

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name

Greenfield Union School District

Contact Name and Title

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Superintendent

Email and Phone

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2017-20 Plan Summary

The Story


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

The Greenfield Union School District (GUSD) is in the heart of the Salinas Valley, in Monterey County, California. GUSD is comprised of four elementary schools (Arroyo Seco Academy, Cesar Chavez Elementary School, Mary Chapa Academy, and Oak Avenue Elementary School) along with one middle school (Vista Verde Middle School). Beginning in the 2018-19 school year, our four elementary schools will serve students from grades Preschool through Grade 6 and our middle school will serve students in grades 7-8. There are currently a total of 3,593 students within the district and our student population consists of the following: 97% Hispanic, 94% Socioeconomically Disadvantaged (SED), 60% English Learners (ELs), and 10.5% Special Education students. Our unduplicated calculation of students is 93% Local Control Funding Formula (LCFF) which allows us to focus LCAP support services to all students in our district. The entire leadership team and staff see our unique student population as an incredible opportunity to impact and change the lives of our students and their families. Our message in response to our unique population is "All Means All" so that we create the necessary goals and actions that will fulfill the hopes and dreams of our students to become fully prepared for college and career upon promotion from grade 8. We want our students to know that GUSD believes in them and it is our mission to develop a well-educated student during their preschool through grade 8 experience.

GUSD resides in the city of Greenfield which has a strong agricultural presence and history; the community is tightly knit with a great passion and interest in the safety, education, and pursuit of higher education for our students. Our school district has formed strong partnerships with the Greenfield Rotary, Police Department, City Council, as well as the City Manager. GUSD will continue to build strong partnerships with our community, businesses, agencies, colleges and universities to ensure we support the success of our students. As the Local Education Agency (LEA) for our students and community, GUSD is committed to ensuring the Greenfield Guarantee, which is that ALL students will learn and achieve at high levels in order to be college and career ready. Our


vision for student success has built our "All Mean All" mission that has developed the foundation of our LCAP and our three goals of positive school culture, academic achievement, and collaborative partnerships that maximize the potential of our organization.







Our School Board of Trustees has adopted our Strategic Plan that is our guiding document that supports our Local Control of Accountability Plan and is linked here for review.



GREENFIELD UNION SCHOOL DISTRICT

STRATEGIC PLAN



VISION
Greenfield Union School District will be a national leader in education ensuring high levels of learning and success for ALL students.

MISSION
To promote ALL students with high levels of academic and personal achievement through a collaborative system of support, guided by passionate, dedicated staff in a safe, nurturing, and culturally responsive environment that fully prepares students for future college and career success.

CORE VALUES

- We celebrate diversity and nurture the gifts and talents of our students.
- Our schools are safe learning places for all.
- Our schools have positive cultures that promote meaningful relationships.
- We will not let each other fail.
- Student success is a collective responsibility of all.
- We will ensure high levels of learning for all students.
- We will ensure equitable learning opportunities for all students.
- All students, families, and staff are valued and treated with respect.
- We value our parents and community as partners in education.
- ALL means ALL.

BOARD PRIORITIES

CULTURE

- We will cultivate positive school environments that are emotionally and physically safe for our students.
- We will create 21st Century learning spaces to enhance collaborative interactions for students.
- We will ensure that all students have a positive, supportive staff member as their advocate.
- We will recruit and retain passionate, highly-qualified professionals to serve and support our students, staff, and parents.

ACADEMICS

- We will take collective responsibility for the success of all students.
- All students will be supported to meet or exceed grade-level expectations in all subject areas through high-quality instruction.
- We will invest in early childhood education to ensure the social-emotional and academic success for our youngest learners.
- All English Learners (ELs) will achieve English language proficiency.
- All students will promote from middle school prepared for future college and career success.
- All students will have access to and utilize technology safely and responsibly to collaborate, communicate, and be critical consumers of knowledge.
- All staff will implement culturally responsive, data-driven, and effective instructional practices.
- We will provide stellar professional development for all staff to ensure high-quality instruction.
- We will use data to respond to students' progress and make appropriate instructional decisions.

COMMUNITY

- Parents are our partners in education and will be engaged in supporting their children at home.
- Community partnerships are valued and strengthened through outreach and engagement.
- Our community will be well informed and encouraged to participate in all academic and social opportunities.

FISCAL

- All fiscal decisions will support the mission, vision, and core values for all students.
- GUSD will be fiscally prudent and build and maintain responsible reserves to best serve our students.

LCAP Highlights

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

The key features of this year's LCAP can be summarized by our 3 revised goals: (see attachment "FINAL 2018-19 LCAP Goals and Actions")

CULTURE: We will cultivate positive school environments that are culturally, emotionally, and physically safe led by passionate staff members dedicated to and advocating for ALL students, their families, and our community.

- Develop Positive Behavior Intervention and Supports
- Provide safe and secure learning spaces
- Maintain and modernize 21st Century facilities

ACADEMICS: We will take collective responsibility for providing a guaranteed, viable curriculum in ALL subject areas so that ALL students meet or exceed grade-level academic and technical standards through effective, data-driven instructional practices that ensure ALL students are fully prepared for college and career success.

- Prioritize Early Childhood Education
- Ensure all actions support our College and Career readiness vision
- Implement Multi-Tiered Systems of Support (MTSS)
- Provide quality professional development

COMMUNITY: We will actively engage our family, school, and community partners through ongoing communication and outreach because we value, respect, and believe we are stronger together in ensuring and advocating for the future success of ALL our students.

- Foster authentic parent engagement aligned to student success
- Maximize collaborative partnerships with outside agencies and strategic thought partners
- Build a seamless Preschool-12 curricular experience in collaboration with Greenfield High School and postsecondary organizations

Great consideration and strides were taken this 2017-18 year to fulfill these goals for our students and community and will continue to be our mission for 2018-19 and beyond. GUSD has committed and has been transitioning to 21st Century Learning spaces for our students which allows for more conducive collaborative student discussions and group work, along with mobility to get students up and engaged during lessons. Along with the physical classroom environment, GUSD has heavily invested in the mission and cultural shift through Positive Behavioral Interventions & Supports (PBIS) districtwide in order to develop positive relationships and school cultures. We have also strengthened the process of providing a guaranteed, viable curriculum for ALL students Preschool through grade 8 within our district and providing numerous professional development opportunities for our staff to enhance and expand their professional skills. Our community partnerships, family engagement, and two-way parent communication will also be strengthened with this LCAP by providing the ParentSquare technology app for parents and partners to be informed of all functions and events at our district and school sites, as well as increase communication between teachers and parents. We believe we are stronger together.

HIGHLIGHTS from SBAC, CELDT, and ELPAC results this year: (Also see attachment "GUSD SBAC Results")

From 2016-17 to 2017-18 (2017-18 SBAC Results are preliminary)

- We INCREASED our GUSD overall SBAC ELA percentage by 4%
- We INCREASED our GUSD overall SBAC Mathematics percentage by 1%
- We INCREASED our RFEP students by 108% using our CELDT and ELPAC results

GUSD Overall SBAC Assessment Results (Grades 3-8)

English Language Arts

2017-18 = 27% met or exceeded standard (Preliminary results)

2016-17 = 23% met or exceeded standard

2015-16 = 25% met or exceeded standard

2014-15 = 20% met or exceeded standard

Mathematics

2017-18 = 19% met or exceeded standard (Preliminary results)

