Develop a clear consistent system for addressing attendance and truancy

Provide regular staff training in the area of Social-Emotional learning

Reduce suspension rates, especially for special needs students.

Goal 4

High Quality Teachers, Paraeducators and Classified Staff

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 4

Local Priorities:

Annual Measurable Outcomes

| | Expected | Actual |
|--|-------------------------------------|--|
| % of Teachers Appropriately credentialed | less than 100% | less than 100% |
| Evaluation Instrument | Evaluation not aligned to the CSTPs | Piloted new Evaluation instrument aligned to CSTPs |

Actions / Services

Action 4.1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|-----------------------|-------------------------------|
| 4.1 Provide training on a continuing basis regarding the evaluation process for both certificated and classified staff. | 4.1 Administrators were trained during professional development days in August on the documents and timelines used for the evaluation process. Quarterly memos answering frequently asked questions and reaffirming critical timelines are also provided to all administrative staff. | | |

| | | | |
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| | | | |
| 4.2 Implement new certificated staff evaluation form Include in the pilot the evaluation process for non-teaching certificated staff. | 4.2 The District fully implemented its new certificated staff evaluation and is currently working on developing non-teaching certificated evaluations | | |
| 4.3 Maintain support for new teachers through: <ul style="list-style-type: none"> • support for induction requirements • Professional development related to content/grade level curriculum | 4.3 Induction support is provided by the Riverside County Office of Education (CTI -- Center for Teacher Innovation). The cost is covered by the district for all employees. | Not budgeted- new system | \$21,665 S/C |
| 4.4 Continue to improve salary and benefit packages for all employees to help with recruitment and retention of all employees. | 4.4 During negotiations with all employee groups, a salary increase of 6% over a three year period was approved. Benefit packages were also significantly improved for all bargaining groups. | \$8,942,927 | \$8,942,927 S/C |
| 4.5 Continue compliant trainings for both certificated and classified staff. | 4.5 All employees are required to participate in mandated trainings (and additional trainings) via Keenan and Associates who provide webinars meeting the legal requirements for all mandated trainings. | | |
| 4.6 Continue with specific legal trainings for both certificated and classified staff. | 4.6 All employees are required to participate in mandated trainings (and additional trainings) via Keenan and Associates who provide webinars meeting the legal requirements for all mandated trainings. | Classified PD \$5,000 LCFF Paraeducator PD \$5,000 LCFF | \$5,000 S/C |
| 4.7 Additional staff will be provided to increase staffing in order to provide more support in classrooms across the district in addition to the base funding | 4.7 In reviewing the master schedule, additional staffing was provided to specific schools and programs in order to reduce class sizes. | \$128,840 | \$128,840 S/C |
| 4.8 Reduced class sizes at targeted sites to support EL, foster and socio-economic disadvantaged youth | 4.8 Additional allocations of staff was provided to allow for targeted low class sizes at Eliot and Glen View due to special pops. | | |

Analysis Goal 4

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

The district implemented the second year of a three year pilot of a new evaluation tool. The new evaluation is aligned with the California Standards for the Teaching Profession.

The district provided teacher induction through Riverside County Office of Education Center for Teacher Innovation

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

The district was able to negotiate a salary and benefits package for all groups (management, classified, para-professionals, certificated). This provides an enhanced opportunity to recruit and retain highly qualified teachers.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material difference.

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 planned for 19-20.

Goal 5

Ensure equitable and well maintained facilities

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities:

Annual Measurable Outcomes

| | Expected | Actual |
|---|------------------------------------|------------------------------------|
| Williams report | No complaints per Williams report. | No complaints per Williams report. |
| Routine Restricted Maintenance Match -- LCFF Base funding | 3% | 3% |

Actions / Services

Action 5.1

| Planned Actions/Services | | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|-----------------------|-------------------------------|
| 5.1 Maintain 3% match for Routine Restricted Maintenance (RRM) | 5.1 The RRM budget was established at \$3.7 million; representing 3% of the total expenditures for the Adopted Budget. The budgeted expenditures reflect \$85,000 of carryover into the 2018-19 fiscal year | | \$3,484,760 (Base) |

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| <p>5.2 Analyze current equipment and inventory needs. Review replacement plan for equipment & vehicles within budgetary constraints.</p> | <p>5.2 Given budgetary restrictions, the replacement of vehicles, buses are planned after the safety and security priorities below have been addressed. The District is pursuing grant opportunities for bus replacement on an ongoing basis. The following list demonstrates key safety related items that support this goal of providing well maintained facilities, these are highlights and not meant to be an inclusive list.</p> <ol style="list-style-type: none"> 1. Playground wood infill, all elementary schools, \$61,244 2. Playground equipment repairs, multiple sites, \$53,516 3. Hardscape and concrete, multiple sites: \$52,166 4. Security cameras, multiple sites: \$15,000 5. Flooring replacements, multiple sites: \$145,270 6. Outdoor lunch canvas canopy replacement at Luigi; \$18,538 7. MPR lunch table repairs at El Roble: \$14,500 8. Outdoor lunch table replacements at Luigi, Rod Kelly, Glen View, and El Roble: \$83,495 9. Underground gas repairs at Solorsano: \$57,537 10. Security gate & fence repairs, multiple sites: \$43,888 11. Weed abatement, New School Property: \$8,750 12. HVAC Repairs/Replacements, multiple sites: \$74,000 13. Bird exclusion, Gilroy HS, CHS, and El Roble: \$37,000 14. Stadium lighting repairs, at GHS: \$14,200 | | <p>\$679,104 Base (total of actions 1 through 12)</p> |
| <p>5.3 Evaluate staff needs annually</p> | <p>5.3 Extra hours and overtime have been authorized as needed.</p> <p>The total compensation for RRM staff is \$1,424,266 (Base) for trade workers and skilled trades.</p> <p>Additional hours/overtime authorized for both grounds and Maintenance total \$110,117 (Base) this year.</p> | | <p>\$1,424,266 (Base)</p> <p>\$110,117 (Base)</p> |

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| 5.4 Increase Deferred Maintenance match based on District needs | <p>5.4 District Match has been maintained. Bond Funds are also utilized to address facility needs.</p> <p>The ongoing contribution to Deferred Maintenance has remained \$380,000 from the General Fund, despite having major budget reductions.</p> | | |
| 5.5 Evaluate work order system and use tablets for improved efficiency | 5.5 The pilot program has been implemented with most of maintenance workers utilizing the tablets to increase departmental efficiency. Overall, about 60% of all M&O are using the tablets with the Grounds crew being a bit more practically challenging to implement. | | |

Action 5.2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|-----------------------|-------------------------------|
| 5.2.1 The ongoing contribution towards Deferred Maintenance is \$380,000 | 5.2.1 The ongoing contribution to Deferred Maintenance remains at \$380k, and is maintained in the Multi-Year Projection. Repairs included but were not limited to, HVAC, security cameras, roof repairs and restroom repairs. | \$380,000 (Base) | \$345,900 (Base) |
| 5.2.2 The Board will have at least one Facility Study Session Dedicated to analyzing the facilities needs and have an opportunity to modify the contribution to Deferred Maintenance using one-time funding. <i>The Governing Board had 2 study sessions; one in November and another in December. The outcome ultimately focused the Bond priorities to the aging middle schools.</i> | 5.2.2 The Governing Board receives a monthly facilities update. The Facility Sub Committee has met monthly to discuss facility priorities and current projects. | | |
| 5.2.3 Facility Sub Committee reviews and makes recommendations to Board on facility matters | 5.2.3 The Committee toured Yerba Buena High while studying options for the GHS Pool Project. The Committee was able to tour the construction of our 2 story building at GHS both during construction, and upon completion. | | |

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|---|---|--|--|
| 5.2.4 The Facilities Master Plan has been finalized and will be a key component of the Brownell and South Valley renovations. | 5.2.4 Master Plan has been completed, and it is a point of reference for our facility projects. | | |
|---|---|--|--|

Analysis Goal 5

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

The District implemented a \$12 million infrastructure improvement to our technology infrastructure funded by Measure E General Obligation Bonds. The entire network has been upgraded with additional bandwidth. This included all the elementary sites will have a wireless network, and replacement of aging PA systems at all schools.

This year, the Governing Board also approved a \$5.8 million renovation of the GHS Pool, funded by General Obligation Bonds (Measure E & P). A new 2 story building at GHS was completed, costing \$14.5 million and funded by a combination of General Obligation Bond, Developer Fees, and Proceeds from the sale of a 10 acre property.

The contribution of \$380k to Deferred Maintenance has funded critical health and safety repairs; sidewalk repairs eliminating trip hazards, student and staff bathroom repairs, roof repairs, and pool repairs, etc.

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

The contribution of \$380k to Deferred Maintenance has funded critical health and safety repairs; sidewalk repairs eliminating trip hazards, student and staff bathroom repairs, roof repairs, etc.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

As approved by the GUSD Board of Education, additional one- time funds were allocated to meet Deferred Maintenance needs. There was a planned carryover of \$922k coming into 2018-19 to address any emergency repairs that may have surfaced during the year. With our Bond funds fully committed, the District does not have very many options to fund facility projects outside of the General Fund.

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.

The budget for the GHS Pool was increased this year to reflect the needs of the school, particularly the learn to swim program and the needs of the physical education program. The Facilities Sub Committee took a tour of another district that had a pool with peninsula. After two board meetings, and discussions at those public meetings, the Governing Board authorized an additional \$800,000 from Measure P to build a pool with a peninsula for GHS.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

2018-2019 Stakeholder Involvement

The Gilroy Unified School District (GUSD) used multiple channels, outreach strategies, and venues to engage with a diverse array of community stakeholders across the District. Using the cycle of inquiry process, the actions, data and analysis are continuously shared at Board meetings as quarterly updates on progress. Each Board meeting agenda included updates on a minimum of one major goal and progress on actions. Examples of Board presentation topics are: new State dashboard system, Site and district disaggregated achievement data, facilities, highly qualified staff, student engagement. Intervention data has also been highlighted at Board meetings including CAASPP and CELDT data analysis, graduation rates and summer school reports.

Gilroy Unified School District engaged WestEd to assist the district in developing and analyzing an LCAP and Budget Survey to promote meaningful stakeholder engagement. Our approach began with analyzing relevant background information, interviewing GUSD staff and developing strategies to administer the LCAP and Budget Survey. Upon completion of our engagement, WestEd collaborated with GUSD to present the survey result to the board as well as other district leaders. Trainings were provided to site administrators on how to support presenting the data to staff, parents and school governing boards such as ELAC and School Site Council. Participants were given opportunities to provide feedback on the survey data and that feedback was captured and shared with all stakeholders.

A first step in the revision of the Local Control Accountability Plan was to engage staff in a thorough review and analysis of progress made towards 2018-2020 LCAP goals. This collection of data resulted in a formal Mid-Year Review presentation delivered to the Board of Education. To engage stakeholders in this year's revision, meetings were scheduled during the months of February and March for each of the following groups/committees: District English Learner Advisory Committee (DELAC), Angeles Sin Fronteras, Principal meetings, Superintendent/Parent Advisory Committee (SPAC), Gilroy Teacher's Association, California School Employee Association, Gilroy Federation of Paraeducators, School Site Councils, Staff and Parent Club groups from each site and Parent Advisory Council (Migrant). An LCAP overview Powerpoint presentation, generated by WestED, was delivered to each stakeholder group. The Powerpoint provided all stakeholders a status report highlighting progress toward each of the eight priorities and also provided a springboard for discussions to address other specific needs that emerged both at the site and district level. Attendees to stakeholder meetings were asked to provide suggestions and refinements of current goals and actions to reflect needs. In addition to stakeholder input sessions, over 6,000 stakeholders completed the LCAP survey. The following table shows the timeline used for stakeholder input:

Gilroy Unified School District -- 2018-19 LCAP Development Timeline

| Date | Group/Committee | Topic | Presenters/Facilitator |
|-----------------------|--|---------------------------------|--|
| October- November | | Develop LCAP survey | GTA/ED Services |
| November -December | | LCAP survey | |
| January 9 | C and I Meeting w/Principals- mid yr | LCAP Data Review | Ed Services |
| January 17 | Board meeting | LCAP survey results | |
| January /February | SCCOE | LCAP review sessions | Ed Services, Business Services/HR |
| February 6 | C and I Meeting with/principals | LCAP Data Review/input | Ed Services |
| February 14 | 2017-18 LCAP Mid-Year Review | Board Presentation | Business Services/Ed Services |
| Feb. 1 - March 15 | School site stakeholder meetings- Staff, ELAC/SSC/HSG Review Stakeholder survey | LCAP overview/input | School Principals/GTA representatives |
| February 12 | DELAC- 6:00pm | LCAP overview/input | Ed Services |
| March 11 | SPAC- 6:30pm | LCAP overview/input | Dr. Flores/Ed Services |
| March 20, 21 | Principals Meetings | Review draft with revised goals | Ed Services |
| March | Parent meetings- <ul style="list-style-type: none"> ● Angeles Sin Fronteras ● Migrant PAC -- 6:30pm | LCAP overview/input | Ed Services/Student Services |

| | | | |
|---------|---|--------------------|-------------------------------|
| May 30 | Present draft of LCAP to Board LCAP Public hearing | Present LCAP draft | Business Services/Ed Services |
| June 13 | Board of Education adopts LCAP/2019-20 Budget Adoption | | Business Services/Ed Services |

Impact on LCAP and Annual Update

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

The process provided members of the GUSD community the opportunity to better understand the goals and actions included in the LCAP. The stakeholder feedback provided crucial information as to how well we are meeting our goals. Based upon their feedback from actions currently in place, the LCAP goals and actions were either continued, modified or removed in the 2019-20 plan. The new actions are highlighted in the LCAP highlights section of this document. The following are major trends from the stakeholder input sessions and surveys:

Goal 1:

- 71% of staff, 67% of parents and 79% of students agree that GUSD is preparing students to be college and career ready.
- 73% of students agree that teachers have high expectations for all students
- 75% of students agree that the work they are assigned is challenging
- 64% of staff have incorporated knowledge learned during staff development days into their practice yet want more options on delivery methods for professional development

Goal 2:

- 80% of students and 71% of parents agree that there are many opportunities for support if they should need it.
- 65% of staff have agreed that GUSD has supported teachers in meeting the needs of English Learners.
- 62% of students and 61% of parents feel that they are valued at their current school site.
- 43% of teachers have received support to address the needs of students that are performing below grade level

Goal 3:

- 79% of students agree that they feel safe at school
- 82% of parents agree that they feel welcome at the school site
- 61% of students agree that student input is valued

Goal 4:

- 79% of students stated that what they are learning will help support their future goals
- 66% of students and 66% of parents believe they have a voice in how they learn best.

Goal 5:

- 82% of parents and 63% of students agree that the schools look clean, and have the equipment needed (middle school results were the lowest of the three levels)

Additional input included:

| | | |
|---|--|--|
| <p>More technology in the classrooms Academic support and Intervention Enrichment and after school programs Behavior and Emotional Support Training/Socio Emotional Learning Increase Use of Data to Support Instruction Support for New Teachers</p> | <p>Electives at middle school Increase SPED Support Staff Students needs more access to counseling K-8</p> | <p>Cleaner Facilities/Better Physical School Salaries and Incentives Teacher Recruitment and Retention Increase Parent Involvement/Parent Engagement Increase Attendance Rates</p> |
|---|--|--|

Upon analyzing the results of the survey, the district found that there continues to be strong alignment between stakeholder priorities and LCAP expenditures. In the annual survey, all stakeholders listed high quality teachers as the top priority. The district has provided salary increases over the last several years to recruit and retain qualified teachers. There is a focus on professional development that is differentiated and that includes ongoing coaching support.

Technology continues to be a high need, and the district has committed funds to increase technology at all school sites. In addition, professional development is provided to assist teachers in effective integration of technology.

Another area that was identified as a need is non-academic support for students; as a result, social-emotional learning been integrated into next year's plan for PD.

Only 43% of teachers believe that the district has provided training to assist them in meeting the needs of students who are performing below grade level. In response to this need, the district is establishing intervention specialists at all middle schools in addition to an Intervention Coordinator to oversee and support intervention and differentiation in grades TK-8.