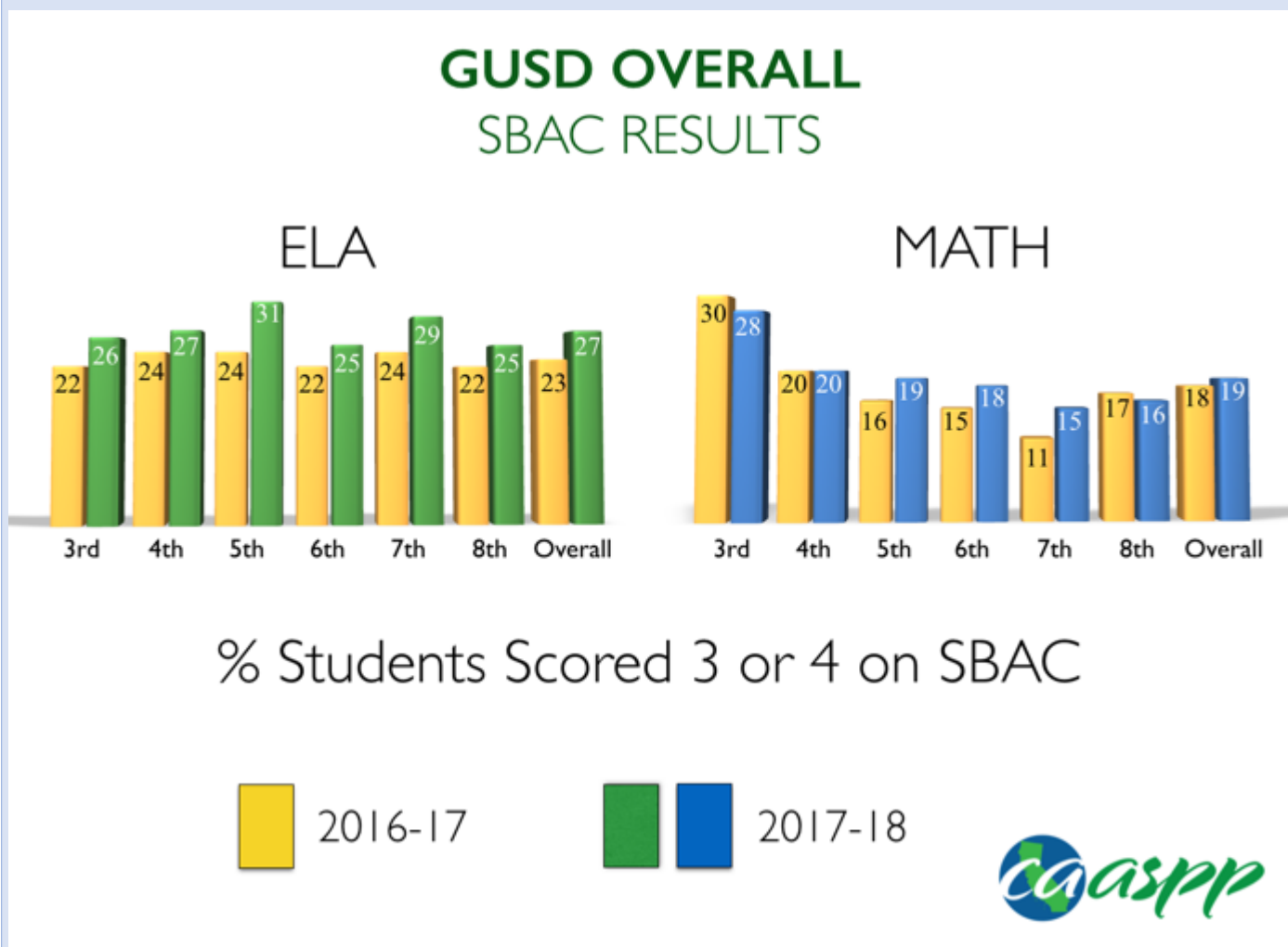
2016-17 = 18% met or exceeded standard
2015-16 = 18% met or exceeded standard
2014-15 = 14% met or exceeded standard

Overall CELDT and ELPAC Assessment Results

FEP Student Rates

2017-18 had 312 FEP students
2016-17 had 150 FEP students
2015-16 had 247 FEP students
2014-15 had 85 FEP students

Figure 1: These charts show overall trend data of GUSD SBAC results between 2016-18. Even though the SBAC results from 2017-18 are preliminary, this chart shows an increase in scores in every grade level for ELA and growth in mathematics in grades 5, 6, & 7 and slight declines in grades 3 and 8. There was overall growth in both ELA (from 23% to 27%) and mathematics (from 18% to 19%) between 2016-17 and 2017-18.



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

With regard to state and local indicators, progress toward LCAP goals, and collecting invaluable stakeholder input, GUSD is most proud of its progress in the following area:

Investigating and establishing systems to reduce the number of suspensions districtwide (particularly with our students with disabilities). At the beginning of the school year GUSD qualified for Differentiated Assistance and received support from the Monterey County Office of Education (MCOE). With the support of MCOE and the diligent work of the GUSD leadership team and staff, we were able to pinpoint systematic corrections and put systems in place to help identify and support students before they get suspended from school. We deeply analyzed our suspension and expulsion data at all sites, but specifically at our middle school and have since reduced suspensions drastically. Individual, small group, and whole staff interviews were conducted with follow-up systems trainings to ensure we are responding according to the needs of Special Education students. We are very proud to announce that we have completed the requirements for the 2017-18 school year for MCOE Differentiated Assistance and are looking forward to our progress once the dashboard results are released next year.

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

Greatest Needs

As we reviewed our CA dashboard data, we looked at the overall areas of red and orange for the district, as well as disaggregated the data by site to see the red and orange areas of need for every school site. We identified the following:

Districtwide RED - ELA & EL Progress

Districtwide ORANGE - Suspension Rate & Mathematics

As we disaggregated even further we noticed that these same areas were great areas of need at all of the school sites. Our GUSD leadership team and staff spent an incredible amount of time diving even deeper into the data and coming up with districtwide, systematic plans to ensure we see increases in these areas for next year.

1. In studying State Priority 4 on the CA Dashboard, one of our most pressing concerns was the lack of progress of our English Learners (ELs) and is also a great need. We have tackled this issue head-on and devised an "EL Master Plan" which has significantly improved our EL reclassification numbers going from 150 students in 2016-17 to now 312 students who were reclassified in 2017-18

and this number will continue to grow. Our EL Master Plan is guided by the four components of the California English Learner Roadmap, and we have also created the following four goals for our ELs:

Component 1: Support academic excellence for English learners

Component 2: Develop English fluency as early and effectively as possible

Component 3: Ensure our students have access to core curriculum

Component 4: Value culture and provide English language development through multicultural education

2. In further studying State Priority 4, our ELA and MATH state indicator results from the dashboard is an area of greatest need for improvement. In order to increase achievement for ALL students we have invested numerous Professional Development (PD) sessions with our staff in creating Essential Standards Maps, Common Formative Assessments (CFAs), and revising the entire master schedule of our middle school to ensure a College and Career focus that aligns to Greenfield High School's pathways and is also a direct response to the Monterey County job market trends. This enormous task has allowed us to ensure a guaranteed, viable curriculum for ALL students at any school site, and to better prepare our middle school students for the rigor and demands of high school courses. Staff will be utilizing a true Professional Learning Community (PLC) model to create essential standards maps for all courses, create Common Formative Assessments (CFAs) to assess those essential standards, through frequent data analysis cycles, and by working together using best instructional practices and strategies to increase achievement for ALL students. We further recognize that 21st century learning spaces allow for better student learning and so we have purchased modern learning furniture for all classrooms and have enhanced the number of technology carts districtwide to increase student success.

These three major accomplishments were a joint effort between all stakeholders (students, staff, administration, and parents) and we are very much looking forward to building upon this work that was created and strengthened this 2017-18 year and monitor the growth as we proceed into the next 2018-19 school year.

Figure 2: The images below show that our greatest areas of need are the progress of English Learners at Mary Chapa, Oak Avenue, and Vista Verde. In addition to those, are other areas of need are in ELA at Oak Avenue and Mathematics at Vista Verde.

Performance Levels Per Site & GUSD Overall

Site	Suspension Rate	E.L. Progress	Eng. Lang. Arts	Mathematics
Cesar Chavez	2	3	2	2
Mary Chapa	4	1	2	3
Oak Avenue	2	1	1	2
Vista Verde	2	1	2	1
GUSD Overall	2	1	1	2

Greenfield Union Elementary School District

List of Schools

This page lists the names of all schools within the district, and shows their performance levels for all students on the state indicators.

School Name *	Suspension Rate %	English Learner Progress %	English Language Arts %	Mathematics %	Graduation %
Greenfield Union Elementary					
Cesar Chavez Elementary					
Mary Chapa Academy					
Oak Avenue Elementary					
Vista Verde Middle					

Performance Levels:

Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

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

Performance Gaps

According to the CA Dashboard "Student Group Report" we do not have any groups that are two or more performance levels below the "All Students" performance group. However, we have orange and red within all groups and especially within our "Students with Disabilities" group. GUSD has conducted extensive data-driven discussions in conjunction with MCOE to determine systematic approaches to greater support our students with disabilities and understand why their data was so low. Our Assistant Superintendent has done a phenomenal job leading our Educational Services team to uncover potential issues that could be hindering students' progress and ways to improve that immediately.

Low academic performance with both ELA and mathematics is being addressed through creating the understanding that students deserve high levels of expectations and curriculum in the classroom. The entire Educational Services leadership team and staff have been leading numerous PDs developing Essential Standards Maps and Common Formative Assessments (CFAs) in order to create greater teacher clarity, high expectations, and success criteria that make it clear for students to understand what is expected of them and what will be assessed on the SBAC. Our instructional coaches have been doing an amazing job working with staff to ensure ELD strategies are taking place in the classroom to increase learning outcomes for our English Learners. We firmly believe that by diving deeper into the data and establishing high levels of expectations with our students that

they will rise to those expectations and staff will feel supported in increasing achievement with our English Learners.

In looking at the CA Dashboard, one of our most pressing concerns was the lack of progress of our English Learners (ELs). We have tackled this issue head-on and revised our "EL Master Plan" which has significantly improved our EL reclassification numbers going from 150 students in 2016-17 to now 312 students who were reclassified in 2017-18 and this number will continue to grow. Our EL Master Plan is guided by the four components of the California English Learner Roadmap, and we have also created the following four goals for our ELs:

Component 1: Support academic excellence for English learners

Component 2: Develop English fluency as early and effectively as possible

Component 3: Ensure our students have access to core curriculum

Component 4: Value culture and provide English language development through multicultural education

3. In studying our ELA and math state indicator results from the dashboard, we definitely saw some room for improvement. In order to increase achievement for ALL students we have invested numerous Professional Development (PD) sessions with our staff in creating Essential Standards Maps, Common Formative Assessments (CFAs), and revising the entire master schedule of our middle school to ensure a College and Career focus that aligns to Greenfield High School's pathways and is also a direct response to the Monterey County job market trends. This enormous task has allowed us to ensure a guaranteed, viable curriculum for ALL students at any school site, and to better prepare our middle school students for the rigor and demands of high school courses. Staff will be utilizing a true Professional Learning Community (PLC) model to create essential standards maps for all courses, create Common Formative Assessments (CFAs) to assess those essential standards, through frequent data analysis cycles, and by working together using best instructional practices and strategies to increase achievement for ALL students. We further recognize that 21st century learning spaces allow for better student learning and so we have purchased modern learning furniture for all classrooms and have enhanced the number of technology carts districtwide to increase student success.

Figure 3: The image below from the CA Dashboard shows that we do not have any subgroups that are two levels below all students; however, our "Students with Disabilities" subgroup is red in Suspension Rate, ELA, and Mathematics.

Greenfield Union Elementary - Monterey County

List of all schools in this district

Enrollment: 3,522 Socioeconomically Disadvantaged: 92.3% English Learners: 62.3% Foster Youth: 0.1%

Grade Span: K-8 Charter School: No

Dashboard Release:

Fall 2017

Equity Report

Status and Change Report

Detailed Report

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	African American	American Indian
<u>Chronic Absenteeism</u> ↗	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>							*	*
<u>English Learner Progress (1-12)</u>		N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>English Language Arts (3-8)</u>			*				*	*
<u>Mathematics (3-8)</u>			*				*	*

Performance Levels:

Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

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

Increased or Improved services

Here in the Greenfield Union School District we have 93% of our students who have been identified as unduplicated pupils for our Local Control Funding Formula (LCFF). This means we have the opportunity to provide services and support for ALL of our low-income students, which happens to be a vast majority of our student population.

We will continue to improve services for ALL of our students (including low-income, ELs, and foster youth) by doing the following:

- Adopt the Professional Learning Community (PLC) vision as an organization and "ALL means ALL" in supporting the success of ALL students.
- Explore a Multi-Tiered System of Support (MTSS) in order to ensure equitable access and opportunities for all students to achieve high levels of learning with the CCSS.
- Incorporate specific strategies for Response to Intervention (RTI) within the classroom structure so students are not being pulled from or missing core instruction.
- Design specific strategies on Positive Behavioral Supports and Interventions (PBIS) to engage them positively for academically and social-emotionally.
- Continue to provide basic services for ALL students to ensure a safe, secure environment for students to learn and be successful.
- Decrease the existing gap in mathematics achievement will be addressed through on-going, focused staff development and the support of the district math coach in lesson planning and modeling common core math instruction.

Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$42,765,675
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$10,549,515.85

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

General fund expenditures not reflected in our LCAP plan include salaries for administrators, certificated and classified support staff, general overhead (gas, water, electricity) and other operational costs for the district. Additional expenses that are not funded through LCAP, unless stated, include school facilities and maintenance that requires staffing, equipment, repair and professional contracts for maintenance or repairs. Federal and State funds were utilized in combination with Supplemental and Concentration dollars to complete the listed Goals. Local grants helped to reduced the overall expenses in several areas of this LCAP, such as the Parent Teacher Association (PTA) and the Ocean Guardian grant that assisted with educational field trips for all students. Our CSUMB and UCSC grants, as well as federal funds in Title III, assisted in allowing students and parents to tour colleges in effort to prepare students and families in the areas of College and Career Readiness. Science camp in 17/18 was split funded using Title I dollars combined with Supplemental funds. There are many other areas in this LCAP where GUSD has been fortunate to have had experienced reductions in expenditures due to local and federal funding opportunities, most of which were used to match Supplemental and Concentration allocations. GUSD will continue to utilize federal funds and seek other funding opportunities throughout 2018/19 to enhance our programs for students to the fullest.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$38,488,062

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 1

1. We will foster positive school environments that are emotionally and physically safe with high expectations conducive to learning.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

GUSD will measure the success of Goal 1 by analyzing:

- School Suspension and Expulsion Rates
- School Truancy Rates
- Attendance and truancy data trends
- Safety in school

Actual

GUSD measured the success of Goal 1 by analyzing:

- School Suspension and Expulsion Rates
- School Truancy Rates
- Attendance and truancy data trends
- Safety in school

GUSD focused on the following:

- Suspensions will decrease by 3%
- Expulsions will decrease by .5%
- Average Daily Attendance (ADA) and enrollment will increase by .5%
- Truancy rates will decrease by .5%
- Students feeling safe at school will increase by 3% per Healthy Kids Survey

Expected

17-18

GUSD will focus on the following:

- Suspensions will decrease by 3%
- Expulsions will decrease by .5%
- Average Daily Attendance (ADA) and enrollment will increase by .5%
- Truancy rates will decrease by .5%
- Students feeling safe at school will increase by 3% per Healthy Kids Survey

Baseline

GUSD Suspension Rates (Dataquest):