GUSD LCAP -- 2019-20 (Year 3 of 2017-2020 3 year plan)

Goals, Actions, & Services

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

Unchanged Goal

Goal 1

Provide high quality instruction and 21st century learning opportunities to ensure College & Career Readiness

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4

Identified Need:

CAASPP (Grades 3-8,11)

- 2018 CAASPP ELA -- 48.5% Met/Exceeded Standard
- 2018 CAASPP Math -- 40% Meet/Exceed Standard

UC/CSU A-G

- A-G requirements (2018) -- 48% meeting A-G
- College Career Indicator (CCI) -- 46.2% (Green)

21st Century Learning (Bright Bytes Survey 2018-19

- Bright Bytes Survey 4C's -- 21st Century Learning
 - Communication -- 64% of students in 2018-2019 report writing online at least monthly
 - Collaboration -- 18% of students report collaborating online with other students at least monthly
 - Critical Thinking -- 25% of students report solving problems using technology at least monthly

Other Local Measures

- Healthy Kids Survey -- In 2017-18, 48% of students report that adults in school have high expectations
- All teachers need to be fully equipped to implement the CCSS, NGSS, ELD standards in order to prepare students for college and career readiness.
- Inconsistent use of observation tools to monitor CC and PD implementation
- 2018 LCAP survey lists first priority high quality teachers/staff

Identified Needs -- Key Findings

The above data indicate there are still needs for improvement in instruction and college/career readiness -- a need to increase students scoring met/exceeded on the CAASPP, exit high school A-G ready and increase online learning opportunities.

Expected Annual Measurable Outcomes

| Metrics/Indicators | 2016-17 (Actual) | 2017-18 (Actual) | 2018-19 (Actual) | 2019-20 |
|--|------------------|------------------|------------------|---------|
| CAASPP ELA % Met/Exceeded | 49% | 48.5% | 52% | 55% |
| CAASPP Math % Met/Exceeded | 40% | 40% | 44% | 48% |
| UC/CSU A-G Ready | 39.7% | 48% | 50% | 52% |
| Bright Bytes -- Collaboration | 46% | 49% | 64% | 75% |
| Bright Bytes -- Communication | 17% | 20% | 18% | 25% |
| Bright Bytes -- Critical Thinking | 40% | 43% | 45% | 50% |

| | | | | |
|--|---|--------------------------------|---|--|
| Healthy Kids Survey -- Adults w/High Expectations (Very true/Pretty much true) | N/A | 69% (Spr18) | N/A | 75% |
| CC Observation Tool Usage | 12% | 50% | 100% | 100% |
| CC & ELD Material Availability | 100% Math | 100% ELA & Math | 100% All | 100% All |
| Course Access for SWD students | Initial implementation of alternate high school completion pathways for SWD | Continue to implement pathways | Review data to create a baseline of students currently on a Certificate of Completion pathway | Create actions to reach parity with the SELPA in regard to % of students on a Certificate of Completion pathway. |

Planned Actions / Services

Action 1.1 Develop and support effective instruction

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

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

| | | |
|----------|----------|----------|
| Modified | Modified | Modified |
|----------|----------|----------|

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

| | | |
|---|--|--|
| <p>1.1.1 Plan professional development in alignment with</p> <ul style="list-style-type: none"> • LCAP goals • 2016-17 data analysis • Stakeholder input | <p>1.1.1 Plan professional development in alignment with</p> <ul style="list-style-type: none"> • LCAP goals • 2017-18 data analysis • Stakeholder input | <p>1.1.1 Plan professional development in alignment with</p> <ul style="list-style-type: none"> • LCAP goals • 2018-19 data analysis • Stakeholder input |
| <p>1.1.2 Research and utilize alternate and varied structures for providing professional development that address differentiated needs</p> <ul style="list-style-type: none"> • Maintain website for resources and exemplary practices of district staff | <p>1.1.2 Utilize varied structures for providing professional development that address differentiated needs, as evidenced by professional development plan</p> <ul style="list-style-type: none"> • Maintain website for resources and exemplary practices of district staff • Provide multiple pathways for differentiated professional development • Use job-alike meetings to determine professional development needs by department, grade level and specializations. | <p>1.1.2 Utilize varied structures for providing professional development that address differentiated needs, as evidenced by professional development plan</p> <ul style="list-style-type: none"> • Maintain website for resources and exemplary practices of district staff • Provide multiple pathways for differentiated professional development • Use job-alike meetings to determine professional development needs by department, grade level and specializations. |
| <p>1.1.3 Collaborate with site leaders to develop and support comprehensive professional development</p> | <p>1.1.3 Collaborate with site leaders to develop and support comprehensive professional development</p> | <p>1.1.3 Collaborate with site leaders to develop and support comprehensive professional development</p> |

| | | |
|--|--|---|
| plans that address district and site goals/ needs | plans that address district and site goals/ needs | plans that address district and site goals/ needs |
| <p>1.1.4 Continue use of observational tool to measure classroom practices</p> <ul style="list-style-type: none"> Site leaders conduct walkthroughs at least once per quarter Support site leaders in analysis and use of data regarding classroom practices | <p>1.1.4 Continue use of observational tool to measure classroom practices. Trend data will be analyzed and shared during APS visits</p> <ul style="list-style-type: none"> Site leaders conduct walkthroughs at least once per quarter Support site leaders in analysis and use of data regarding classroom practices Elementary principals will conduct collaborative instructional visits twice a year - fall/spring Elementary principals will receive training in instructional rounds and engage in collaborative analysis of data | <p>1.1.4 Continue use of observational tool to measure classroom practices. Trend data will be analyzed and shared during APS visits</p> <ul style="list-style-type: none"> Site leaders conduct walkthroughs at least once per quarter Support site leaders in analysis and use of data regarding classroom practices Elementary principals will conduct collaborative instructional visits twice a year - fall/spring and engage in collaborative analysis of data |
| <p>1.1.5 Provide ongoing coaching and support to classroom teachers</p> <ul style="list-style-type: none"> Maintain Academic Coaches/Instructional Specialists Provide coaching and other training to Academic Coaches and Instructional Specialists | <p>1.1.5 Provide ongoing coaching and support to classroom teachers</p> <ul style="list-style-type: none"> Continue support through Academic Coaches/Instructional Specialists Provide coaching and other training to Academic Coaches and Instructional Specialists, as delineated by level and content area Lead job alike meetings for special education teachers to provide targeted support by grade level | <p>1.1.5 Provide ongoing coaching and support to classroom teachers</p> <ul style="list-style-type: none"> Continue support through Academic Coaches/Instructional Specialists Provide coaching and other training to Academic Coaches and Instructional Specialists, as delineated by level and content area Lead job alike meetings for special education teachers to provide targeted support by grade level |
| <p>1.1.6 Provide professional development via SCCOE and outside consultants</p> | <p>1.1.6 Provide professional development via SCCOE and outside consultants, as evidenced by MOUs</p> | <p>1.1.6 Provide professional development via SCCOE and outside consultants, as evidenced by MOUs</p> |
| <p>1.1.7 Provide training and coaching to SEAL teachers at designated elementary sites</p> <ul style="list-style-type: none"> All SEAL teachers participate in module training and unit development Implement SEAL Summer Bridge for teacher PD- | <p>1.1.7 Provide training and coaching to SEAL teachers at designated elementary sites, per release calendar</p> <ul style="list-style-type: none"> All SEAL teachers participate in module training and unit development Implement SEAL Summer Bridge for teacher PD | <p>1.1.7 Provide training and coaching to SEAL teachers at designated elementary sites, per release calendar</p> <ul style="list-style-type: none"> All SEAL teachers participate in unit development New SEAL teachers participate in module training Implement SEAL Summer Bridge for |

| | | |
|---|---|---|
| | | teacher PD |
| 1.1.8 Support the effective implementation of math standards and practices <ul style="list-style-type: none"> Provide ongoing professional development and coaching related to mathematical practices and newly adopted math curriculum. Continue partnership with SVMl to support the implementation of math practices | 1.1.8 Support the effective implementation of math standards and practices <ul style="list-style-type: none"> Provide ongoing professional development and coaching related to mathematical practices and newly adopted math curriculum. Continue partnership with SVMl to support the implementation of math practices | 1.1.8 Support the effective implementation of math standards and practices <ul style="list-style-type: none"> Provide ongoing professional development and coaching related to mathematical practices and adopted math curriculum. Continue partnership with SVMl to support the implementation of math practices |
| 1.1.9 Support Dual Immersion program (two elementary sites, one middle school, one high school) | 1.1.9 Support Dual Immersion program (two elementary sites, one middle school, one high school) by providing targeted professional development and resources | 1.1.9 Support Dual Immersion program (two elementary sites, one middle school, one high school) by providing targeted professional development and resources |
| 1.1.10 Implement new pathways for Special Education students (diploma, vocational and certificate) which includes the purchase of supplemental materials | 1.1.10 Provide supplemental materials for enrichment and support opportunities throughout the school day in the areas of math and English at the Middle and High School levels. | 1.1.10 Continue to provide supplemental materials for enrichment and support opportunities throughout the school day in the areas of math and English at the middle school level. Implement a new support class at the high school level with new curriculum. |
| 1.1.11 Provide site and district leadership with professional development in alignment with LCAP goals and site needs | 1.1.11 Provide site and district leadership with professional development in alignment with LCAP goals and site needs, as evidenced by PD calendar | 1.1.11 Provide site and district leadership with professional development in alignment with LCAP goals and site needs, as evidenced by PD calendar |
| 1.1.12 Continue providing professional development for Power School After School and Super Power Summer Camp staff based on feedback from Continuous Quality Improvement Process, including observational tool. | 1.1.12 Continue providing professional development for Power School After School and Super Power Summer Camp staff based on feedback from Continuous Quality Improvement Process, including observational tool. This will be evidenced by PD agendas and staff sign-in sheets. | 1.1.12 Continue providing professional development for Power School After School and Super Power Summer Camp staff based on feedback from Continuous Quality Improvement Process, including observational tool. This will be evidenced by PD agendas and staff sign-in sheets. |
| | | 1.1.13 Sites will implement and support effective instruction as determined by site SPSA |

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|--------|---|--|-------------------------------------|
| Amount | Ed Services Coordinator \$28,000 LCFF, Other funds (Title II,I) \$100,000 Elementary Academic Coaches Instructional | \$2,010,844 (See Budget Summary in Executive Summary for details) | 1.1 Total -- \$1,305,663 S/C |

| | | | |
|------------------|---|-------------|---|
| | <p>Specialists: \$650,000</p> <p>Middle School Academic Coaches \$280,000</p> <p>High School Academic Coaches \$110,000</p> <p>Coaches/Summer Training/Teacher Release \$30,000</p> <p>Lit Facilitator/Luigi Aprea(.5 FTE) \$50,000 SCCOE consultants included in MOU \$20,000</p> <p>SEAL MOU Cohort 1: \$10,000 Title III Cohort 2: \$ 67,000 LCFF</p> <p>Additional Seal Support \$12,000 LCFF</p> <p>Elementary PD District Training \$10,000 LCFF</p> <p>PD release days for elem- Supplemental materials- \$5000 Title III Assessment \$5000 Title III</p> <p>ASES grant- Power School After School \$826,358 Super Power Summer Camp \$40,000</p> <p>21st Century Grant- Power School After School \$855,573 Before School- \$108,000 Super Power Summer Camp \$278,000 Family Literacy \$60,000 Equitable Access \$75,000 Other supplemental materials- targeted stds/DI- \$537,000 Supplemental Special Ed materials \$150,000</p> | | <p>1.1 subtotals</p> <p>1.1.1 Principally directed to provide services to the targeted population (Contracted Serv) \$50000- S/C 1.1.1 Principally directed to provide services to the targeted population \$261287- S/C 1.1.1 .30 of 1.0 FTE Ed Services Coordinator \$54605- S/C 1.1.5 2.5 SEAL Coaches plus 2.0 FTE CC Coaches (Elem) \$532617- S/C 1.1.5 0.5 FTE Lit Facilitator/Luigi \$74114- S/C 1.1.5 3 (.67) FTE Middle School (CC/EL Support/Tech TOSAs) \$220500- S/C 1.1.5 .4 CC Instructional Specialists (GECA & MM) \$46000- S/C 1.1.6 Teacher release/Summer training/Coaches training \$10000- S/C 1.1.6 Secondary PD district training \$12180- S/C 1.1.6 Elementary PD District training \$5000- S/C 1.1.6 SCCOE contract \$24360- S/C 1.1.6 SEAL additional support \$15000- S/C</p> <p>Other funding 1.1.6 \$6,000 Title III</p> |
| Source | LCFF, Title III | LCFF | S/C, Title III |
| Budget Reference | 787700 - 4203 | 787700-0001 | 787700-0001 |

Action 1.2 Provide Common Core State Standards (CCSS) Materials and Training

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):

All

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

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| Modified | Modified | Modified |

2017-18 Actions/Services

- 1.2.1 Purchase instructional materials aligned with CCSS based on 16-17 pilots
- Provide teacher training for newly adopted materials - Chemistry
 - Provide ELA materials and training 6-8 and K-5 according to phased in implementation model
- 1.2.2 Conduct adoption pilots
- Pilot Biology and ELA textbooks at high school
 - Continue to identify and prioritize grade levels/department needs based on state

2018-19 Actions/Services

- 1.2.1 Purchase instructional materials aligned with CCSS based on 17-18 pilots as is evidenced by district purchases.
- Provide teacher training for newly adopted materials - High School English and Biology
 - Provide ongoing training for curriculum adopted over the past two years
- 1.2.2 Conduct adoption pilots which will lead to new materials and course descriptions presented to the Board in Spring of 2019
- Pilot Middle School Science Curriculum with a particular focus on Sexual Education

2019-20 Actions/Services

- 1.2.1 With the newly adopted material, teacher teams will be created to update curriculum maps and course outlines which will include strategies, supplemental materials and assessments.
- 1.2.2 With the newly adopted course for special education students at the high school level, a curriculum maps and course outlines which will include strategies, supplemental materials and assessments will be written.

| | | |
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| <ul style="list-style-type: none"> guidelines and Ed Services guidance Pilot materials as determined based on prioritization Provide updated material for all special education courses | <p>Standards</p> <ul style="list-style-type: none"> Update course descriptions and materials for all special education courses | |
|--|---|--|

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Amount | ELA adoption training \$5000 Outside consultants Training \$10,000 | \$20,000 (See Budget Summary in Executive Summary for details) | 1.2 Total -- \$20,000 S/C 1.2 subtotals 1.2.2 Outside Consultants/Training - teachers/staff \$10000- S/C 1.2.2 Math Adoption training \$5000- S/C 1.2.2 ELA adoption training \$5000- S/C |
| Source | LCFF, Title III | LCFF | S/C |
| Budget Reference | 787700 - 4203 | 787700-0001 | 787700-0001 |

Action 1.3 Implement Next Generation Science Standards (NGSS) K-12

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):

| | |
|-----|-------------|
| All | 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)

| | | |
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

| | | |
|----------|----------|----------|
| Modified | Modified | Modified |
|----------|----------|----------|

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

| | | |
|---|---|--|
| <p>1.3.1 Implement STEM program supported by the Tech Academy at 1 middle school and 1 elementary site</p> | <p>1.3.1 Implement STEM program supported by the Tech Academy at 1 middle school and 1 elementary site. Principals at Tech Academy sites will evaluate STEM programs. Power School continues to support Tech Challenges, as evidenced by schedule.</p> | <p>1.3.1 Implement STEM program supported by the Tech Academy at 1 middle school and 1 elementary site. Principals at Tech Academy sites will evaluate STEM programs.</p> |
| <p>1.3.2 Incorporate NGSS into SEAL units at designated elementary sites</p> | <p>1.3.2 Incorporate NGSS into SEAL units at designated elementary sites</p> | <p>1.3.2, Incorporate NGSS into SEAL units at designated elementary sites</p> |
| <p>1.3.3 NGSS instructional specialists will build/expand labs for grades 6-8.</p> | <p>1.3.3 NGSS instructional specialists will continue to build/expand a minimum of 3 labs for grades 6-8 as evidenced by teacher lesson plans, feedback from Instructional Specialist and Administration.</p> | <p>1.3.3 NGSS instructional specialists will continue to build/expand a minimum of 3 labs for grades 6-8 as evidenced by teacher lesson plans, feedback from Instructional Specialist and Administration. Gizmo simulations will be purchased to increase Science labs in the classroom by 6-8 Middle School Teachers.</p> |
| <p>1.3.4 Implement year 2 of 3 year plan to roll out NGSS Bio-Chem-Physics pathway at the high school level</p> <ul style="list-style-type: none"> Train teachers in instructional strategies to support NGSS Collaborate, design, and agree to a minimum of two common assessments (MS/HS) | <p>1.3.4 Implement year 3 of 3 year plan to roll out NGSS Bio-Chem-Physics pathway at the high school level</p> <ul style="list-style-type: none"> Train teachers in instructional strategies to support NGSS Collaborate, design, and agree to a minimum of two common assessments (MS/HS) | <p>1.3.4 Evaluate and support NGSS Bio-Chem-Physics pathway at the high school level with NGSS instructional specialists</p> <ul style="list-style-type: none"> Train teachers in instructional strategies to support NGSS Collaborate, design, and agree to a minimum of two common assessments (MS/HS) |

| | | |
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| <p>1.3.5 Establish a K-12 NGSS implementation team to support cross-articulation</p> | <p>1.3.5 K-12 NGSS Vision Team will meet 3 times in 18-19 to monitor GUSD 3 year NGSS plan. Implementation and adherence of NGSS plan will be evaluated by feedback from administration, academic coaches and instructional specialists.</p> | <p>1.3.5 K-12 NGSS Vision Team will meet 2 times in 19-20 to monitor GUSD 3 year NGSS plan. The team will also build out goals for Year 2 and Year 3. Implementation and adherence of NGSS plan will be evaluated by feedback from administration, academic coaches and instructional specialists.</p> |
| <p>1.3.6 Develop a 3 year NGSS plan for elementary</p> <ul style="list-style-type: none"> ● Convene an Elementary Science Development Team ● Introduce NGSS to elementary teachers and site leaders through informational meetings ● Support staff in developing and implementing inquiry-based lessons based on 3 dimensional learning and phenomenon. ● Visit STEM school sites in Santa Clara County ● Support teachers through professional development opportunities (SCCOE and other) ● Leverage partnerships with Tech Museum as well as other districts and agencies to develop and support district plan for incorporating STEM. | <p>1.3.6 Implement Year 1 of 3 of GUSD NGSS plan for elementary.</p> <ul style="list-style-type: none"> ● Summer Science Symposium will be focused on K-5 teachers. ● Professional Development of NGSS focused on 4th and 5th grade teachers and Administrators. ● Science begins to be implemented at all sites within 4th and 5th grade classrooms. ● Purchase Site Licenses for K-5 Science curriculum. ● Begin to develop lessons that integrate science with ELA and Math practices. ● Through professional development, coaching and modeling, support 4th and 5th grade staff in developing and implementing inquiry-based lessons based on 3 dimensional learning and phenomenon. ● Visit STEM school sites in Santa Clara County ● Leverage partnerships with Tech Museum as well as other districts and agencies to develop and support district plan for incorporating STEM. | <p>1.3.6 Implement Year 2 of 3 of GUSD NGSS plan for elementary.</p> <ul style="list-style-type: none"> ● Professional Development for TK-5 teachers that focuses on Science. ● Science continues to be implemented at all sites within 4th and 5th grade classrooms. ● Continue to develop and implement inquiry-based lessons based on 3 dimensional learning and phenomenon. ● Pilot K-5 Science instructional materials with adoption date of Fall 2020. ● Continue to support site licenses for K-5 Mystery Science curriculum. ● Begin to develop lessons that integrate science with ELA and Math practices. ● Leverage partnerships with Tech Museum as well as other districts and agencies to develop and support district plan for incorporating STEM. |
| <p>1.3.7 Introduce Migrant students at secondary level to STEM careers via summer coding sessions</p> | <p>1.3.7 Introduce Migrant students at secondary level to STEM careers</p> | <p>Introduce Migrant students to family STEAM sessions.</p> |

| | | |
|--|--|---|
| | | 1.3.8 Develop and implement a three year NGSS plan for Middle School Year I Pilot and adopt new middle school instructional materials. Fall 2020. |
|--|--|---|

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|--|
| Amount | Middle School Science Instructional Specialists \$50,000 LCFF High School Science Instructional Specialists \$42,380 LCFF STEM design year one \$7500 LCFF 2017-18 instructional materials per adoption cycle \$1.8 million estimate Science consumables and lab support \$20,000 LCFF Elementary Science Leadership Team \$5,000 NGSS Training for ES teachers \$5,000 Migrant STEM \$3,000 MEP Funds | \$65,000 (See Budget Summary in Executive Summary for details) | 1.3 Total -- \$138,875 S/C 1.3 Subtotals 1.3.3 Science team PD \$5075.- S/C 1.3.3 Science materials/consumables/equipment K-12 \$20300.- S/C 1.3.3 3-(.17 FTE) MS Science Instructional Specialist \$73500- S/C 1.3.4 .4 FTE Science Instructional Specialist--High School \$40000- S/C |
| Source | LCFF, MEP | LCFF | S/C |
| Budget Reference | 7877 - 3061 | 787700-0001 | 787700-0001 |

Action 1.4 Prepare students for College and Career opportunities

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)

English Learners, Low Income

LEA-wide

All Schools

Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| Modified | Modified | Modified |

2017-18 Actions/Services

1.4.1 Implement phase One of a Three year plan to strengthen and expand career pathways available to students at secondary schools

- Provide professional development for teachers/administrators interested in implementing a new academy in the district.
- Continue to audit the recruitment and retention of students in all specialized programs at the high school level.

2018-19 Actions/Services

1.4.1 Implement phase Two of a Three year plan to strengthen and expand career pathways available to students at secondary schools

- Provide professional development for teachers/administrators interested in implementing a new academy in the district.
- Continue to audit the recruitment and retention of students in all specialized programs at the high school level.
- Finalize all CTE Pathways and approve all CTE course descriptions

2019-20 Actions/Services

1.4.1 Provide professional development for teachers/administrators interested in implementing a new academy in the district.

- Continue to audit the recruitment and retention of students in all specialized programs at the high school level.
- Finalize all CTE Pathways and approve all CTE course descriptions
- Finalize GUSD CTE 5 year Plan
- Align CTE Course Offerings Booklets with pathways, graduation requirements and four year plans

| | | |
|---|---|--|
| | <ul style="list-style-type: none"> Finalize GUSD CTE 5 year Plan Align CTE Course Offerings Booklets with pathways, graduation requirements and four year plans | <p>Utilizing funds and direction from the new CTE Incentive Grant, summer, fall and early spring professional development will consist of the following:</p> <ul style="list-style-type: none"> Career and Technical Student Organization development Pathways to Community College with secondary teacher to post-secondary teacher collaboration and cooperation Acquiring industry mentors which in turn will strengthen the CTE Advisory Committee. |
| 1.4.2 Implement the use of career and college readiness software program to support students grades 6-12 | 1.4.2 www.CaliforniaColleges.edu will be utilized by every secondary school by counselors (MS) and Academic Counselors (HS) to support career and college readiness as will be documented by student usage reports within the system. | 1.4.2 The use of California Colleges will expand to include designated curriculum to be used at each grade level as will be evidenced by student usage reports within the system. |
| 1.4.3 Continue opportunities to expose students to careers <ul style="list-style-type: none"> Implement Career Days, Rock the Mock, carer related field trips and other activities | 1.4.3 Continue opportunities to expose students to careers <ul style="list-style-type: none"> Implement Career Days, Rock the Mock, career related field trips and other activities | 1.4.3 Students will be exposed to future career interests through Rock the Mock, career fairs at both the middle and high school levels, career related field trips and connections in Career and Technical Education courses. The new CTEIG will afford career exploration programs with access to real-time industry information and mentoring. |
| 1.4.4 Continue to support teacher professional development for the Advanced Placement program | 1.4.4 Continue to support teacher professional development for the Advanced Placement program | 1.4.4 Continue to support teacher professional development for the Advanced Placement program |
| 1.4.5 Continue Cal-SOAP services for underrepresented students to focus on college readiness. | 1.4.5 Continue Cal-SOAP services for underrepresented students to focus on college readiness. | 1.4.5 Cal-SOAP services will be reevaluated and revised during the 2019-20 year based upon the determination of the State of how funding will be allocated. |
| 1.4.6 During transition and orientation meetings, acquaint middle school students with A-G requirements and engage them in goal setting and backwards planning | 1.4.6 During transition and orientation meetings, acquaint middle school students with A-G requirements and engage them in goal setting and backwards planning | 1.4.6 Middle school students will participate in a minimum of three assignments on the California Colleges website that will engage them in goal setting and backwards planning preparing them for career and college readiness. |

| | | |
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| This action was not implemented in 2017-18. | 1.4.7 Research alternative intervention programs to support identified students in middle school and throughout 9-12 grades with CTE support. This will include students with academic as well as behavioral struggles to keep students moving forward to be career and college ready by the end of the 12th grade. | 1.4.7 Implementation of selected alternative intervention programs to support identified students in middle school and throughout 9-12 grades with CTE support. This will include students with academic as well as behavioral struggles to keep students moving forward to be career and college ready by the end of the 12th grade |
|---|---|--|

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|-------------------------------|-------------|---|
| Amount | \$20,000 CTE \$30,000 LCFF | 60,000 | 1.4 Total -- \$84,450 S/C 1.4 Subtotals 1.4.1 CTE Consumables/equipment \$20000- S/C 1.4.1 CTE Support .2 FTE \$34450- S/C 1.4.2 College Readiness Program \$30000- S/C |
| Source | CTE, LCFF | LCFF | S/C |
| Budget Reference | 0000 - 7877 | 787700-0001 | 787700-0001 |

Action 1.5 Support students in mastering 21st Century skills of collaboration, communication, critical thinking, and creativity

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):

All

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

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Modified

2017-18 Actions/Services

1.5.1 Define vision/goals for 21st century classrooms and provide specific training in the area of rigor, relevance and 21st century skills

2018-19 Actions/Services

1.5.1 Define vision/goals for 21st century classrooms and provide specific training in the area of rigor, relevance and 21st century skills. With the help from the iSchool Initiative develop a sustainable technology integration model

- Determine best practices
- Define which technology best meets our needs
- Define a roadmap to create a culture for change

All vision and goal statements will be shown in

2019-20 Actions/Services

Goal met and therefore removed from 2019-2020 actions

| | | |
|--|--|---|
| <p>1.5.2 Continue to provide professional development for all staff on using technology to enhance CCSS instruction.</p> | <p>vision statement developed by management team.</p> <p>1.5.2 Continue to provide professional development for all staff on using technology to enhance CCSS instruction.</p> <ul style="list-style-type: none"> • District Educational Technology workshops will be evident by attendance sign in sheets. • Elementary Academic Coaches will provide educational technology support and professional development as evident by staff meeting agendas, coaches' SMART goals, and other training agendas. • Technology Lead Teachers (1 per site) will provide professional development at 2-3 staff meetings throughout the school year. Tech Lead Teachers will lead after-school professional development or provide training at district-wide staff development days. | <p>1.5.2 Continue to provide professional development for all staff on using technology to enhance CCSS instruction.</p> <ul style="list-style-type: none"> • District Educational Technology workshops will be evident by attendance sign in sheets. • Elementary Academic Coaches will provide educational technology support and professional development as evident by staff meeting agendas, and other training agendas • Technology Lead Team goal discontinued • iSchool Initiative and Educational Services will train teachers on problem-based learning and technology integration practices as evident by the district staff development day agenda and attendance. • Secondary SLED (Students Leading Education Clubs and teacher advisors will continue to be supported by iSchool Initiative as evident by completed projects that inform, build excitement for, and support technology learning initiatives |
| <p>1.5.3 Continue to use the BrightBytes survey as well as implementing the SAMR (Substitution, Augmentation, Modification, and Redefinition) rubric to assess technology</p> | <p>1.5.3 Continue to use the BrightBytes survey as well as implementing the SAMR (Substitution, Augmentation, Modification, and Redefinition) rubric to assess technology annually.</p> | <p>1.5.3 Continue to use the BrightBytes survey as well as implementing the SAMR (Substitution, Augmentation, Modification, and Redefinition) rubric to assess technology annually.</p> |
| <p>1.5.4 Develop District Technology Plan</p> <ul style="list-style-type: none"> • District technology committee and Tech Lead Team will update and evaluate technology curriculum scope and sequence • Support implementation and evaluate progress of district technology plan | <p>1.5.4 Implement District Technology Plan</p> <ul style="list-style-type: none"> • District Tech Lead Team will update and evaluate technology curriculum scope and sequence as shown through completed plan. • Technology Instructional Specialist and Academic coaches will support implementation of curriculum scope and | <p>1.5.4 Implement District Technology Plan</p> <ul style="list-style-type: none"> • District Tech Lead team goal discontinued • Academic coaches will support implementation of curriculum scope and sequence in the district technology plan as evident through classroom observations, instructional specialist/coaching schedules |

| | | |
|--|--|--|
| | sequence in the district technology plan as evident through classroom observations, instructional specialist/ coaching schedules | |
| 1.5.5 Students will have regular opportunities to use technology in their learning | 1.5.5 Students will have regular opportunities to use technology in their learning. Students will use technology to use adopted curriculum as measured through usage logs. | 1.5.5 Students will have regular opportunities to use technology in their learning. Students will use technology to use adopted curriculum as measured through usage logs. |

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|-------------|---|
| Amount | High School Technology Instructional Specialists \$36,000 Technology Professional Development \$20,000 LCFF | \$79,000 | 1.5 Total -- \$165,000 S/C 1.5 Subtotals 1.5.2 Technology Training (per Ed Tech plan) \$12000- S/C 1.5.2 NGSS Team resources \$3000- S/C 1.5.4 Tech Allocation - Equitable for low income students who have access to chromebooks \$150000- S/C |
| Source | LCFF | LCFF | S/C |
| Budget Reference | 787700 | 787700-0001 | 787700-0001 |

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

Unchanged Goal

Goal 2

Provide equitable support for all learners

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 7, 8

Identified Need:

CAASPP (Grades 3-8,11)

- 2017 CAASPP ELA -- 48.5% Met/Exceeded Standard
- 2017 CAASPP Math -- 40% Meet/Exceed Standard

UC/CSU A-G

- A-G requirements (2017-18) -- 48% meeting A-G
- 2018 EAP ELA -- 57% of juniors Ready/Conditionally Ready
- 2018 EAP Math -- 32% of juniors Ready/Conditionally Ready
- Math II (High School) -- 78% of sophomores passing Math II 1st Sem

Long Term English Learners

- LTEL (Long Term EL) – Reclassification rate of 14%

Advanced Placement

- AP Pass Rate -- 2018 AP Test pass rate of 44.4%

Local Measures -- Literacy & Mathematics

- F&P (Fountas & Pinnell) Kinder -- 67% of students meeting Spring target (2018)
- F&P (Fountas & Pinnell) 1st grade -- 67% of students meeting Spring target (2018)
- STAR Reading mid-year 18-19 -- 2nd-5th grade - 49.3% of students At/Above grade level
- STAR Reading mid-year 18-19 -- 6th-8th grade - 40.5% of students At/Above grade level
- Math Benchmarks 1&2 Grades 1-5 -- 51.5% of students scoring Met/Exceeded Standard
- Math Benchmarks 1&2 Grades 6-8 -- 29% of students scoring Met/Exceeded Standard

Identified Needs -- Key Findings

While there have been increases in a number of these data points, it is evident there are still needs for improvement in instruction to ensure that all students (i.e. English Learners and Socio-Economically Disadvantaged students) succeed.