2016-17	6.8%
2015-16	7.4%
2014-15	4.1%
2013-14	3.7%

GUSD Expulsion Rates (Dataquest):

2016-17	0.05%
2015-16	0.13%
2014-15	0.00%
2013-14	0.00%

GUSD Enrollment Data (Dataquest):

2017-18	3,571
2016-17	3,522
2015-16	3,510
2014-15	3,448

GUSD Truancy Rates (Dataquest):

2014-15	6.21%
2013-14	5.27%

GUSD School Safety feelings (CHKS):

2016-17	-not administered
2015-16	70% of grade 5 and 41% of grade 7 students feel safe at school
2014-15	-not administered

Actual

GUSD Suspension Rates (Dataquest):

2016-17	6.8%
2015-16	7.4%
2014-15	4.1%
2013-14	3.7%

GUSD Expulsion Rates (Dataquest):

2016-17	0.05%
2015-16	0.13%
2014-15	0.00%
2013-14	0.00%

GUSD Enrollment Data (Dataquest):

2017-18	3,571
2016-17	3,522
2015-16	3,510
2014-15	3,448

GUSD Truancy Rates (Dataquest):

2014-15	6.21%
2013-14	5.27%

GUSD School Safety feelings (CHKS):

2016-17	-not administered
2015-16	70% of grade 5 and 41% of grade 7 students feel safe at school
2014-15	-not administered

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Provide school counselors at all TK-8 school sites to ensure ongoing support for all students with social-emotional learning. (6.0 FTE)	1. Provided school counselors at all TK-8 school sites whom ensured ongoing support for all students with social-emotional learning. (6.0 FTE) This school year, the difference between planned and actual counseling staff positions budgeted occurred because some positions were new hires to our district that cost less than anticipated on the counseling salary schedule.	1000-1999: Certificated Personnel Salaries Supplemental \$400,050 3000-3999: Employee Benefits Supplemental \$113,719 	1000-1999: Certificated Personnel Salaries Supplemental \$341,675 3000-3999: Employee Benefits Supplemental \$103,077 1000-1999: Certificated Personnel Salaries Concentration \$3,315 3000-3999: Employee Benefits Concentration \$618 5000-5999: Services And Other Operating Expenditures Supplemental \$1,440

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2. Implement schoolwide AVID strategies to support the needs of ELs and low-income students. (moved to Goal 2, action 6 in 2018-19)	2. Implemented schoolwide AVID strategies and supported the needs of ELs and low-income students. (moved to Goal 2, action 6 in 2018-19) This school year, all of the planned AVID expenditures budgeted were not needed as some expenses were charged to other federal grants and the GEAR UP	4000-4999: Books And Supplies Supplemental \$13,000 5000-5999: Services And Other Operating Expenditures Supplemental \$1,455	4000-4999: Books And Supplies Supplemental \$10,827 5000-5999: Services And Other Operating Expenditures Supplemental \$1,454

partnership grant with UC Santa Cruz. The difference reflected between planned and actual expenditures shows a decrease in overall expenses.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3. Maintain and modernize all facilities districtwide to provide a high-quality environment for all TK-8 grade students. (stayed in Goal 1, action 6 in 2018-19)	3. Maintained and modernized all facilities districtwide which provided a high-quality environment for all TK-8 grade students. (stayed in Goal 1, action 6 in 2018-19) This school year, and per stakeholder recommendations, we determined that not all of the planned facility projects and expenditures budgeted in services and capital outlay were needed and some expenses were saved based on existing, in-house employees completing the work tasks during regular work days, including IT staff, with existing materials. We did increase some specialized materials and supplies budgeted in the new school year.	6000-6999: Capital Outlay Concentration \$387,000	6000-6999: Capital Outlay Concentration \$125,632
		4000-4999: Books And Supplies Concentration \$75,000	4000-4999: Books And Supplies Supplemental \$667,078
		5000-5999: Services And Other Operating Expenditures Concentration \$40,000	5000-5999: Services And Other Operating Expenditures Concentration \$14,023
			4000-4999: Books And Supplies Concentration \$34,096
			2000-2999: Classified Personnel Salaries Supplemental \$273,347
			3000-3999: Employee Benefits Supplemental \$126,425

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4. Repair and replace classroom and school furniture to ensure access to high-quality, 21st	4. Repaired and replaced classroom and school furniture, which ensured access to high-	4000-4999: Books And Supplies Concentration \$10,000	4000-4999: Books And Supplies Concentration \$852,376

Century learning environments districtwide.
(stayed in Goal 1, action 7 in 2018-19)

quality, 21st Century learning environments districtwide.
(stayed in Goal 1, action 7 in 2018-19)

This school year, we increased the student furniture materials and supplies budgeted to ensure that ALL of our students could learn in a high-quality, 21st Century learning environments districtwide. The increase and difference was based on stakeholder input to ensure that more students in all grades would benefit from new classroom furniture purchases. In addition, repairs to play structures were necessary for safe school environments.

6000-6999: Capital Outlay
Supplemental \$240,693

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5. Provide an alternate class of choice teacher (1.0 FTE) to support students with extensive needs in social-emotional and academic learning. (stayed in Goal 1, action 5 in 2018-19)	5. Provided an alternate class of choice teacher (1.0 FTE) whom supported students with extensive needs in social-emotional and academic learning. (stayed in Goal 1, action 5 in 2018-19) This school year, planned classified staff positions budgeted were not needed as some positions went unfilled and allocated with substitutes. The difference reflected between planned and actual expenditures shows a decrease in classified	1000-1999: Certificated Personnel Salaries Supplemental \$95,013	1000-1999: Certificated Personnel Salaries Supplemental \$95,013
		3000-3999: Employee Benefits Supplemental \$34,860	3000-3999: Employee Benefits Supplemental \$35,008
		2000-2999: Classified Personnel Salaries Supplemental \$15,909	2000-2999: Classified Personnel Salaries Supplemental \$5,256
		3000-3999: Employee Benefits Supplemental \$4,205	3000-3999: Employee Benefits Supplemental \$1,471

salaries and benefits due to some staff costing less than anticipated.

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6. Provide welcoming and safe environment and positive culture to recruit and retain highly-qualified, effective teachers. (stayed in Goal 1, action 8 in 2018-19)	6. Provided welcoming and safe environment and positive culture to recruit and retain highly-qualified, effective teachers. (stayed in Goal 1, action 8 in 2018-19) This school year, some planned certificated staff positions budgeted were not needed as some positions and stipends went unfilled and are still being calculated with end of year closing. The difference reflected between planned and actual expenditures shows a decrease in salaries but an increase to benefits due to STRS increases. We also did not need the professional consulting planned allocation this year with most salaries and stipends charged to the Title II federal grant.	5000-5999: Services And Other Operating Expenditures Supplemental \$21,630 1000-1999: Certificated Personnel Salaries Supplemental \$208,198 3000-3999: Employee Benefits Supplemental \$14,454 5800: Professional/Consulting Services And Operating Expenditures Concentration \$22,000	5000-5999: Services And Other Operating Expenditures Supplemental \$10,364 1000-1999: Certificated Personnel Salaries Supplemental \$106,549 3000-3999: Employee Benefits Supplemental \$24,781 5800: Professional/Consulting Services And Operating Expenditures Concentration 0

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
7. Continue implementation of Positive Play Integration <ul style="list-style-type: none"> structured student recreational activities during the school day at all sites via contracted services. 	7. Continued implementation of Positive Play Integration <ul style="list-style-type: none"> structured student recreational sports activities during the school day at all sites via contracted services 	5800: Professional/Consulting Services And Operating Expenditures Supplemental \$107,000	5000-5999: Services And Other Operating Expenditures Supplemental \$132,702

(stayed in Goal 1, action 2 in 2018-19)

(stayed in Goal 1, action 2 in 2018-19)

This school year, some planned contracted services budgeted needed an increase as additional support at our middle school was necessary when 1,200 students needed enhanced play integration recreational sports activities during the lunch hours. The difference reflected between planned and actual expenditures shows an increase in overall expenditures paid to our consulting group, Positive Play.