Expected Annual Measurable Outcomes

| Metrics/Indicators | 2016-17 | 2017-18 (Actual) | 2018-19 | 2019-20 |
|--|---------------|------------------|----------------|---------|
| CAASPP ELA % Met/Exceeded | 49% | 48.5% | 53% | 58% |
| CAASPP Math % Met/Exceeded | 40% | 40% | 44% | 48% |
| % Meeting A-G Requirements | 39.7% (16-17) | 48% | 44% | 42% |
| % Ready/Cond -- EAP in ELA (Juniors) | 60% | 57% | 62% | 65% |
| % Ready/Cond -- EAP in Math (Juniors) | 32% | 32% | 35% | 38% |
| % of Sophomores Passing Math II 1st Sem or higher | 79% | 78% | 82% | 85% |
| AP Pass Rate | 44.8% (2017) | 44.4% | 48% | 50% |
| F&P 1st grade meeting Spring target | 66.7% | 66.5% | 68% | 70% |
| STAR Reading mid-year 2nd-5th | 45.3% | 47.5% | 49.3% (actual) | 50% |
| Math Benchmarks mid-year -- Grades 1-5 | 51.5% | 51.5% | 52.6% (actual) | 55% |

| | | | | |
|--|-----|-------|--------------|-----|
| Math Benchmarks mid-year -- Grades 6-8 | 29% | 28.8% | 24% (actual) | 32% |
|--|-----|-------|--------------|-----|

Planned Actions / Services

Action **2.1** Ensure strong language and literacy foundation for all students

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)

| | | |
|------------------------------|----------|------------|
| English Learners, Low Income | LEA-wide | ELEMENTARY |
|------------------------------|----------|------------|

Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| Modified | Modified | Modified |

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

| | | |
|---|---|---|
| <p>2.1.1 Implement SEAL: at designated elementary sites</p> | <p>2.1.1 Implement SEAL at designated elementary sites</p> <ul style="list-style-type: none"> ● Maintain ongoing support for SEAL implementation through coach support and facilitated teacher collaboration ● Implement SEAL in preschool classes-year 1 training for all preschool teachers | <p>2.1.1 Implement SEAL at designated elementary sites</p> <ul style="list-style-type: none"> ● Maintain ongoing support for SEAL implementation through coach support and facilitated teacher collaboration ● Implement year 2 SEAL training for all preschool teachers |
| <p>2.1.2 Regularly assess students in reading to monitor progress and address needs</p> <ul style="list-style-type: none"> ● Assess all K/1 students in reading (Fountas and Pinnell) ● Assess 2nd-5th grade students performing below level 2-3 times/year using common measures ● Support classroom teachers in using data to effectively meet the needs of students <ul style="list-style-type: none"> ○ Literacy Facilitators will support/guide teachers in implementation of F and P/literacy assessment and instruction | <p>2.1.2 Regularly assess students in reading to monitor progress and address needs</p> <ul style="list-style-type: none"> ● Assess all K/1 students in reading (Fountas and Pinnell) ● Assess 2nd-5th grade students performing below level 2-3 times/year using common measures ● Support classroom teachers in using data to effectively meet the needs of students <ul style="list-style-type: none"> ○ Literacy Facilitators will support/guide teachers in implementation of F and P/literacy assessment and instruction | <p>2.1.2 Regularly assess students in reading to monitor progress and address needs</p> <ul style="list-style-type: none"> ● Assess all K/1 students in reading (Fountas and Pinnell) ● Assess 2nd-5th grade students performing below level 2-3 times/year using common measures ● Support classroom teachers in using data to effectively meet the needs of students <ul style="list-style-type: none"> ○ Literacy Facilitators will support/guide teachers in implementation of F and P/literacy assessment and instruction |
| <p>2.1.3 Provide series of Literacy Academies for teachers, beginning with early primary teachers</p> | <p>2.1.3 Continue professional development in the area of literacy, with emphasis on early literacy.</p> <ul style="list-style-type: none"> ● Provide training to K-3 teachers in effective small group instruction | <p>2.1.3 Continue professional development in the area of literacy, with emphasis on early literacy.</p> <ul style="list-style-type: none"> ● Provide training to K-3 teachers in effective small group instruction ● Provide PD to all teachers in effective reading intervention ● Identify exemplary models and provide opportunities for teachers to collaborate in designing |
| <p>2.1.4 Support collaboration between elementary and preschool</p> <ul style="list-style-type: none"> ● Provide early literacy family connection materials for preschool | <p>2.1.4 Support collaboration between elementary and preschool</p> <ul style="list-style-type: none"> ● Provide early literacy family connection materials for preschool | <p>2.1.4 Support collaboration between elementary and preschool</p> <ul style="list-style-type: none"> ● Provide early literacy family connection materials for preschool |

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------|-------------|--|
| Amount | | \$28,000 | 2.2.1 Intervention Coordinator (.5 of 1.0 FTE) \$75000- S/C <u>Other funds</u> 2.2.1 \$75,000 Title I |
| Source | LCFF, | LCFF | S/C, Title I |
| Budget Reference | | 787700-0002 | 787700-0002 |

Action 2.2 Provide Effective Intervention at all Levels

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):

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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)

| | | |
|-------------------------------------|----------|-------------|
| English Learners, Low Income | LEA-wide | All Schools |
|-------------------------------------|----------|-------------|

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

| Modified | Modified | Modified |
|---|---|--|
| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
| <p>2.2.1 Provide effective intervention at all levels</p> <ul style="list-style-type: none"> Support teachers in effectively planning and implementing in class intervention and differentiation Provide teacher training in small group instruction and differentiated instruction Review/ evaluate intervention models | <p>2.2.1 Provide effective intervention at all levels</p> <ul style="list-style-type: none"> Support teachers in effectively planning and implementing in class intervention and differentiation Provide teacher training in small group instruction and differentiated instruction Analyze data for Lexia and other interventions Review/ evaluate intervention models Support before/after school intervention | <p>2.2.1 Provide effective intervention at all levels</p> <ul style="list-style-type: none"> NEW -- Hire Intervention Coordinator to support and coordinate consistent intervention and enrichment K-8. Support teachers in effectively planning and implementing in class intervention and differentiation Provide teacher training in small group instruction and differentiated instruction Analyze data for Lexia and other interventions Review/evaluate intervention models Support before/after school intervention |
| 2.2.2 Continue Cal- SOAP for in class and after school support | 2.2.2 Continue Cal-SOAP for in class and after school support | Discontinued Action |
| <p>2.2.3 Review results of data; include data analysis in Single Plan for Student Achievement (SPSA), adjust site goals/actions in response to analysis</p> <ul style="list-style-type: none"> Principals will monitor student progress of Interventions, collectively review data, and support teachers in addressing identified needs | <p>2.2.3 Review results of data; include data analysis in Single Plan for Student Achievement (SPSA), adjust site goals/actions in response to analysis</p> <ul style="list-style-type: none"> Principals will monitor student progress of Interventions, collectively review data, and support teachers in addressing identified needs | <p>2.2.3 Review results of data; include data analysis in Single Plan for Student Achievement (SPSA), adjust site goals/actions in response to analysis</p> <ul style="list-style-type: none"> Principals will monitor student progress of Interventions, collectively review data, and support teachers in addressing identified needs |
| 2.2.4 Maintain a Single Plan for Student Achievement (SPSA) goal for “at risk of and current Long-Term English Learners (LTEL)” at all sites | 2.2.4 Maintain a Single Plan for Student Achievement (SPSA) goal for “at risk of and current Long-Term English Learners (LTEL)” at all sites | 2.2.4 Maintain a Single Plan for Student Achievement (SPSA) goal for “at risk of and current Long-Term English Learners (LTEL)” at all sites |
| 2.2.5 Expand Power School Before School Intervention Program to two additional classrooms | 2.2.5 Continue to provide Power School Before School Intervention at Las Animas, Rod Kelley, and Rucker Elementary Schools and South Valley Middle School, as evidenced by daily attendance rosters. | 2.2.5 Continue to provide Power School Before School Intervention at Las Animas, Rod Kelley, and Rucker Elementary Schools and South Valley Middle School, as evidenced by daily attendance rosters. |

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| 2.2.6 Review student academic data to evaluate and revise the intervention model within the school | Discontinued action in 2018-19 | Discontinued action in 2018-19 |
| 2.2.7 Continue providing students intervention once a week for 30 minutes each in ELA and Math | 2.2.7 Implement Middle School Intervention Plan for math and ELA as demonstrated through the middle school master schedule. | 2.2.7 Increase support for the middle school Enrichment and Support classes for English and Math by adding an Instructional Specialist at each site who will train teachers on differentiation. |
| 2.2.8 Investigate ways to expand instructional time, provide interventions and allow for staff collaboration within the daily minutes by reviewing bell schedules at secondary | 2.2.8 Continue partnership with SVMl to support the implementation of math practices | 2.2.8 Conduct a feasibility study at the secondary sites determining if there is flexibility within the contract and current instructional minutes to add staff collaboration within the current school day. |
| 2.2.9 Continue partnership with SVMl to support the implementation of math practices | 2.2.9 Continue to implement alternative support (supplemental interventions) for eligible K-8 students (formerly Supplemental Educational Services) | 2.2.9 Continue partnership with SVMl to support the implementation of math practice and begin the implementation of Gizmos at the secondary level to support students in the areas of math and science. |
| 2.2.10 Implement alternative support (supplemental interventions) for eligible K-8 students (formerly Supplemental Educational Services) | 2.2.10 Implement alternative support (supplemental interventions) for eligible K-8 students (formerly Supplemental Educational Services) | 2.2.10 Continue to implement alternative support (supplemental interventions) for eligible K-8 students (formerly Supplemental Educational Services) |
| <p><u>MIGRANT:</u></p> <p>2.2.11 Increase the percentage of English learner migrant students who are proficient in English language arts and math by:</p> <ul style="list-style-type: none"> providing seasonal intervention classes during the regular school year to support with the academic gaps due to school interruptions provide a four-week academic summer school program for preschool and elementary students | <p><u>MIGRANT:</u></p> <p>2.2.11 Increase the percentage of English learner migrant students who are proficient in English language arts and math by:</p> <ul style="list-style-type: none"> providing seasonal intervention classes during the regular school year to support with the academic gaps due to school interruptions provide a four-week academic summer school program for preschool and a two week elementary program | <p>2.2.11 Continue to increase the percentage of English learner migrant students who are proficient in English language arts and math by:</p> <ul style="list-style-type: none"> providing targeted seasonal intervention classes during the regular school year to support with the academic gaps due to school interruptions provide a four-week academic summer school program for preschool and a two week elementary program |
| 2.2.12 Expand Power School Before and After School at South Valley in order to meet existing student needs. | 2.2.12 Expand Power School Before and After School at South Valley in order to meet existing student needs. | 2.2.12 This action has already been accomplished and can be discontinued. The program was already expanded and is now maintaining. |

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------|---------|--|
| Amount | N/A | N/A | 2.2.1 Intervention Coordinator (.5 of 1.0 FTE) \$75000- S/C Other funds 2.2.1 \$75,000 Title I 2.2.7 \$250,000 Low Performing Block Grant |
| Source | N/A | N/A | S/C, Title I, Low Performing Block Grant |
| Budget Reference | N/A | N/A | 787700-0002 |

Action 2.3 Support Students to Complete A-G Requirements

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):

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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)

| | | |
|---------------------------------|----------|--------------|
| English Learners and Low Income | LEA-wide | High Schools |
|---------------------------------|----------|--------------|

Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|--|--|
| Modified | Modified | Modified |
| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
| <u>HIGH SCHOOL</u> | <u>HIGH SCHOOL</u> | |
| <p>2.3.1 Conduct annual A-G audit to maximize course offerings and completion rates.</p> <ul style="list-style-type: none"> Identify barriers for A-G completion and create a plan to reduce barriers | <p>2.3.1 Conduct annual A-G audit to maximize course offerings and completion rates by reviewing transcript data and determining students on track for A-G completion</p> <ul style="list-style-type: none"> Identify barriers for A-G completion and create a plan to reduce barriers | <p>2.3.1 Conduct annual A-G audit to maximize course offerings and completion rates by reviewing transcript data and determining students on track for A-G completion</p> <ul style="list-style-type: none"> Identify barriers for A-G completion and create a plan to reduce barriers |
| <p>2.3.2 Maintain expanded summer school program for high school students based on analysis of data</p> | <p>2.3.2 Maintain expanded summer school program for high school students based on analysis of course grade data</p> | <p>2.3.2 Maintain summer school at a basic level in order to provide credit recovery for students in grades 11 and 12 to support an on-time graduation rate.</p> |
| <p>2.3.3 Continue to monitor and evaluate current A-G support as well as explore options and/or modify existing support</p> <ul style="list-style-type: none"> 0 & 7th period credit recovery Targeted course for 8th grade non-promotees (i.e. Mustang Express) Report the number of students on track for A-G completion. Visit schools with effective credit recovery programs that are also A-G district. Investigate strategies to increase pass rate in core courses (i.e. strategic lower-enrollment) | <p>2.3.3 Implement a blended learning option for credit recovery as a 0/7 period for students which will be evaluated by the number of students recovering credits at the semester and end of the 2018-19 school year</p> | <p>2.3.3 Provide an online learning option for credit recovery as a 0/7 period for students which will be evaluated by the number of students recovering credits at the semester and end of the 2019-20 school year</p> |
| <p>2.3.4 Implement Benchmark assessments for all 9th and 10th grade students</p> <ul style="list-style-type: none"> NWEA MAP Reading for English I & II EADMS Online for Math I & II Use data to determine student support | <p>2.3.4 Review and modify curriculum based upon the data compiled from the Benchmark assessments for all 9th and 10th grade students</p> <ul style="list-style-type: none"> NWEA MAP Reading for English I & II EADMS Online for Math I & II Use data to determine student support | <p>2.3.4 Review and modify curriculum based upon the data compiled from the Benchmark assessments for all 9th and 10th grade students</p> <ul style="list-style-type: none"> NWEA MAP Reading for English I & II EADMS Online for Math I & II Use data to determine student support |
| <p>2.3.5 Continue to administer PSAT to all 10th grade students</p> | <p>2.3.5 Continue to administer PSAT to all 10th grade students as evidenced by the total number</p> | <p>2.3.5 Continue to administer PSAT to all 8th grade students and provide an option to administer the</p> |

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| | of 10th grade students taking the exam and begin offering PSAT to all 8th grade students in order to use data to help guide students in choosing rigorous high school curriculum. | exam to either 10th or 11th grade students. |
| 2.3.6 Review the effectiveness of current alternative programs (i.e. Advance Path, Independent Study, Credit Recovery) and transfer process between comprehensive and alternative programs | 2.3.6 Create a program guide to clarify the various program options within GUSD (i.e. Advance Path, Independent Study, Credit Recovery) which will include the transfer process between comprehensive and alternative programs | 2.3.6: The final version of the program guide will be disseminated at the beginning of the 19-20 school year. Different sections of the final program guide were developed and shared with high school administrators and academic coordinators throughout the 2018-19 school year to clarify the programs options and process within the district. The new Envision Academy will also be included as it embarks on its first year. |
| 2.3.7 Continue the articulation scope and sequence for each department 6-12. | Discontinued action for 2018-19 | 2.3.7 Continue the articulation scope and sequence for English and math grades 6-12 |
| 2.3.8 Provide materials, equipment and performance opportunities for students participating in Visual/ Performing Arts courses and programs | 2.3.8 Provide materials, equipment and performance opportunities for students participating in Visual/ Performing Arts courses and programs as measured by the GUSD budget report. | 2.3.8 Provide materials, equipment and performance opportunities for students participating in Visual/ Performing Arts courses and programs as measured by the GUSD budget report |
| 2.3.9 Increase the percentage of migrant students who graduate from high school <ul style="list-style-type: none"> Monitor students during the year to ensure they are meeting A-G requirements, have an updated 4 year plan, participate in higher education and career readiness school activities | 2.3.9 Increase the percentage of migrant students who graduate from high school as measured by the graduation data <ul style="list-style-type: none"> Monitor students during the year to ensure they are meeting A-G requirements, have an updated 4 year plan, participate in higher education and career readiness school activities | 2.3.9 Continue to increase the percentage of migrant students who graduate from high school as measured by the graduation data <ul style="list-style-type: none"> Support teachers will students during the year to ensure they are meeting A-G requirements, have an updated 4 year plan, participate in higher education and career readiness school activities |
| This action was not implemented in 2017-18 | 2.3.10 Provide supplemental materials for students with disabilities to ensure access to the core materials as evidenced by the number of students meeting their IEP goals | 2.3.10 Provide supplemental materials for students with disabilities to ensure access to the core materials as evidenced by the number of students meeting their IEP goals |
| This action was not implemented in 2017-18 | This action was not implemented in 2018-19 | 2.3.11 Provide training to site administrators in the areas of TCI and school refusal in order to support |

staff and keep all students in the mainstream educational program.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|-------------|---|
| Amount | Additional Summer School \$70,000 LCFF GHS Mustang Express \$90,000 CHS Credit Recovery \$80,000 HS Credit Recovery \$70,000 MAP 9-10 --\$20,000 PSAT Administration \$12,000 Advanced Path Contract \$160,000 VPA materials and performance fees \$10,000 Migrant funds- (\$3,000) | \$555,620 | 2.3 Total -- \$327,146 S/C 2.3 Subtotals 2.3.1 Pupil Retention - Students who need tutoring. - CalSOAP \$50000- S/C 2.3.3 .4 Credit recovery (GHS) \$40026- S/C 2.3.3 .4 Credit Recovery (CHS) \$42120- S/C 2.3.3 HS Credit Recovery--(Envision Academy, Edmentum, etc.) \$65000- S/C 2.3.4 NWEA MAP Reading for 9th/10th \$20000- S/C 2.3.5 PSAT administration to all 8th and 10th grade students \$20000- S/C 2.3.8 VAPA Equipment/Performance costs K-12 \$20000- S/C 2.3.10 Read 180 hosting \$20000- S/C 2.3.10 Special education supplemental materials \$50000- S/C |
| Source | LCFF | LCFF | S/C |
| Budget Reference | 787700 | 787700-0002 | 787700-0002 |

Action 2.4 Ensure Equitable Student Access

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)

English Learners, Foster Youth, and Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2.4.1 Continue training administrators on equity and cultural proficiency. Identify measures for desired outcomes

2.4.1 Continue training administrators on equity and cultural proficiency. Continue including cultural proficiency goal requirement in annual evaluations. Progress will be monitored by the superintendent and evaluators based on individual goals developed by each administrator. Expand on previous cultural proficiency training and begin focus on diversity training for staff.

2.4.1 Continue to support training for staff and administrators on equity and cultural proficiency. Expand professional development on diversity, equity and maintaining a healthy school climate at designated schools through CircleUp Education.

2.4.2 Continue to integrate science and social studies in both math and ELA to ensure all K-5 students have equitable access to all core subject areas

2.4.2 Continue to implement new K-5 ELA curriculum that includes topics in science and social studies and ensures all K-5 students have equitable access to all core subject areas. This will be evidenced by classroom

2.4.2 Support teachers in implement K-5 ELA curriculum that includes topics in science and social studies to ensures all K-5 students have equitable access to all core subject areas.

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| | observations. | Maintain and refine curricular maps that integrate science and social studies. |
| 2.4.3 Determine what actions must be taken to provide a comprehensive course of study for all students | <p>2.4.3 Continue to implement actions to provide a comprehensive course of study for all students. This will be evidenced by the following:</p> <ul style="list-style-type: none"> ● Middle Schools: <ul style="list-style-type: none"> ○ course offerings provide access to grade level curriculum ○ STEM training for Science teachers ● Secondary Schools: <ul style="list-style-type: none"> ○ review transcripts for progress towards graduation ○ Ensure enough materials/college textbooks for all students ○ Maintain smaller core content class sizes for ELs ○ Maintain Bio, Chem, and Physics as standard for all students ○ Continue to develop and implement grade specific NGSS labs for all teachers/students | <p>2.4.3 Continue to implement actions to provide a comprehensive course of study for all students. This will be evidenced by the following:</p> <ul style="list-style-type: none"> ● Middle Schools: <ul style="list-style-type: none"> ○ course offerings provide access to grade level curriculum ○ Secondary Schools: <ul style="list-style-type: none"> ○ review student transcripts for progress towards graduation ○ Ensure adequate materials/college textbooks for all students ○ Maintain smaller core content class sizes for ELs ○ Maintain Bio, Chem, and Physics as standard for all students |
| 2.4.4 Create a plan to reach parity between subgroups at each school site and within the AP program. | 2.4.4 Academic Coordinators and Counselors will review the PSAT data to find students not currently registered for an AP courses. Data will be collected to determine how many new AP students are recruited. | 2.4.4 Academic Coordinators and Counselors will review the PSAT data to find students not currently registered for an AP course. Data will be collected to determine the number of students taking an AP course annually. |
| 2.4.5 Maintain compliance with PE requirements. Continue to provide training and resources to staff | 2.4.5 Maintain compliance with PE requirements as evidenced by site daily schedules. Continue to provide training and resources to staff as evidenced by training agenda and lists of resources shared. | 2.4.5 Maintain compliance with PE requirements as evidenced by site daily schedules. |
| <p>2.4.6- Ensure continued priority enrollment in Power School and Super Power Summer Camp for targeted traditionally underserved students.</p> <ul style="list-style-type: none"> ● Provide transportation to summer program to ensure participation | 2.4.6 Ensure continued priority enrollment in Power School and Super Power Summer Camp for targeted traditionally underserved students as evidenced by percentage of traditionally underserved students in Power School as compared to students not in Power School. | 2.4.6 Ensure continued priority enrollment in Power School and Super Power Summer Camp for targeted traditionally underserved students as evidenced by percentage of traditionally underserved students in Power School as compared to students not in Power School. |

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| | <ul style="list-style-type: none"> ● Provide transportation for expanded learning programs to ensure participation as evidenced by bus schedules and invoices. | <ul style="list-style-type: none"> ● Provide transportation for summer camp programs to ensure participation as evidenced by bus schedules and invoices. |
| <p>2.4.7 Foster Youth Services:</p> <ul style="list-style-type: none"> ● Tutoring: continue the tutoring program for foster youth students at the Department of Family and Children Services Office ● Collaboration: continue collaboration between Santa Clara County (SCC) Department of Family and Children Services (DFCS), SCC Juvenile Probation, local college Foster Youth Success Initiative (FYSI) Liaisons ● Post-Secondary Transition: implement a process for Foster Youth post-secondary transition ● Mentoring/Counseling: implement a process for mentoring and counseling services | <p>2.4.7 Foster Youth Services:</p> <ul style="list-style-type: none"> ● Tutoring: continue the tutoring program for foster youth students at the Department of Family and Children Services Office ● Collaboration: continue collaboration between Santa Clara County (SCC) Department of Family and Children Services (DFCS), SCC Juvenile Probation, local college Foster Youth Success Initiative (FYSI) Liaisons ● Post-Secondary Transition: implemented a process for Foster Youth post-secondary transition ● Mentoring/Counseling: implemented a process for mentoring and counseling services | <p>2.4.7 Continue to offer the following Foster Youth Services:</p> <ul style="list-style-type: none"> ● Tutoring: continue the tutoring program for foster youth students at the Department of Family and Children Services Office ● Collaboration: continue collaboration between Santa Clara County (SCC) Department of Family and Children's Services (DFCS), SCC Juvenile Probation, local college Foster Youth Success Initiative (FYSI) Liaisons ● Post-Secondary Transition: implement a process for Foster Youth post-secondary transition ● Mentoring/Counseling: implement a process for mentoring and counseling services |
| <p>2.4.8 Increase the number of migrant children receiving a preschool education (i.e. Migrant preschool center)</p> | <p>2.4.8 Due to low enrollment, the GUSD closed the preschool regular school class in the fall of 2018. The GUSD has provided family literacy nights and linked services to families with preschool aged migrant students.</p> | <p>2.4.8 The GUSD will offer training and resources to parents and preschool age migrant children to:</p> <ul style="list-style-type: none"> ● Teach strategies that support early learning at home. ● Social and Emotional strategies |
| <p>2.4.9 Homeless:</p> <ul style="list-style-type: none"> ● Provide professional development to key stakeholders (principals, secretaries, liaisons, counselors) to promote understanding of guidelines and student needs ● Collaborate with community agencies to identify resources for students and families ● Provide transportation services when this becomes a barrier to students' education | <p>2.4.9 Homeless:</p> <ul style="list-style-type: none"> ● Provided professional development to key stakeholders (principals, secretaries, liaisons, counselors) to promote understanding of guidelines and student needs ● Collaborated with community agencies to identify resources for students and families ● Provided transportation services when this becomes a barrier to students' education | <p>2.4.9 Continue to provide the following services to GUSD McKinney Vento students.</p> <ul style="list-style-type: none"> ● Professional development to key stakeholders (principals, secretaries, liaisons, counselors) to promote understanding of guidelines and student needs ● Collaborate with community agencies to identify resources for students and families ● Provide transportation services when this becomes a barrier to students' education |

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| 2.4.10 Did not exist in 17-18 | 2.4.10 Did not exist in 2018-19 | 2.4.10 Expand enrichment opportunities for all students |
| 2.4.11 Did not exist in 17-18 | 2.4.11 Did not exist in 2018-19 | 2.4.11 Provide access to meals to all low income students, regardless of FRMP application completion |

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|-------------|---|
| Amount | Admin training costs: 28,000 LCFF AP testing support: \$10,000 LCFF Foster Youth Tutoring Program: \$20,000 MEP Funds: \$65,000 Title I Funds: \$30,000 for transportation | \$30,000 | 2.4 Total -- \$153,000 S/C 2.4 Subtotals 2.4.1 Equity/Diversity training (Circle Up) \$30000- S/C 2.4.4 AP test support for students \$25000- S/C 2.4.6 Power School Summer Transportation \$20000- S/C 2.4.7 Foster Youth Tutoring Program (Community) \$20000- S/C 2.4.10 Additional Enrichment--Elementary \$8000- S/C 2.4.11 Low income students - All Students provided meals \$50000- S/C Other funds \$20,000 Title IV |
| Source | LCFF | LCFF | S/C, Title IV |
| Budget Reference | 787700 | 787700-0002 | 787700-0002 |

Action **2.5** Support school personnel to monitor student progress & focus on student outcomes

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

Students to be Served:

Location(s):

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

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

| | |
|-----|-------------|
| All | 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)

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Actions/Services

| | | |
|---|---|---|
| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
| Modified | Modified | Modified |

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

| | | |
|---|---|---|
| 2.5.1 Utilize Professional Learning Communities (PLC) structure for team/cohort meetings 1-2 times per month at each site | 2.5.1 Utilize Professional Learning Communities (PLC) structure for team/cohort meetings 1-2 times per month at each site | 2.5.1 Utilize Professional Learning Communities (PLC) structure for team/cohort meetings 1-2 times per month at each site |
| 2.5.2 Identify exemplary PLC models within district. Provide reflection on site PLC process once per semester <ul style="list-style-type: none"> Provide targeted support to sites from Educational Services Share effective strategies and target professional development to support the PLC structure within departments and sites | 2.5.2 Identify exemplary PLC models within district. Provide reflection on site PLC process once per semester <ul style="list-style-type: none"> Provide targeted support to sites from Educational Services Share effective strategies and target professional development to support the PLC structure within departments and sites | 2.5.2 Discontinue action |
| 2.5.3 Continue to examine and evaluate structures for data review and analysis <ul style="list-style-type: none"> Support PLC leads on facilitation around common formative assessments Support sites in effective use of assessment measures | 2.5.3 Continue to examine and evaluate structures for data review and analysis <ul style="list-style-type: none"> Support PLC leads on facilitation around common formative assessments Support sites in effective use of assessment measures | 2.5.3 Continue to examine and evaluate structures for data review and analysis <ul style="list-style-type: none"> Support PLC leads on facilitation around common formative assessments Support sites in effective use of assessment measures |

| | | |
|---|---|---|
| <p>2.5.4 Common Assessments</p> <ul style="list-style-type: none"> All grade levels/dept will administer and analyze a minimum of two common formative assessments Grades K-10 will administer 2-3 Benchmark Assessments in ELA & Math (F&P, STAR Reading, MAP Reading, EADMS Online) Grades 3-8 & 11 will administer 3-4 CAASPP IAB Interim Assessments per grade level | <p>2.5.4 Common Assessments</p> <ul style="list-style-type: none"> All grade levels/dept will administer and analyze a minimum of two common formative assessments Grades K-10 will administer 2-3 Benchmark Assessments in ELA & Math (F&P, STAR Reading, MAP Reading, EADMS Online) Grades 3-8 and 11 will administer 3-4 CAASPP IAB Interim Assessments per grade level | <p>2.5.4 Common Assessments</p> <ul style="list-style-type: none"> All grade levels/dept will administer and analyze a minimum of two common formative assessments Grades K-10 will administer 2-3 Benchmark Assessments in ELA & Math (F&P, STAR Reading, MAP Reading, EADMS Online) Grades 3-8 and 11 will administer 3-4 CAASPP IAB Interim Assessments per grade level |
| <p>2.5.5 Train and support administrators/teacher-leaders by level in: formative assessments, effective student feedback, PLC facilitation</p> <ul style="list-style-type: none"> Provide targeted support for identified sites | <p>2.5.5 Train and support administrators/teacher-leaders by level in: formative assessments, effective student feedback, PLC facilitation</p> <ul style="list-style-type: none"> Provide targeted support for identified sites | <p>2.5.5 Discontinue action</p> |

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|-------------|--|
| Amount | EADMS (\$65,000) (GenFund) RenLearn (AR/STAR) \$80,000 (TSS) PLC training: \$13,000 LCFF | \$40,000 | 2.5.5 Outside Consultants/Training, Admin training \$5,000- S/C |
| Source | LCFF | LCFF | S/C |
| Budget Reference | 7877- 4203 | 787700-0002 | 787700-0002 |

Action **2.6** Effectively address the needs of English learners in all classrooms

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)

English Learners

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Modified

2017-18 Actions/Services

2.6.1 Implement year 3 of district ELA/ELD framework training

- On-going professional development provided to administrators, coaches, facilitators and staff: ELA/ELD framework, including all ELD standards, Integrated and designated ELD.
- Provide PD and follow-up coaching to support teachers to effectively implement ELD standards in tandem with content standards.
- Include measures of ELD instruction in observation tool. Collect and analyze data

2018-19 Actions/Services

2.6.1

- On-going professional development provided to administrators, coaches, facilitators and staff: use of newly adopted ELA designated and integrated ELD components, This will be evident based on agendas, sign in sheets
- Provide PD and follow-up coaching to support teachers to effectively implement ELD standards in tandem with content standards. EL Specialists will deliver PD on early release days, and provide ongoing coaching as evident by activity logs.
- Measures of ELD Instruction will be further defined and shared with staff in observation tools. Site leadership teams will review data evaluate the impact of professional development on classroom practices.

2019-20 Actions/Services

2.6.1 Provide PD and follow-up coaching to support teachers to effectively implement ELD standards in tandem with content standards. EL Specialists will deliver PD on early release days, and provide ongoing coaching as evident by activity logs.