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
8. Continue implementation of districtwide PBIS Initiatives to support positive school environments for students, staff, and families. <ul style="list-style-type: none"> • Incentives • Assemblies • Positive behavior incentive materials (stayed in Goal 1, action 9 in 2018-19)	8. Continued implementation of districtwide PBIS Initiatives supported positive school environments for students, staff, and families. <ul style="list-style-type: none"> • Incentives • Assemblies • Positive behavior incentive materials (stayed in Goal 1, action 9 in 2018-19) <p>This school year, not all contracted services budgeted were needed as we did not need to pay outside consultants for our PBIS vision as we had in-house staff with the necessary expertise. However, staff did select to purchase additional PBIS incentives and</p>	5000-5999: Services And Other Operating Expenditures Supplemental \$60,000 4000-4999: Books And Supplies Supplemental \$65,001 4000-4999: Books And Supplies Concentration \$5,000	5000-5999: Services And Other Operating Expenditures Supplemental \$14,387 4000-4999: Books And Supplies Supplemental \$110,007 4000-4999: Books And Supplies Concentration \$519

materials for all students to enhance the positivity in school culture and climate. The difference reflected between planned and actual expenditures shows an increase in overall expenditures to materials and supplies and a decrease in professional consulting.

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
9. Provide School Safety and Security support at all sites to maintain a safe and effective learning environment. (8.75 FTE) (stayed in Goal 1, action 3 in 2018-19)	9. Provided School Safety and Security support at all sites which maintained a safe and effective learning environment. (8.75 FTE) (stayed in Goal 1, action 3 in 2018-19) This school year, classified salaries budgeted were not needed due to staff starting the year late and an increase in employee benefits due to a slight PERS increase.	2000-2999: Classified Personnel Salaries Concentration \$199,132 3000-3999: Employee Benefits Concentration \$104,307	2000-2999: Classified Personnel Salaries Concentration \$185,646 3000-3999: Employee Benefits Concentration \$105,537

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
10. Provide Health Aides districtwide to ensure the healthy well-being of our TK-8 students (4.0 FTE; 1 per site). (stayed in Goal 1, action 4 in 2018-19)	10. Provided Health Aides districtwide which ensured the healthy well-being of our TK-8 students (4.0 FTE; 1 per site). (stayed in Goal 1, action 4 in 2018-19)	2000-2999: Classified Personnel Salaries Concentration \$113,837 3000-3999: Employee Benefits Concentration \$91,900	2000-2999: Classified Personnel Salaries Concentration \$102,596 3000-3999: Employee Benefits Concentration \$83,766

This school year, not all classified staff salaries and benefits budgeted were needed as the actual costs for actual staff hired was less than anticipated with one staff member being paid as a long term substitute with a slightly less pay range. This also accounts for the difference in their benefits.

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
11. Continue implementation of college and career readiness activities for students and families of students to build a positive school environment. (moved to Goal 2, action 6 in 2018-19)	11. Continued implementation of college and career readiness activities for students and families of students, and built a positive school environment. (moved to Goal 2, action 6 in 2018-19) This school year, planned college and career expenditures budgeted were not needed this year as most expenses were charged to other federal grants and the GEAR UP partnership grant with UC Santa Cruz. The difference reflected between planned and actual expenditures shows a decrease in overall expenses.	5000-5999: Services And Other Operating Expenditures Supplemental \$20,000	5000-5999: Services And Other Operating Expenditures Supplemental \$13,500

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
12. Ensure Future Ready Schools, including technology infrastructure	12. Ensured Future Ready Schools, including technology	4000-4999: Books And Supplies Supplemental \$227,000	4000-4999: Books And Supplies Supplemental \$429,611

and equipment to support 21st Century learning districtwide. (moved to Goal 2, action 7 in 2018-19)	infrastructure and equipment which supported 21st Century learning districtwide. (moved to Goal 2, action 7 in 2018-19)		6000-6999: Capital Outlay Supplemental \$117,548
	This school year, planned technology expenditures budgeted were increased as we needed additional technology devices, carts, and equipment to begin our major transformation to 21st century learning spaces districtwide.		4000-4999: Books And Supplies Concentration \$685,114

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 14			
Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Analysis

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

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

The overall implementation of school counselors, student safety personnel, campus supervisors, and the integration of "Positive Play" recreational activities for students has been a focus for us. The implementation of health staff, including our school nurse and health technicians are also of great benefit in supporting healthy students while at school. We were also able to support our students who need guidance with an alternative method of academic instruction through our alternative class of choice. We are also proud to have been able to modernize and upgrade our enhanced classroom furniture and equipment for our students to participate in a 21st Century learning spaces. While in their new learning spaces, we also enhanced positive school culture through positive behavioral supports, extended day enrichment opportunities and by supporting the hiring of staff who can build a positive culture for our students and community.

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

For this school year, Goal 1 had a significant overall effect:

Goal 1: We will foster positive school environments that are emotionally and physically safe with high expectations conducive to learning.

As stated above, our implementation impact with student data results growing in several areas, resulted in developing a positive school culture and climate. Our suspension trends are on the decline overall by .6% and our expulsion data on the decline by .08% as well. We have noted school engagement by students on the rise with our enrollment growing over the last few years and our truancy rates on a decrease as demonstrated by our data results below. We continue to use the following metrics to measure the success of Goal 1:

GUSD Suspension Rates (Dataquest):

2016-17	6.8%
2015-16	7.4%
2014-15	4.1%
2013-14	3.7%

GUSD Expulsion Rates (Dataquest):

2016-17	0.05%
2015-16	0.13%
2014-15	0.00%
2013-14	0.00%

GUSD Enrollment Data (Dataquest):

2017-18	3,571
2016-17	3,522
2015-16	3,510
2014-15	3,448

GUSD Truancy Rates (Dataquest):

2014-15	6.21%
2013-14	5.27%

GUSD School Safety feelings (CHKS):

2016-17 -not administered
2015-16 70% of grade 5 and 41% of grade 7 students feel safe at school
2014-15 -not administered

Student Engagement:

Preschool through Grade 8 Student Google Form survey responses = 1,362

Student responses were recorded on a scale of (1) NEVER (2) NOT really (3) MOST of the time (4) ALWAYS

This is what students had to say:

"I feel welcomed at my school by teachers and staff." = 86% (3 & 4 combined)

"My family feels welcomed at school." = 86% (3 & 4 combined)

"I feel safe at school." = 74% (3 & 4 combined)

"Most students at my school treat each other with respect." = 55% (3 & 4 combined)

"Teachers and other adults at school care about me." = 86% (3 & 4 combined)

"My school is kept clean." = 57% (3 & 4 combined)

"Students are encouraged and recognized for following the rules and being good role models." = 79% (3 & 4 combined)

"Teachers at my school expect ALL students to learn." = 94% (3 & 4 combined)

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

For this school year, Goal 1 had several differences between budgeted expenditures and actual expenditures as described in each text box for each action identified above. The most significant differences overall were for personnel who were overestimated in salary and benefits who were not necessary due to completing tasks and projects during the established work day. We also noted that more than anticipated materials were necessary in the areas of classroom furniture, PBIS materials, and extended learning opportunities for students. While we did shift funds from one action to another, the overall Goal 1 was still met with the material differences accounted for in our overall plan. Our students have substantially grown in meeting this school culture and climate goal and we are proud to serve them through a positive and safe environment.

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

For this school year, Goal 1 did not have significant changes to the descriptions of any of the actions and services as we were able to clearly align them to our student outcomes.

Further, when actions were moved in 2017-18 to 2018-19, you will clearly see any such changes described in each of the action text boxes listed above in detail.

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 2

2. All students will possess the academic and technical skills required to achieve grade-level proficiency in all subject areas through high-quality instruction.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 3: Parental Involvement (Engagement)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Overall SBAC Assessment Results (Grades 3-8)

English Language Arts

2016-17 = 23% met or exceeded standard

2015-16 = 25% met or exceeded standard

2014-15 = 20% met or exceeded standard

Mathematics

2016-17 = 18% met or exceeded standard

2015-16 = 18% met or exceeded standard

2014-15 = 14% met or exceeded standard

Overall CELDT and ELPAC Assessment Results

FEP Student rates

2016-17 had 150 FEP students

2015-16 had 247 FEP students

2014-15 had 85 FEP students

17-18

- We will increase our Mathematics and English Language Arts SBAC proficiency rates by a minimum of 5% districtwide
- CELDT and ELPAC Results will allow us to increase RFEP students by 5%

Actual

GUSD Overall SBAC Assessment Results (Grades 3-8) (See attachment "GUSD SBAC Results")

English Language Arts

2017-18 = 27% met or exceeded standard (Preliminary results)

2016-17 = 23% met or exceeded standard

2015-16 = 25% met or exceeded standard

2014-15 = 20% met or exceeded standard

Mathematics

2017-18 = 19% met or exceeded standard (Preliminary results)

2016-17 = 18% met or exceeded standard

2015-16 = 18% met or exceeded standard

2014-15 = 14% met or exceeded standard

Overall CELDT and ELPAC Assessment Results

FEP Student Rates

2017-18 had 312 FEP students

2016-17 had 150 FEP students

2015-16 had 247 FEP students

2014-15 had 85 FEP students

From 2016-17 to 2017-18 (Based on preliminary results for 2017-18)

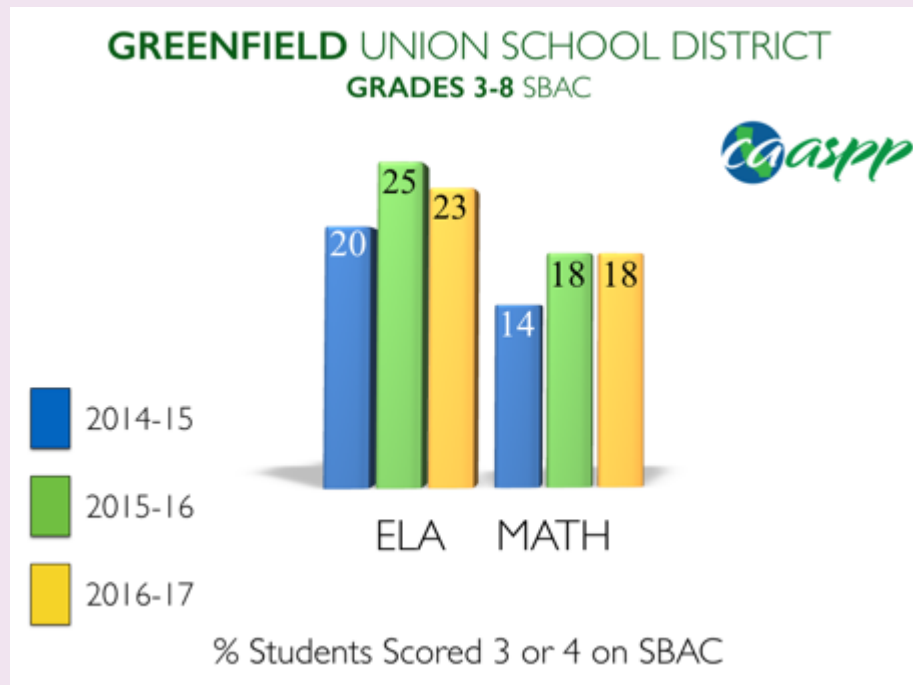
- We INCREASED our GUSD overall SBAC ELA percentage by 4%
- We INCREASED our GUSD overall SBAC Mathematics percentage by 1%
- We INCREASED our RFEP students by 108% using our CELDT and ELPAC results

Expected

Baseline

Our Baseline results are listed above for:
 SBAC English Language Arts
 SBAC Mathematics
 CELDT and ELPAC Assessment Results

Figure 5: Below is a chart showing the SBAC trend data from 2014-17. There was an increase in ELA results from 2014-15 (20%) to 2015-16 (25%) and then declined in 2016-17 (23%). In Mathematics in 2014-15 (14%) to 2015-16 (18%) and 2016-17 (18%).



Actual

Actions / Services

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

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

1. Provide CCSS and Content standards aligned field trips and experiences to support all students in preparation for college and career.
(moved to Goal 2, action 6 in 2018-19)

1. Provided CCSS and Content standards aligned field trips and experiences which supported all students in preparation for college and career.
(moved to Goal 2, action 6 in 2018-19)

This school year, not all planned CCSS and college/university field trips and experiences budgeted were needed as some expenses were charged to school-based PTA groups, other federal grants and the GEAR UP partnership grant with UC Santa Cruz. The difference reflected between planned and actual expenditures shows a decrease in overall expenses.

5000-5999: Services And Other Operating Expenditures
Supplemental \$150,658

5000-5999: Services And Other Operating Expenditures
Supplemental \$41,807

Action 2

Planned Actions/Services

2. Provide all students with opportunities to engage in NGSS and attend the science workshop in order to deepen learning experiences during the school day and after school enrichment.
(moved to Goal 3, action 7 in 2018-19)

Actual Actions/Services

2. Provided all students with opportunities to engage in NGSS and attend the science workshop in order to deepen learning experiences during the school day and after school enrichment.
(moved to Goal 3, action 7 in 2018-19)

This school year, some planned NGSS and deep learning field trips and experiences budgeted were not needed as some expenses were charged to school-based PTA groups and other federal grants. The difference reflected

Budgeted Expenditures

5000-5999: Services And Other Operating Expenditures
Supplemental \$40,000

Estimated Actual Expenditures

5000-5999: Services And Other Operating Expenditures
Supplemental \$27,609

between planned and actual expenditures shows a decrease in overall expenses.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3. Provide extended learning opportunities and after school enrichment to reinforce classroom learning program. • Teacher instructional support • Materials and resources • Contracted services (moved to Goal 1, action 10 in 2018-19)	3. Provided extended learning opportunities and after school enrichment which reinforced classroom learning program. • Teacher instructional support • Materials and resources • Contracted services (moved to Goal 1, action 10 in 2018-19) This school year, more planned extended learning opportunities and after school enrichment which reinforced classroom learning were needed to engage students in enrichment. Some expenses were charged to school-based PTA groups, other federal grants which caused the need for less materials and consulting services because existing staff led our professional development.	1000-1999: Certificated Personnel Salaries Supplemental \$57,100 3000-3999: Employee Benefits Supplemental \$10,403 4000-4999: Books And Supplies Supplemental \$55,000 5000-5999: Services And Other Operating Expenditures Concentration \$10,000	1000-1999: Certificated Personnel Salaries Supplemental \$79,670 3000-3999: Employee Benefits Supplemental \$13,332 4000-4999: Books And Supplies Supplemental \$49,542 5000-5999: Services And Other Operating Expenditures Concentration \$2,414

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4. Provide continued music enrichment and physical education staff to ensure deeper learning experiences during and after school.	4. Provided continued music enrichment and physical education staff which ensured deeper learning experiences during and after school.	1000-1999: Certificated Personnel Salaries Supplemental \$222,031	1000-1999: Certificated Personnel Salaries Supplemental \$207,088

- 4 FTE Music Teachers districtwide
 - Instruments, equipment, and resources
- (moved to Goal 2, action 1 in 2018-19)

- 4 FTE Music Teachers districtwide
 - Instruments, equipment, and resources
- (moved to Goal 2, action 1 in 2018-19)

This school year, not all planned certificated staff salaries and benefits were needed as a few new hires cost less than anticipated. However, we did need to purchase more materials and equipment for our enrichment programs which included several musical instruments and tools.