2.6.2 Focus on accountable student talk, academic

2.6.2 Academic Coaches and secondary EL

2.6.2 Academic Coaches and secondary EL

| | | |
|---|---|---|
| <p>discourse and meaningful collaboration in all classrooms.</p> <ul style="list-style-type: none"> ● Elementary--Implement Academic Vocabulary Toolkit (AVT) instruction in grades 3-5 across all school sites <ul style="list-style-type: none"> ○ Principals will monitor and support AVT implementation ○ Academic Coaches will provide coaching and support for AVT ● Continue SEAL implementation- collect student data ● Provide models of classroom practices at all levels that exemplify effective student collaboration and discourse | <p>Specialists will provide models of classroom practices at all levels that exemplify effective student collaboration and discourse. Coaches and Specialists will facilitate peer observations. This will be evident by activity logs.</p> | <p>Specialists will provide models of classroom practices at all levels that exemplify effective student collaboration and discourse. Coaches and Specialists will facilitate peer observations. This will be evident by activity logs</p> |
| <p>2.6.3 Conduct regular analysis of English Learner (EL) data</p> <ul style="list-style-type: none"> ● Provide support on EL achievement data analysis to administrators, EL Designees, Academic Coaches, Instructional Specialists and counselors | <p>2.6.3 Site leaders and specialists will conduct analysis of English Learner achievement data retrieved from EADMS and Aeries during grade reporting periods. Analysis will be recorded on an evidence of progress document.</p> | <p>2.6.3 With district oversight, site leaders and specialists will conduct analysis of English Learner achievement data retrieved from EADMS and Aeries during grade reporting periods.</p> |
| <p>2.6.4- SECONDARY: Support secondary sites to improve academic outcomes for EL students</p> <ul style="list-style-type: none"> ● EL Coach, principals and staff routinely analyze EL student data and determine how to intervene with academic support. ● Improve support for EL Specialists via monthly meetings, bi-weekly coaching sessions, joint classroom observations and the analysis of data ● Improve upon and implement the EL Monitoring protocol ● Continue analyzing Professional Development feedback forms in order to determine needed EL professional development | <p>2.6.4- Secondary</p> <ul style="list-style-type: none"> ● After analysis of data, teachers will create growth plan with struggling students. This will be evident by documentation kept by teachers.. ● Improve support for EL Specialists via monthly meetings and coaching sessions, joint classroom observations and the analysis of observation data. This will be evident by activity logs and observation tool usage. ● Ensure consistent implementation of the EL Monitoring protocol. This will be evident by routine review of growth plans and student progress. ● Site EL Specialists will continue analyzing professional development feedback forms after each EL Early Release Day in order to | <p>2.6.4 Secondary</p> <ul style="list-style-type: none"> ● After analysis of data, teachers will create growth plan with struggling students. This will be evident by documentation kept by teachers.. ● Improve support for EL Specialists via monthly meetings, joint classroom observations and the analysis of observation data. This will be evident by activity logs and observation tool usage. ● Ensure consistent implementation of EL Monitoring. This will be evident by routine review of growth plans and student progress. ● Site EL Specialists will continue analyzing professional development feedback forms after each EL Early |

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| | determine needed EL professional development in the future. This will be evident by feedback forms and EL Specialist activity logs. | Release Day in order to determine needed EL professional development in the future. This will be evident by feedback forms and EL Specialist activity logs. |
| 2.6.5 Continue to provide coherent, high quality ELD/ALD courses <ul style="list-style-type: none"> Convene ELD teachers bimonthly to collaborate and refine program | 2.6.5 Secondary sites will continue to provide coherent, high quality ELD/ALD courses. Training in curriculum will be provided during staff development. This will be evident by sign in sheets, agendas. | 2.6.5 Secondary sites will continue to provide coherent, high quality ELD/ALD courses. Training in curriculum will be provided during staff development or release time This will be evident by sign in sheets, agendas. |
| 2.6.6 Embed academic language instruction/practice in modelled lessons and PD | 2.6.6 Provide teachers with training to scaffold depth of knowledge questioning while maintaining rigorous academic response frames | 2.6.6 Provide teachers with training to scaffold depth of knowledge questioning while maintaining rigorous academic response frames |
| 2.6.7 Continue training and support for all secondary teachers with the implementation of Integrated ELD <ul style="list-style-type: none"> Secondary teachers in all content areas will provide Integrated ELD | 2.6.7 Elementary Provide training and support to teachers in providing designated and integrated ELD. Secondary <ul style="list-style-type: none"> Facilitate collaborative planning for integrated ELD across grade levels and content areas as evidenced by completed lesson plans ads agendas for PD. | 2.6.7 Elementary Provide training and support to teachers in providing designated and integrated ELD Provide training and support to teachers to implement high leverage strategies for language acquisition, academic achievement and 21st century skills. Secondary <ul style="list-style-type: none"> Facilitate collaborative planning for integrated ELD across grade levels and content areas as evidenced by completed lesson plans ads agendas for PD. |
| 2.6.8 Power School- Provide bilingual and bicultural staff to support students during expanded learning time. | 2.6.8 Continue to work with non-profit Power School partner agencies to provide support to targeted students during expanded learning time, as evidenced by annual contracts and/or invoices. | 2.6.8 Continue to work with non-profit Power School partner agencies to provide bilingual and bicultural support to targeted students during expanded learning time, as evidenced by annual contracts and/or invoices. |

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|-------------|--|
| Amount | EL Coach- secondary \$50,000 LCFF, \$50,000 Title III | \$1,126,902 | Total 2.6 -- \$1,029,506 2.6 Subtotals 2.6.1 Support the needs of EL's - FTEs \$683904- S/C 2.6.1 Support the needs of EL's - Materials & Support \$230602- S/C 2.6.2 .4 (of 1.4) FTE EL Support (.6 CHS, .6 GHS, .2 MM) EL Specialists \$65000- S/C Other Funds \$86,000 Title III (GHS .4, CHS .4, MM .2) |
| Source | LCFF, Title III (4035) | LCFF | S/C, Title III |
| Budget Reference | 7877 - 4203 | 787700-0002 | 787700-0002 |

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

Unchanged Goal

Goal 3

School Culture and Engagement

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Identified Need:

Attendance

- Chronic Absenteeism Rate -- 10.8% in 2017-18
- Homeless Chronic Abs rate -- 47.1% in 2017-18

Graduation & Dropout

- Middle School dropout rate (Gr 7-8) TBD% (17-18)
- Cohort dropout rate (high school) 4.5% (17-18)
- Cohort graduation rate 90.1% (17-18)

Suspension & Expulsion

- Suspension rate – 5.5% (17-18), 3.9% (16-17)
- Special Ed suspension rate -- 9.6% (17-18)
- Expulsion rate – 0.16% (17-18)

Other Local Measures

- Caring Relationships: Adults in School (Agree/Strongly Agree) -- 52%
- School Connectedness (Agree/Strongly Agree) -- 56.3%
- Inconsistent parent participation at school sites especially from underrepresented groups

Expected Annual Measurable Outcomes

| Metrics/Indicators | 2016-17 (Actual) | 2017-18 (Actual) | 2018-19 (Expected) | 2019-20 (Expected) |
|--|---|--|--|--|
| Attendance Rate | 95.0% (16-17) | TBD% | 95.2% | 95.3% |
| Chronic Absenteeism Rate | 9.8% (Dashboard) | 10.8% (Dashboard) | 10% | 9% |
| Homeless Chronic Absenteeism | N/A | 47.1% (Dashboard) | 30% | 20% |
| Cohort Dropout Rate | 4.7% (15-16) | 4.5% (17-18) | 3.5% | 3% |
| Cohort Graduation Rate | 92.1% (15-16) | 91.5% (Dashboard) | Maintain over 90% | Maintain over 90% |
| Middle School Dropout Rate | 0% | 0% | 0% | 0% |
| Suspension Rate | 3.7% (15-16) | 5.5% (Dashboard) | 4.5% | 4.0% |
| Special Ed Suspension Rate | | 9.6% (Dashboard) | 8% | 6% |
| Expulsion Rate | 0.1% (15-16) | 0.16% (17-18) | Reduce to 0.1% | Maintain at 0.1% |
| HKS Caring Relationships: Adults in School (Agree/Strongly Agree) | NA | 56.3% | NA | 60% |
| HKS School Connectedness (Agree/Strongly Agree) | NA | 52% | NA | 56% |
| Parent Engagement | Continue current Parent outreach activities to increase participation | Increase outreach and leadership opportunities | Identified Measurables School Linked Services, Neighborhood Safety Unit & other district Family | Identified Measurables School Linked Services, Neighborhood Safety Unit & other district Family |

| | | | | |
|--|--|-----|--|--|
| | School Linked Services= 30 one-time events/workshops | | engagement one-time workshops offered/ # attended | engagement one-time workshops offered/ # attended |
| | School Linked Services= 19 series offered | | School Linked Services & other district Family engagement series offered/ # attended | School Linked Services & other district Family engagement series offered/ # attended |
| School-wide PBIS Implementation Average - Self-Assessment Survey | 61% (16-17) | 70% | 71% | N/A |
| School-wide PBIS Implementation Average - Tiered Fidelity Inventory | 72% (16-17) | 70% | 63% | 70% |
| District-wide PBIS Implementation Self-Assessment | N/A | 70% | 33% | N/A |

Planned Actions / Services

Action **3.1** Ensure a Positive School Climate

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):

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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)

| | | |
|--|----------|-------------|
| English Learners, Foster Youth, and Low Income | LEA-wide | All Schools |
|--|----------|-------------|

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

| | | |
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| Modified | Modified | Modified |
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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| <p>3.1.1 Provide oversight of School Climate/Culture programs, attendance, expulsions and School Attendance and Review Board (SARB) for K-12 students.</p> | <p>3.1.1 Continue to provide oversight of School Climate/Culture programs, attendance, expulsions and School Attendance and Review Board (SARB) for K-12 students.</p> | <p>3.1 Evaluate the restructuring of the oversight of School Climate/Culture programs, attendance and expulsions to determine how to best meet the needs of the school sites.</p> |
| <p>3.1.2 Align research based school climate improvement plans (Positive Behavior Intervention Systems (PBIS), Olweus, Character Counts, Restorative Justice, Trauma Informed Care, Restore: My Time and Our Time) into a broad Multi-Tiered Systems of Support (MTSS) model.</p> <ul style="list-style-type: none"> • Ensure multi-service team (MST) meetings with all sites | <p>3.1.2 The MTSS model integrating the following research-based school climate improvement plans (Positive Behavior Intervention Systems (PBIS), Olweus, Character Counts, Restorative Justice, Trauma Informed Care, Restore: My Time and Our Time) will be shared with all relevant staff.</p> <ul style="list-style-type: none"> • Ensure multi-service team (MST) meetings with all sites to address the needs of at-risk students • The MTSS model will be enhanced through participation in the SUMS Grant through SCCOE. • Develop evaluation process for resources used within the MTSS. | <p>3.1.2 The MTSS process will be reestablished and will integrate the following researched-based school climate improvement plans: Positive Behavior Intervention Systems (PBIS), Olweus, Character Counts, Restorative Justice, Trauma Informed Care, Restore: My Time and Our Time</p> <p>Kognito - online suicide prevention training will be shared with all relevant staff.</p> |
| <ul style="list-style-type: none"> • 3.1.3 Plan for sustainability of school climate initiatives through leadership team meetings on-going professional development and community partnerships • | <p>3.1.3 Continue to plan for sustainability of school climate initiatives through leadership team meetings on-going professional development and community partnerships.</p> <ul style="list-style-type: none"> • District School Climate Leadership team will set measurable goals to improve school climate utilizing data from PBIS assessments, attendance, discipline, and CHKS data. • Provide training in PBIS, Trauma-Informed Care, and Restorative Justice to all district management. • Professional development will be provided | <p>3.1.3. Continue to plan for sustainability of school climate initiatives through leadership team meetings on-going professional development and community partnerships.</p> <ul style="list-style-type: none"> • Implement Restorative Justice and PBIS at identified sites • Continue to provide three \$500 stipends, per site to support the maintenance of school-wide behavior systems. • Continue partnership with South County Youth Task Force, School Linked |

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| | <p>reflecting specific site needs.</p> <ul style="list-style-type: none"> • Restorative Justice Leadership Team will support administrators in their own practice and supporting staff as measures by surveys. • Develop Restorative Justice readiness checklist for school sites. • Develop process for evaluation of Restorative Justice programs. • Continue partnership with South County Youth Task Force, School Linked Services, and Neighborhood Safety Unit to enhance current programs and measure effectiveness by meeting goals set in the strategic plan. • Continue PBIS Tier 1 Team Lead meeting structure to support the maintenance of school-wide behavior systems and measure effectiveness by surveys of participants. • Develop a system of support for PBIS Tier 2 site teams. • Continue to provide three \$500 stipends, per site to support the maintenance of school-wide behavior systems. | <p>Services, and Neighborhood Safety Unit to enhance current programs and measure effectiveness by meeting goals set in the strategic plan.</p> |
| <p>3.1.4 Continue to conduct School-Wide Information System (SWIS) readiness surveys and PBIS apps surveys for all schools. Begin conducting the Tiered Fidelity Inventory</p> | <p>3.1.4 All eligible PBIS schools will complete a formal Tiered Fidelity Inventory (TFI) with a score of 70% or higher.</p> | <p>3.1.4 All eligible PBIS schools will complete a formal Tiered Fidelity Inventory (TFI) with a score of 70% or higher.</p> |
| <p>3.1.5 Support on-going inter-agency collaboration to reduce truancy, improve school climate and decrease school suspensions</p> | <p>3.1.5 Continue to focus on chronic absenteeism utilizing support from all community partners and resources to address barriers to student attendance and measure effectiveness by chronic absenteeism rates.</p> <ul style="list-style-type: none"> • Chronic absenteeism will be monitored per school on a monthly basis by district administration. • Develop a year-long calendar of supports and resources that are available to everyone in the community. | <p>3.1.5 Continue to focus on chronic absenteeism utilizing support from all community partners and resources to address barriers to student attendance and measure effectiveness by chronic absenteeism rates. Specific subgroups will be monitored such as Foster Youth, McKinney Vento.</p> <ul style="list-style-type: none"> • Chronic absenteeism will be monitored per school on a monthly basis by district administration. • Develop a year-long calendar of supports and resources that are available to everyone in the community. |

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| 3.1.6 Power School - Continue implementing restorative practices, Meditation, PBIS, Character Counts | 3.1.6 Power School will continue to build capacity of its partner agencies to create a positive environment for learning by offering training as needed, as evidenced by agendas and sign-in sheets. | 3.1.6 Power School will continue to build capacity of its partner agencies to create a positive and restorative environment for learning by offering training as needed, as evidenced by agendas and sign-in sheets. |
| 3.1.7 Did not exist in 17-18 | 3.1.7 Did not exist in 18-19 | 3.1.7 Reduce Special Ed Suspensions (Differentiated Assistance area of support) <ul style="list-style-type: none"> • Provide training in trauma-informed care for all classroom teachers • Review and revise district suspension protocol flow sheet • Continue to implement and monitor the effective use of the Aeries system by teachers and administrators |
| 3.1.8 Did not exist in 17-18 | 3.1.8 Did not exist in 18-19 | 3.1.8 Expand access to group and Individual counselling services at all levels |

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|--------|--|-----------|--|
| Amount | Program Administrator \$138,000 LCFF PBIS Training \$9000 LCFF 1 FTE Positive School Climate (PBIS) Coach \$95,000 LCFF School Linked Services Coordinator \$54,000 LCFF SWIS license per school-\$300 (site funded) x 5= \$1500 Olweus (Positive School Climate) stipends \$10,500- \$18,000 LCFF Interagency collaboration \$21,000 | \$305,249 | Total 3.1 -- \$591,891 3.1 Subtotals 3.1.3 2 FTE SLS Coordinators, 1 FTE SLS Parent Engagement Supervisor \$100000- S/C 3.1.3 PBIS Training \$10150.- S/C 3.1.3 Olweus Stipends (Site Committees) \$14140- S/C 3.1.3 Allocated to Sites for School Culture and Engagement \$65151- S/C 3.1.8 3 FTE - Middle School supplemental counseling services \$382450- S/C 3.1.8 Agency counselling services \$20000- S/C Other Funds \$162,000 SLS Grant & Title I |

| | | | |
|------------------|------|-------------|-------------------------|
| Source | LCFF | LCFF | S/C, SLS Grant, Title I |
| Budget Reference | 7877 | 787700-0003 | 787700-0003 |

Action 3.2 Improve Student Engagement

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):

| | |
|-----|-------------|
| All | 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)

| | | |
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

| | | |
|----------|----------|----------|
| Modified | Modified | Modified |
|----------|----------|----------|

2017-18 Actions/Services

3.2.1 Continue to follow attendance best practices outlined by Attendance Works and the California Department of Education with a focus on prevention and intervention.