3000-3999: Employee Benefits Supplemental \$75,581

4000-4999: Books And Supplies Supplemental \$35,000

3000-3999: Employee Benefits Supplemental \$70,068

4000-4999: Books And Supplies Supplemental \$40,285

Action 5

Planned Actions/Services

5. Continue the After School Education and Safety (ASES) Program and supplement grant funding to enhance student academics and enrichment opportunities.
(moved to Goal 1, action 10 in 2018-19)

Actual Actions/Services

5. Continued the After School Education and Safety (ASES) Program and supplement grant funding which enhanced student academics and enrichment opportunities.
(moved to Goal 1, action 10 in 2018-19)

This school year, we did not need as much professional services because existing staff led our professional development.

Budgeted Expenditures

1000-1999: Certificated Personnel Salaries Supplemental \$103,987

3000-3999: Employee Benefits Supplemental \$39,515

5000-5999: Services And Other Operating Expenditures Supplemental \$102,200

Estimated Actual Expenditures

1000-1999: Certificated Personnel Salaries Supplemental \$104,779

3000-3999: Employee Benefits Supplemental \$27,270

5000-5999: Services And Other Operating Expenditures Supplemental \$87,761

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

6. Continue with the Americorps program to maximize student literacy opportunities during daily instruction to support and enhance student academics.
(moved to Goal 3, action 8 in 2018-19)

6. Continued with the Americorps program (3 tutors) to maximize student literacy opportunities during daily instruction which supported and enhanced student academics.
(moved to Goal 3, action 8 in 2018-19)

This school year, not all planned Americorps program staff which reinforced classroom literacy were needed in contractual services. The amount listed reflects a reduction in the actual services rendered by 3 tutors.

5000-5999: Services And Other Operating Expenditures Supplemental \$35,000

5000-5999: Services And Other Operating Expenditures Supplemental \$29,123

Action 7

Planned Actions/Services

7. Provide CCSS-aligned supplemental instructional materials and trainings to ensure access to high quality learning in all content areas.
(moved to Goal 2, action 8 in 2018-19)

Actual Actions/Services

7. Provided CCSS-aligned supplemental instructional materials and trainings which ensured access to high quality learning in all content areas.
(moved to Goal 2, action 8 in 2018-19)

This school year, there was an increase in needed CCSS-aligned supplemental instructional materials and trainings and supplies to supplement instruction in the topics of Essential Standards planning, Illuminate data management, PLCs at Work, and English Learner differentiation. However, not as many of the professional consulting services were needed with existing staff

Budgeted Expenditures

4000-4999: Books And Supplies Supplemental \$462,200

5000-5999: Services And Other Operating Expenditures Supplemental \$51,861

4000-4999: Books And Supplies Concentration \$59,119

Estimated Actual Expenditures

4000-4999: Books And Supplies Supplemental \$498,015

5000-5999: Services And Other Operating Expenditures Supplemental \$6,476

4000-4999: Books And Supplies Concentration \$57,223

leading our professional development.

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
8. Provide Summer and Saturday Academy materials and supports to ensure access to high quality learning and increase student outcomes districtwide. (moved to Goal 1, action 10 in 2018-19)	8. Provided Summer and Saturday Academy materials and supports which ensured access to high quality learning and increased student outcomes districtwide. (moved to Goal 1, action 10 in 2018-19) This school year, the Saturday and summer supplemental instructional materials and trainings will be fully expended using Federal funds instead of LCAP.	4000-4999: Books And Supplies Supplemental \$100,000	4000-4999: Books And Supplies Supplemental \$3,148

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
9. Provide professional development opportunities and substitutes for academic coaching support of all TK-12 staff. (stayed in Goal 2, action 9 in 2018-19)	9. Provided professional development opportunities and substitutes for academic coaching support of all TK-12 staff. (stayed in Goal 2, action 9 in 2018-19) This school year, the PD trainings attended by staff were led by existing staff and so we were able to reduce the costs for certificated services.	1000-1999: Certificated Personnel Salaries Supplemental \$91,380 3000-3999: Employee Benefits Supplemental \$28,392	1000-1999: Certificated Personnel Salaries Supplemental \$67,792 3000-3999: Employee Benefits Supplemental \$12,299

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
10. Ensure high quality professional development for all staff that integrates CCSS, NGSS, ELD, and ALL academic content areas: <ul style="list-style-type: none"> • Certificated hourly • Conferences • Consultants and speakers • Teachers release substitutes • Classified hourly • Materials and resources (moved to Goal 2, action 9 in 2018-19)	10. Ensured high quality professional development for all staff that integrated CCSS, NGSS, ELD, and ALL academic content areas: <ul style="list-style-type: none"> • Certificated hourly • Conferences • Consultants and speakers • Teachers release substitutes • Classified hourly • Materials and resources (moved to Goal 2, action 9 in 2018-19) This school year, not all CCSS-aligned professional development and trainings for both certificated and classified staff substitutes, travel, and professional consulting in the areas of salaries and benefits were needed with existing staff leading our professional development and trainings. However, the teacher hourly, books and supplies budget needs increased due to the need for supplemental materials to use during our many professional development sessions this past year. Some of the materials purchased were student leveled libraries, science enrichment supplies, and mathematics manipulatives and enhancements for classroom use.	1000-1999: Certificated Personnel Salaries Supplemental \$440,100 3000-3999: Employee Benefits Supplemental \$80,132 5000-5999: Services And Other Operating Expenditures Concentration \$188,300 1000-1999: Certificated Personnel Salaries Concentration \$389,649 3000-3999: Employee Benefits Concentration \$70,932 4000-4999: Books And Supplies Concentration \$25,000 2000-2999: Classified Personnel Salaries Supplemental \$24,100 3000-3999: Employee Benefits Supplemental \$6,157	1000-1999: Certificated Personnel Salaries Supplemental \$417,982 3000-3999: Employee Benefits Supplemental \$58,765 5000-5999: Services And Other Operating Expenditures Concentration \$170,746 1000-1999: Certificated Personnel Salaries Concentration \$249,952 3000-3999: Employee Benefits Concentration \$52,198 4000-4999: Books And Supplies Concentration \$75,136 2000-2999: Classified Personnel Salaries Supplemental \$4,880 3000-3999: Employee Benefits Supplemental \$1,700

Action 11

Planned

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
<p>11. Continue Response to Intervention (RTI) Program and supports districtwide to ensure systems are in place to respond to student academic and social-emotional needs:</p> <ul style="list-style-type: none"> • Certificated staff support: during and after school • Classified staff support: during and after school <p>(moved to Goal 2, action 2 in 2018-19)</p>	<p>11. Continued Response to Intervention (RTI) Program and supports districtwide which ensured systems were in place to respond to student academic and social-emotional needs:</p> <ul style="list-style-type: none"> • Certificated staff support: during and after school • Classified staff support: during and after school <p>(moved to Goal 2, action 2 in 2018-19)</p> <p>This school year, not all of the costs associated with Response to Intervention (RTI) Program, staff and supports districtwide were needed with certificated and classified staff salaries and benefits being charged to Title I and ASES supplemental funds. We also had some staff vacancies during the year that took some time to fill.</p>	<p>1000-1999: Certificated Personnel Salaries Concentration \$281,859</p> <p>2000-2999: Classified Personnel Salaries Concentration \$644,469</p> <p>3000-3999: Employee Benefits Concentration \$224,404</p>	<p>1000-1999: Certificated Personnel Salaries Concentration \$83,418</p> <p>2000-2999: Classified Personnel Salaries Concentration \$429,938</p> <p>3000-3999: Employee Benefits Concentration \$200,023</p>

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>12. Provide Academic Coaches and TOSAs to implement coaching cycles with TK-8 staff and build the capacity of all team members to support deep academic earning districtwide. (5.0 FTE)</p> <p>(moved to Goal 2, action 3 in 2018-19)</p>	<p>12. Provided Academic Coaches and TOSAs which implemented coaching cycles with TK-8 staff and build the capacity of all team members to support deep academic earning districtwide. (5.0 FTE)</p> <p>(moved to Goal 2, action 3 in 2018-19)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$255,553</p> <p>3000-3999: Employee Benefits Supplemental \$59,110</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$123,340</p> <p>3000-3999: Employee Benefits Supplemental \$58,275</p>

This school year, not all of the Academic coaches (TOSAs) planned budget allocations were needed with some certificated salaries and benefits being charged to Title I supplemental funds.