- Continue to partner with outside

2018-19 Actions/Services

3.2.1 Continue to follow attendance best practices outlined by Attendance Works and the California Department of Education with a focus on prevention and intervention to improve chronic absenteeism rates. As measured by chronic absenteeism rates and

2019-20 Actions/Services

3.2.1 The district is exploring expanding resources to address truancy and chronic absenteeism through partnership with DFCS Differential Response services, a pilot program designed to intervene with families at risk. Specific subgroups

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|--|--|--|
| <p>agencies to promote best practices related to attendance</p> | <p>evidenced by the following actions.</p> <ul style="list-style-type: none"> Continue to partner with outside agencies to promote best practices related to attendance Continue to use the DATT tool to monitor attendance monthly and share with stakeholders | <p>will be targeted such as Foster Youth, McKinney Vento.</p> |
| <p>3.2.2 Create a School Attendance and Review Board (SARB) to support students K-12.</p> | <p>3.2.2 Continue to utilize School Attendance and Review Board (SARB) and mediation to support students/parents K-12.</p> | <p>3.2.2 Continue to utilize School Attendance and Review Board (SARB) and mediation to support students/parents K-12.</p> |
| <p>3.2.3 Continue to implement a district-wide attendance campaign geared at educating the community about truancy and chronic absenteeism</p> | <p>3.2.3 Continue to implement a district-wide attendance campaign with the intention of educating the community about truancy and chronic absenteeism.</p> <ul style="list-style-type: none"> Provide information through the district website and school websites to support families with resources to eliminate barriers to attendance. Keep parents informed of their child's attendance as evidenced by the use of auto-call messages, personal phone calls and letters. Provide on-going training to attendance staff regarding resources available and how to communicate effectively with parents as evidenced by agendas and sign-in sheets. At the district level, continue to monitor chronic absenteeism per school and subgroups to identify trends and implement interventions. School Linked Services Coordinators will support parents of chronically absent students with resources as evidenced by quarterly data of parent contacts and ability to connect the parent to resources. | <p>3.2.3 Continue to implement a district-wide attendance campaign with the intention of educating the community about truancy and chronic absenteeism.</p> <ul style="list-style-type: none"> Provide information through the district website and school websites to support families with resources to eliminate barriers to attendance. Keep parents informed of their child's attendance as evidenced by the use of auto-call messages, personal phone calls and letters. Provide on-going training to attendance staff regarding resources available and how to communicate effectively with parents as evidenced by agendas and sign-in sheets. At the district level, continue to monitor chronic absenteeism per school and subgroups to identify trends and implement interventions. School Linked Services Coordinators will support parents of chronically absent students with resources as evidenced by quarterly data of parent contacts and ability to connect the parent to resources. |
| <p>3.2.4 Continue to conduct monthly mediation sessions at elementary and secondary levels .</p> <ul style="list-style-type: none"> Work collaboratively with the District Attorney's office to increase mediation efforts at the elementary level. | <p>3.2.4 Continue to conduct quarterly mediation sessions at elementary and secondary levels.</p> <ul style="list-style-type: none"> Work collaboratively with the District Attorney's office to increase mediation efforts at the elementary level to reduce chronic | <p>3.2.4 Continue to conduct quarterly mediation sessions at elementary and secondary levels.</p> <ul style="list-style-type: none"> Work collaboratively with the District Attorney's office to increase mediation efforts at the elementary level to reduce |

| | | |
|--|--------------|----------------------|
| | absenteeism. | chronic absenteeism. |
|--|--------------|----------------------|

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|-----------------|-------------|---------|
| Amount | N/A | \$60,000 | N/A |
| Source | LCFF, Title III | LCFF | N/A |
| Budget Reference | 787700 - 4203 | 787700-0003 | N/A |

Action 3.3 Increase Parent Involvement

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):

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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)

| | | |
|---------------------------------|----------|-------------|
| English Learners and Low Income | LEA-wide | All Schools |
|---------------------------------|----------|-------------|

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

| | | |
|----------|----------|----------|
| Modified | Modified | Modified |
|----------|----------|----------|

2017-18 Actions/Services

3.3.1 Provide resources aligned with current education topics to sites to support current parent involvement goals

3.3.2 Strengthen existing parent committees and education programs

3.3.3 Provide parent leadership opportunities (Project2Inspire, Los Dichos, English Learner Advisory Committee (ELAC)/ District English Learner Advisory Committee (DELAC), Migrant Education Parent Advisory Committee (Migrant PAC)

2018-19 Actions/Services

3.3.1 The district will continue to support the school sites regarding ELAC, DELAC, School Site Council, ASB, Parent Clubs, School Linked Services, Neighborhood Safety Unit, the LCAP process as evidenced by a table of parent engagement opportunities offered.

3.3.2 The district will continue to provide programs, events, and workshops and strengthen them through increased coordination of services and dissemination of information through School Linked Services, Schoolloop messaging, and district office communication.

- The Campus Collaboratives at Gilroy High School and South Valley Middle School will increase in enrollment by 100% with active engagement and enrollment from the coordinators at those sites.
- Develop system to identify parent engagement opportunities district-wide.
- Establish measurable outcomes for parent engagement programs, events, and workshops.
- Measure parent participation in programs, events, and workshops as evidenced by sign-in sheets.
- Develop methods for soliciting parent feedback.

3.3.3 Continue to provide parent leadership opportunities (Project2Inspire, Los Dichos, English Learner Advisory Committee (ELAC)/ District English Learner Advisory Committee (DELAC), and Migrant Education Parent Advisory Committee (Migrant PAC) as evidenced by sign-in sheets meeting minutes.

2019-20 Actions/Services

3.3.1 The district will continue to support the school sites regarding ELAC, DELAC, School Site Council, ASB, Parent Clubs, School Linked Services, Neighborhood Safety Unit and the LCAP process

3.3.2 The district will continue to provide programs, events, and workshops and strengthen them through increased coordination of services and dissemination of information through School Linked Services, Schoolloop messaging, and district office communication

- The Campus Collaboratives at Gilroy High School and South Valley Middle School will increase in enrollment by 100% with active engagement and enrollment from the coordinators at those sites.
- Develop system to identify parent engagement opportunities district-wide.
- Establish measurable outcomes for parent engagement programs, events, and workshops.
- Measure parent participation in programs, events, and workshops as evidenced by sign-in sheets.
- Develop methods for soliciting parent feedback.

3.3.3 Continue to provide parent leadership opportunities (Project2Inspire, Los Dichos, English Learner Advisory Committee (ELAC)/ District English Learner Advisory Committee (DELAC), and Migrant Education Parent Advisory Committee (Migrant PAC) as evidenced by sign-in sheets meeting minutes.

| | | |
|---|---|---|
| | Implement parent trainings and workshops led by parent leaders who are graduates of Project2Inpsire | |
| 3.3.4- Power School- Provide parent workshops in Meditation and other program | 3.3.4 Power School will continue to host family events at school sites to engage parents in expanded learning programs and the opportunities they provide to students as evidenced by parent event schedule and sign-in sheets. | 3.3.4 Power School will continue to host family events at school sites to engage parents in expanded learning programs and the opportunities they provide to students as evidenced by parent event schedule and sign-in sheets. |

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|---------|---|
| Amount | Parent training \$30,000 Title I/Title III | N/A | \$0 S/C <u>Other Funds</u> 3.3.3 Parent Involvement \$20,000 Title I |
| Source | LCFF | N/A | Title I |
| Budget Reference | Parent training \$30,000 Title I/Title III | N/A | N/A |

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

Unchanged Goal

Goal 4

High Quality Teachers, Paraeducators and Classified Staff

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 4

Identified Need:

- Outdated teacher evaluation instrument
- Less than 100% of teachers are appropriately credentialed

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|-------------------------------------|--|---|---|
| % of teachers appropriately credentialed | less than 100% | 100% | 100% | 100% |
| Evaluation Instrument | Evaluation not aligned to the CSTPs | Pilot new Evaluation instrument aligned to | Continue pilot of new Evaluation instrument | Continue pilot of new Evaluation instrument |

Planned Actions / Services

Action **4.1** Ensure the hiring and training of effective staff

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

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

4.1 Provide training on a continuing basis regarding the evaluation process for both certificated and classified staff.

2018-19 Actions/Services

4.1 Provide training on a continuing basis regarding the evaluation process for both certificated and classified staff.

2019-20 Actions/Services

4.1 Provide training on a continuing basis regarding the evaluation process for both certificated and classified staff.

| | | |
|--|---|--|
| <p>4.2 Implement new certificated staff evaluation form Include in the pilot the evaluation process for non-teaching certificated staff.</p> <p>4.3 Continue to Implement Educator Effectiveness Plan for new teachers including special education staff and paraeducators.</p> <p>4.4 Continue to improve salary and benefit packages for all employees to help with recruitment and retention of all employees.</p> <p>4.5 Continue to offer compensation to new certificated staff to assist in obtaining a clear teaching credential.</p> <p>4.6 Continue compliant trainings for both certificated and classified staff.</p> <p>4.7 Continue with specific legal trainings for both certificated and classified staff.</p> <p>4.8 Additional staff will be provided to increase staffing in order to provide more support in classrooms across the district in addition to the base funding</p> <p>4.9 Did not exist in 17-18</p> | <p>4.2 Implement new certificated staff evaluation form. Include in the pilot the evaluation process for non-teaching certificated staff.</p> <p>4.3 Maintain support for new teachers through:</p> <ul style="list-style-type: none"> ● support for induction requirements ● Professional development related to content/grade level curriculum <p>4.4 Continue to improve salary and benefit packages for all employees to help with recruitment and retention of all employees.</p> <p>4.5 Continue compliant trainings for both certificated and classified staff.</p> <p>4.6 Continue with specific legal trainings for both certificated and classified staff.</p> <p>4.7 Additional staff will be provided to increase staffing in order to provide more support in classrooms across the district in addition to the base funding</p> <p>4.8 Reduced class sizes at targeted sites to support EL, foster and socio-economic disadvantaged youth</p> <p>4.9 Did not exist in 18-19</p> | <p>4.2 Implement new certificated staff evaluation form. Include in the pilot the evaluation process for non-teaching certificated staff.</p> <p>4.3 Maintain support for new teachers through:</p> <ul style="list-style-type: none"> ● support for induction requirements ● Professional development related to content/grade level curriculum <p>4.4 Continue to improve salary and benefit packages for all employees to help with recruitment and retention of all employees.</p> <p>4.5 Continue compliant trainings for both certificated and classified staff.</p> <p>4.6 Continue with specific legal trainings for both certificated and classified staff.</p> <p>4.7 Additional staff will be provided to increase staffing in order to provide more support in classrooms across the district in addition to the base funding</p> <p>4.8 Reduced class sizes at targeted sites to support EL, foster and socio-economic disadvantaged youth</p> <p>4.9 All Staff Salary & Benefits</p> |
|--|---|--|

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------|---------|---------|---------|
|------|---------|---------|---------|

| | | | |
|------------------|---|------------------|---|
| Amount | Training Classified \$10,000 LCFF Training Paraprofessionals \$10,000 LCFF Educator Effectiveness Funds \$281,000 Additional staff- \$1,513,519 LCFF | \$9,081,767 LCFF | Total Goal -- \$9,591,915 S/C <u>Goal 4 Subtotals</u> 4.3 Induction support for new teachers \$45000- S/C 4.4 Increase in Salary to attract and retain teachers, recruit qualified teachers \$9536915- S/C 4.5 Classified PD \$5000- S/C 4.5 PD for paraeducators \$5000- S/C <u>Other Funds</u> 4.3 -- \$20,000 Title II 4.9 -- \$84,615,938 Base |
| Source | LCFF, Educator Effectiveness | LCFF | S/C, Title II, Base |
| Budget Reference | 7877 - 6264 | 787700-0004 | 787700-0004 Resource 0000 |

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

Unchanged Goal

Goal 5

Ensure equitable and well maintained facilities

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Identified Need:

District facilities will be maintained and provide students and staff with a safe learning and working environment. Work orders indicating a health and safety concerns will be prioritized for funding, and for immediate repair.

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--------------------|----------|---------|---------|---------|
|--------------------|----------|---------|---------|---------|

| | | | | |
|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Williams report | No complaints regarding facilities |
| Routine Restricted Maintenance Match- LCFF Base funding | 3% | 3% | 3% | 3% |

Planned Actions / Services

Action **5.1** Ensure well-maintained facilities

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):

| | |
|-----|-------------------------|
| All | All District Facilities |
|-----|-------------------------|

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

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

| | | |
|----------|----------|----------|
| Modified | Modified | Modified |
|----------|----------|----------|

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

| | | |
|---|--|--|
| <p>5.1 Maintain 3% match for Routine Restricted Maintenance (RRM)</p> <p>5.2 Analyze current equipment and inventory needs. Review replacement plan for equipment & vehicles within budgetary constraints.</p> <p>5.3 Evaluate staff needs annually</p> <p>5.4 Increase Deferred Maintenance match based on District needs</p> <p>5.5 Evaluate work order system for improved efficiency.</p> | <p>5.1 Maintain 3% match for Routine Restricted Maintenance (RRM)</p> <p>5.2 Analyze current equipment and inventory needs. Review replacement plan for equipment & vehicles within budgetary constraints.</p> <p>5.3 Evaluate staff needs annually</p> <p>5.4 Increase Deferred Maintenance match based on District needs</p> <p>5.5 Evaluate work order system and use tablets for improved efficiency</p> | <p>5.1.1 The budget will maintain the 3% match to RRM.</p> <p>5.1.2 Analyze current equipment and inventory needs. Review replacement plan for equipment & vehicles within budgetary constraints.</p> <p>5.1.3 Evaluate staff needs annually</p> <p>5.1.4 Increase Deferred Maintenance match based on District needs</p> <p>5.1.5 Action implemented/completed.</p> |
|---|--|--|

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | \$3,700,000 | N/A | 5.1.1 Base: \$3,920,000 Supplemental & Concentration: \$0 |
| Source | Routine Restricted Maintenance LCFF Base funding | Routine Restricted Maintenance LCFF Base funding | Base |
| Budget Reference | 8150 | 8150 | 815000 |

Action **5.2** Maintain appropriate budget for Deferred Maintenance

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

Students to be Served:

Location(s):

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

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

| | |
|-----|-------------------------|
| All | All District Facilities |
|-----|-------------------------|

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

| | | |
|---|---|---|
| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
| Modified | Unchanged | Unchanged |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|--|
| <p>5.2.1 The ongoing contribution towards Deferred Maintenance remains \$380,000.</p> <p>5.2.2 The Board will have at least one Facility Study Session Dedicated to analyzing the facilities needs and have an opportunity to modify the contribution to Deferred Maintenance using one-time funding. <i>The Governing Board had 2 study sessions; one in November and another in December. The outcome ultimately focused the Bond priorities to the aging middle schools.</i></p> <p>5.2.3 Facility Sub Committee reviews and makes recommendations to Board on facility matters</p> <p>5.2.4 The Facilities Master Plan has been finalized and will be a key component of the Brownell and South Valley renovations.</p> | <p>5.2.1 The ongoing contribution towards Deferred Maintenance remains \$380,000.</p> <p>5.2.2 The Board will have at least one Facility Study Session Dedicated to analyzing the facilities needs and have an opportunity to modify the contribution to Deferred Maintenance using one-time funding.</p> <p>5.2.3 Facility Sub Committee reviews and makes recommendations to Board on facility matters</p> <p>5.2.4 The Facilities Master Plan has been finalized and will be a key component of the Brownell and South Valley renovations.</p> | <p>5.2.1 Budget will maintain the \$712,000 contribution towards Deferred Maintenance.</p> <p>5.2.2 The Board will receive monthly facility updates at a public meeting.</p> <p>5.2.3 The Facilities Sub Committee will meet approximately once a month.</p> <p>5.2.4 Health & Safety items will be prioritized for funding, and maybe ratified with the Governing Board if necessary.</p> |

| | | |
|--|--|--|
| | | |
|--|--|--|

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|-------------------|-------------------|----------------------|
| Amount | \$380,000 | \$380,000 | 5.2.1 \$712,000 Base |
| Source | LCFF Base Funding | LCFF Base Funding | Base |
| Budget Reference | 78770 | 78770 | 620500 |

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017-18 2018-19 2019-20

Estimated Supplemental and Concentration Grant Funds:

\$ 12,667,895

Percentage to Increase or Improve Services:

13.97 %

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 school-wide or LEA-wide basis. Include the required descriptions supporting each school-wide or LEA-wide use of funds.

Based on staff and stakeholder feedback and research on effective practices we are implementing LCAP Action/Services to increase or improve services for the low income (LI), English learner (EL) and foster youth (FY). Targeted support for the EL, LI, and FY student group's academic, planning, social emotional and behavioral needs is provided as a part of each of our LCAP Goals.

Qualitatively, stakeholder feedback supporting continuing or expanding current targeted supports is validated by the data showing year to year growth. The district growth data in academics, behavior, and engagement supports the actions that have been done. The following actions are listed to show the use of all supplemental and concentration grant funds targeted for the identified pupils, as well as funds principally directed for the unduplicated pupils.

Targeted Support for Identified Students

Goal 1: The following actions support the effort to provide high Quality instruction and 21st century learning opportunities to ensure College and Career Readiness
Targeted support for identified pupils:

1.4.1 Provide professional development for teachers/administrators interested in implementing a new academy in the district targeting our EL's and Foster YOUTH subgroups

1.4.2/1.4.6 California Colleges will be expanded to include designated curriculum

1.4.7 Implementation of selected alternative intervention programs targeting behavioral and academic struggles.

Goal 2: The following actions support the effort to provide equitable support for all learners

Targeted Support for identified pupils:

2.1 Ensure strong language and literacy foundation through implementation of SEAL at designated elementary sites, monitoring students using Fountas and Pinnell and provide early literacy professional development.

2.2 Provide interventions at all levels through data review analysis and maintain goals for "at risk of and current LTEL students" in Single Plan for Student Achievement. Continue before and after school interventions. Increase support for Enrichment and Support classes for English and Math by adding an Instructional Specialist at each Middle School.

2.3 Support student to Complete A-G Requirements by conducting annual audits, maintain summer school for credit recovery, provide online learning for credit recovery, review Benchmark data, continue to administer PSAT to all 8th grade students, begin Envision Academy.

2.4 Ensure equitable student access by supporting staff on equity and cultural proficiency, implement K-5 science and social studies curriculum, continue to implement comprehensive course of study at the middle school, continue to offer Foster Youth Services, offer training and resources to migrant families, continue to provide service to GUSD McKinney Vento students, and provide low income students FRMP.

2.5 Support school personnel to monitor student progress by utilizing Professional Learning Communities and common assessments,

2.6 Address needs of English learners by providing professional development to implement ELD standards, using academic coaches and EL instructional specialist to model ELD lessons, analyze EL data, create growth plans based on data, and continue to work with non-profit Power School agencies to provide support to targeted students.

Goal 3: The following actions support the effort to improve school culture and increase engagement

Targeted Support for identified pupils:

3.1.2 Research based school climate improvement plans will be be use: Positive Behavior Interventions Systems(PBIS), Olweus, Character Counts, Restorative

Justice, Trauma Informed Practices, Restroe, Kognito.

3.1.5 Specific subgroups of GUSD at-risk students will be monitore. Supports and resources will be made available to sites and families.

3.2.1 The District is exploring expanding resources to address truancy and chronic absenteeism through partnership with a pilot program to intervene with at-risk families.

3.3.2/ 3.3.3 Parent leadership opportunities will be made available through committees, programs, events, and workshops.

District-wide Actions and Services Principally Directed for Unduplicated Students

All LCAP goals, actions and services using LCFF supplemental funding demonstrate increased or improved services for Unduplicated Pupils. The chart below highlights 3 Actions and Services as a sample of how these funds will be effective. This includes specific research and a rationale that demonstrates the effectiveness of the action/service.

| LCAP Goal | Action | Describe how this action/service is principally directed to meeting the goals for Unduplicated Pupils and most effective use of funds | Description of basis of “most effective determination”, including alternative services considered, and supporting research, experience or educational theory. |
|-----------|--|---|--|
| Goal 1 | 1.1.5 Provide ongoing coaching support to elementary classroom teachers 1.3.3 MS NGSS Instructional specialist will continue to build/expand a minimum of 3 labs for grades 6-8 (Three .17 FTE MS Science Instructional Specialist) 1.3.4 -- .4 FTE NGSS Instructional Specialist at the High School level. | The coaches have had specific training in the differentiation of instruction to help teachers better meet the needs of their unduplicated pupils as they access rigorous grade level standards-based instruction. | Our experience shows that teachers, when receiving high quality focused professional development, supported by in-class coaching by well-trained coaches, are better prepared to meet the needs of each student, and are able to differentiate their instruction and curriculum so that the students are able to successfully learn their grade level standards. |
| | 1.1.1 Ed Services Coordinator .30 of 1.0 FTE 1.1.6 Provide professional development via | The Educational Services Coordinator will directly organize targeted professional development sessions. | Our experience shows that teachers, when receiving high quality focused professional development, supported by in-class coaching by |

| | | | |
|--|--|---|---|
| | <p>SCCOE and outside consultants for elementary and secondary levels</p> <p>Provide training and coaching to SEAL teachers at designated elementary schools</p> <p>1.1.8 Provide professional development and coaching related to mathematical practices.</p> <p>1.2.2 Outside consultant/Trainings for teachers and staff and Math/ELA adoption training.</p> <p>1.3.3 Science team professional development</p> <p>1.4.1 Provide professional development for teachers/administrators interested in implementing a new academy in the district.</p> <p>1.5.2 Continue to provide professional development for all staff on using technology to enhance CCSS instruction.</p> | <p>This PD will ensure that teachers are equipped with a toolkit of strategies to make these goals accessible to each student in their classrooms, including the UP students. All teachers grades TK- 12 will receive effective professional development focused on the district's academic goals for all students. The Ed. Services Coordinator will assist sites to look at data to develop strategies to support unduplicated students.</p> <p>All teachers are given access to professional development opportunities during the school year and in the summer.</p> <p>Professional Development support encourages standards based instruction and improved student achievement levels.</p> | <p>well-trained coaches, are better prepared to meet the needs of each student, and are able to differentiate their instruction and curriculum so that the Unduplicated students are able to successfully learn their grade level standards.</p> <p>This PD will ensure that teachers are equipped with a toolkit of strategies to make these goals accessible to each student in their classrooms, including the Unduplicated students.</p> |
| | <p>1.3.3 Science materials/consumables/ equipment K-12</p> <p>1.4.2 California Colleges will expand to include designated curriculum to be used at each grade level.</p> | <p>Science Supplementary Materials will provide additional support and hands-on experiences that will build on the academic needs of our Unduplicated Pupils. These resources will assist with developing background knowledge.</p> | <p>Evidence points to concrete classroom practices that can improve the learning conditions of all students, reinforce equity and advance the learning agenda in disadvantaged schools. When these practices are well conceived and adapted, they can be effective in engaging students in learning through higher-order thinking, problem-solving and communications, student projects and effective assessment. Our targeted student population will benefit from additional supplementary materials that build prior knowledge, student engagement and assist teachers with their classroom practices.</p> |

| | | | |
|---------------|--|---|---|
| | <p>1.5.4 Equitable access for low-income students who do not have access to chromebooks.</p> | <p>Funds are allocated to increase the number of chromebooks at each site, with a particular emphasis at sites with high numbers of Unduplicated Pupils, in order to provide equitable access for students who do not have access to computers or the online curriculum in their homes.</p> | <p>Living near the heart of Silicon Valley, the expectation for our students to be proficient in the use of technology is very high. In addition, much of our curriculum, assessment, homework and support resources are online. The digital divide between lower- and higher-income Americans remain markedly different.</p> <p>The GUSD is considering incorporating technology in after school classes and focus on our subgroups to ensure equitable access to technology they do not otherwise have available.</p> <p>The GUSD is linking the use of technology as educational resources to close the achievement gap and provide engaging learning experiences.</p> |
| <p>Goal 4</p> | <p>4.8 Reduced class sizes at targeted sites to support EL, foster, and socio-economic disadvantaged youth</p> | <p>The majority of English Learners who have not yet been reclassified struggle in the area of reading.</p> <p>Reduced class sizes will enable teachers to better meet the needs of the Unduplicated students and provide effective interventions.</p> | <p>Reduced class size will help decrease the largest barrier to reclassification is literacy, which is evident in both the ELPAC exam and the CAASPP assessment. There is a trend that students primarily struggle the most with reading, while the areas of speaking and listening are not as much of a barrier to the reclassification of English Learners.</p> <p>As Common Core math has also changed to be more dependent on performance tasks, students require greater preparedness in comprehension in order to demonstrate proficiency. Thus, proficiency in literacy not only affects English Language Arts, it also affects proficiency in</p> |

| | | | |
|--|---|--|---|
| | | | <p>Mathematics. Our experience has shown that when our UP students are enrolled in classes with a reduced class size, they are called on more often, receive additional attention and differentiated support, and are more likely to participate in class discussions and group activities.</p> |
| | <p>4.9 Continue to improve salary and benefit packages for all employees to help with recruitment and retention of all employees.</p> | <p>Unduplicated pupils deserve the highest quality instructors. They deserve teachers who have had experience, training, and have benefited from coaching.</p> | <p>Recruiting and retaining excellent educators is especially urgent in schools serving concentrations of low-income students and ELs, because teacher attrition disproportionately impacts their schools. The persistently higher rates of turnover in high-poverty, high-minority schools contribute to a concentration of inexperienced and underprepared teachers in these schools.</p> <p>Lack of sufficient, qualified teachers and staff instability threaten students' ability to learn and reduce teachers' effectiveness. This higher concentration of under qualified or novice teachers in schools serving disadvantaged students has a negative impact on student performance (Darling-Hammond, 2010), further diminishing their chances of success.</p> <p>GUSD was among the three lowest paying districts in the county. In recent years, GUSD averaged 100 new hires per year. This year we are hiring 40% fewer teachers. . Even with a reduction in full time equivalency (FTE) the district has a lower turnover rate. At the highest need middle school, there has historically been a 60% turn-over rate. This has been significantly reduced over the last two years. In addition, the results of the district's LCAP survey for all stakeholders indicated that high quality teachers</p> |

| | | | |
|--|--|--|--|
| | | | was the number one priority. We believe, as we study this data, that the additional amounts that have been put towards teacher salaries have resulted in this lower turnover rate, and thus have provided our UP students with a more stable, more experienced, more dedicated teaching staff. |
|--|--|--|--|

LCAP Year 2017-18 2018-19 2019-20

| | | | |
|---|---------------|---|--------|
| Estimated Supplemental and Concentration Grant Funds: | \$ 12,392,761 | Percentage to Increase or Improve Services: | 13.98% |
|---|---------------|---|--------|

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 school-wide or LEA-wide basis. Include the required descriptions supporting each school-wide or LEA-wide use of funds ([see instructions](#)).

Based on staff and stakeholder feedback and research on effective practices we are implementing new LCAP Action/Services to increase or improve services for the low income (LI), English learner (EL) and foster youth (FY). Targeted support for the EL, LI, and FY student group's academic, planning, social emotional and behavioral needs is provided as a part of each of our LCAP Goals.

Qualitatively, stakeholder feedback supporting continuing or expanding current targeted supports is validated by the data showing year to year growth. The district growth data in academics, behavior, and engagement supports the actions that have been done. The following actions and expenditures are listed to show the use of all estimated supplemental and concentration grant funds. The LCAP plan focuses on the MPP allocation.

Goal 1: The following actions support the effort to provide high Quality instruction and 21st century learning opportunities to ensure College and Career Readiness

- Provide coaching support to staff at all grade levels (pp. 52-55, 1,105,882)
- Continue SEAL (Sobrato Early Academic Language) program at Glen View, Eliot, Antonio Del Buono, Rucker and El Roble \$79,000)
- Funds principally directed to sites to provide services to targeted sites (\$257,681)
- Support 21st Century Skills by providing funds for improved technology at each school site and for technology training \$170,000)
- Provide materials to help develop and support effective instruction to address the Common Core Standards and NGSS \$170,000)
- Utilize California Colleges to support college and career readiness (\$15,645- College Readiness Grant)

Goal 2: The following actions support the effort to provide equitable support for all learners

- EL coach to support designated and integrated EL services at Gilroy, Christopher, Brownell, Solorsano and South Valley schools (\$60,700)
- Support elementary before/after school interventions- (\$74,363)
- Provide interventions during the school year and in the summer to support students specifically with credit recovery (\$352,000)-
- Provide EL interventions at all levels with reduced class sizes at the middle and high school levels 714,702)
- Fund provided to sites to support the needs of English learners (\$271,137)
- Assist students in gaining access to college and career in the form of PSAT and MAP testing and reporting at the high school level and STAR testing at the elementary level (\$87,000)
- Provide diversity training for staff (\$20,000)

Goal 3: The following actions support the effort to improve school culture and increase engagement

- Funds allocated to sites to support school culture and engagement (\$128,840)
- Support coordination of services and resources to families (\$60,000)
- Provide coaching for all sites by funding a program administrator and coach for PBIS (\$250,625)

Goal 4: The following actions support the effort to ensure high quality teachers, paraeducators and classified staff

- Provide induction support for new teachers (\$20,000 LCFF, \$40,000 Title II)
- Funds to increase salary to recruit and retain qualified teachers (\$8,942,927 2013- present)

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$9,701,731

Percentage to Increase or Improve Services:

11.13%

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 school-wide or LEA-wide basis. Include the required descriptions supporting each school-wide or LEA-wide use of funds ([see instructions](#)).

Based on staff and stakeholder feedback and research on effective practices we are implementing new LCAP Action/Services to increase or improve services for the low income (LI), English learner (EL) and foster youth (FY). Targeted support for the EL, LI, and FY student group's academic, planning, social emotional and behavioral needs is provided as a part of each of our LCAP Goals.

Qualitatively, stakeholder feedback supporting continuing or expanding current targeted supports is validated by the data showing year to year growth. The district growth data in academics, behavior, and engagement supports the actions that have been done. The following actions and expenditures are listed to show the use of all estimated supplemental and concentration grant funds. The LCAP plan focuses on the the MPP allocation.

Goal 1: The following actions support the effort to provide high Quality instruction and 21st century learning opportunities to ensure College and Career Readiness

- Provide coaching support to staff at all grade levels (pp. 52-55, \$888,000)
- Continue SEAL (Sobrato Early Academic Language) program at Glen View, Eliot, Antonio Del Buono, Rucker and El Roble (p. 54, \$89,000)
- Supplemental materials support for the dual immersion program located at Las Animas, Rod Kelley, South Valley and Gilroy High schools. This line also includes supplemental materials for interventions for targeted students at all other district schools (p. 54-55, \$537,000)
- Support 21st Century Skills by providing funds for improved technology at each school site (rr. 60-61, \$150,000)
- Provide materials to help develop and support effective instruction to address the Common Core Standards and NGSS (pp. 55-58, \$170,000)

Goal 2: The following actions support the effort to provide equitable support for all learners

- EL coach to support designated and integrated EL services at Gilroy, Christopher, Brownell, Solorsano and South Valley schools (p. 76, \$50,000)
- Provide interventions during the school year and in the summer to support students specifically with credit recovery (pp. 68-70, \$582,000)
- Provide EL interventions at all levels with reduced class sizes at the middle and high school levels (p. 79, \$3,150,000)
- Fund targeted support for EL, migrant, foster and homeless youth at all school sites (p. 66-72, \$1,925,212)

- Assist students in gaining access to college and career in the form of PSAT and MAP testing and reporting at the high school level and STAR testing at the elementary level (pp. 70-76, \$87,000)

Goal 3: The following actions support the effort to improve school culture and increase engagement

- Continue to work with Cal-SAFE to support the School Link Services coordinator position to support engagement efforts district-wide(pp. 78-80, \$220,000)
- Support the efforts to reduce pupil retention at the elementary and middle school levels (pp. 80-81, \$90,000)
- Provide coaching for all sites by funding a program administrator and coach for PBIS (pp. 80-82, \$250,000)

Goal 4: The following actions support the effort to ensure high quality teachers, paraeducators and classified staff

- Additional staff will be provided to increase staffing in order to provide more support in classrooms across the district in addition to the base funding (pp. 84-85, \$1,513,519)