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
13. Continue Library and Media Clerks to expand 21st Century learning experiences for all students at all sites. (3.0 FTE) (moved to Goal 2, action 4 in 2018-19)	13. Continued Library and Media Clerks which expanded 21st Century learning experiences for all students at all sites. (3.0 FTE) (moved to Goal 2, action 4 in 2018-19)	2000-2999: Classified Personnel Salaries Supplemental \$85,315 3000-3999: Employee Benefits Supplemental \$52,685	2000-2999: Classified Personnel Salaries Supplemental \$81,280 3000-3999: Employee Benefits Supplemental \$46,528

Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
14. Provide Districtwide Assessment Support staff and materials (CAASPP, SBAC, PSAT, GATE, ELPAC, and other): <ul style="list-style-type: none"> • Certificated hourly • Materials and resources (moved to Goal 2, action 6 in 2018-19)	14. Provided Districtwide Assessment Support staff and materials (CAASPP, SBAC, PSAT, GATE, ELPAC, and other): <ul style="list-style-type: none"> • Certificated hourly • Materials and resources (moved to Goal 2, action 6 in 2018-19) This school year, the districtwide assessment support staff and materials were not needed with certificated staff salaries and existing staff completing the assessment supports during their regularly scheduled work day. We	1000-1999: Certificated Personnel Salaries Supplemental \$20,500 3000-3999: Employee Benefits Supplemental \$3,173 4000-4999: Books And Supplies Supplemental \$20,957	1000-1999: Certificated Personnel Salaries Supplemental \$30,275 3000-3999: Employee Benefits Supplemental \$7,569 4000-4999: Books And Supplies Supplemental \$354,489

did however have an increase in benefits with some STRS increases. We also noted the need for the additional purchases on assessment support materials to prepare our students for state assessments.

Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
15. Provide support for early childhood learning with a TK Instructional Aide (1.0 shared FTE for TK classes). (moved to Goal 2, action 5 in 2018-19)	15. Provided support for early childhood learning with a TK Instructional Aide (1.0 shared FTE for TK classes). (moved to Goal 2, action 5 in 2018-19) This school year, the early childhood staff planned allocation was not needed due to a substitute filling the position for a short portion of the school year and little health & welfare benefits.	2000-2999: Classified Personnel Salaries Concentration \$19,433 3000-3999: Employee Benefits Concentration \$7,384	2000-2999: Classified Personnel Salaries Concentration \$18,480 3000-3999: Employee Benefits Concentration \$2,563

Action 16

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
16. Augment instructional technology programs and resources to develop College and Career Readiness and 21st Century learning for students districtwide: <ul style="list-style-type: none"> Educational Software Professional Support Services Hardware and devices 	16. Augmented instructional technology programs and resources which developed College and Career Readiness and 21st Century learning for students districtwide: <ul style="list-style-type: none"> Educational Software Professional Support Services Hardware and devices 	4000-4999: Books And Supplies Supplemental \$300,500 5800: Professional/Consulting Services And Operating Expenditures Concentration \$10,116 5800: Professional/Consulting Services And Operating	4000-4999: Books And Supplies Supplemental \$134,865 5800: Professional/Consulting Services And Operating Expenditures Concentration \$22,410 4000-4999: Books And Supplies Concentration \$202,458

(moved to Goal 2, action 7 in 2018-19)

(moved to Goal 2, action 7 in 2018-19)

This school year, augmented instructional technology programs and resources for College and Career Readiness and 21st Century learning were not needed with existing staff leading our professional development and the redirecting of technology funds to other existing actions in this LCAP aligned to technology in Goal 1, action 12.

Expenditures Concentration
\$60,000

4000-4999: Books And Supplies
Concentration \$560,000

6000-6999: Capital Outlay
Concentration \$6,073

Action 17

Planned Actions/Services

17. Implementation of College and Career Readiness staff and actions to fully support and prepare students for postsecondary success.
(moved to Goal 2, action 6 in 2018-19)

Actual Actions/Services

17. Implemented College and Career Readiness staff and actions which fully supported and prepared students for postsecondary success.
(moved to Goal 2, action 6 in 2018-19)

This school year, College and Career Readiness staff and supplies were not needed with staff being hired later in the school year and with existing staff leading our professional development and trainings. Further, the books and supplies budgets for supplemental materials was not needed with other federal grants and our GEAR UP Partnership grant purchasing much of the needed supplemental materials and supplies.

Budgeted Expenditures

4000-4999: Books And Supplies
Concentration \$200,000

1000-1999: Certificated
Personnel Salaries Supplemental
\$107,436

3000-3999: Employee Benefits
Supplemental \$32,161

Estimated Actual Expenditures

4000-4999: Books And Supplies
Concentration \$37,366

1000-1999: Certificated
Personnel Salaries Supplemental
\$106,966

3000-3999: Employee Benefits
Supplemental \$29,138

Analysis

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

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

The implementation of visual and performing arts teachers, physical education teachers, RTI certificated and classified staff, Academic coaches, library media clerks, site technicians, and the hiring of college/career leaders has been a focus for us. The implementation of the aforementioned staff has proven to support our students and schools. We are proud to have been able to purchase and implement CCSS aligned supplemental materials, attend and deliver stellar professional development, and increase the implementation of extended learning opportunities for our students in building a college and career-going future.

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

For this school year, Goal 2 had a significant overall effect:

Goal 2: All students will possess the academic and technical skills required to achieve grade-level proficiency in all subject areas through high-quality instruction.

As stated above, the impact and OVERALL EFFECT of student academic data results is growing in English Language Arts, Mathematics, and English Language Development areas that resulted in achieving our academic vision of preparing students for college and career. Our academic data results and overall academic student increases as a district in almost every grade level is amazing. We continue to use the following metrics to measure the success of Goal 2:

GUSD Overall SBAC Assessment Results (Grades 3-8)

English Language Arts

2017-18 = 27% met or exceeded standard (Preliminary results)

2016-17 = 23% met or exceeded standard

2015-16 = 25% met or exceeded standard

2014-15 = 20% met or exceeded standard

Mathematics

2017-18 = 19% met or exceeded standard (Preliminary results)

2016-17 = 18% met or exceeded standard

2015-16 = 18% met or exceeded standard

2014-15 = 14% met or exceeded standard

Overall CELDT and ELPAC Assessment Results

FEP Student Rates

2017-18 had 312 FEP students

2016-17 had 150 FEP students

2015-16 had 247 FEP students

2014-15 had 85 FEP students

From 2016-17 to 2017-18 (Preliminary results for 2017-18)

- We INCREASED our GUSD overall SBAC ELA percentage by 4%
- We INCREASED our GUSD overall SBAC Mathematics percentage by 1%
- We INCREASED our RFEP students by 108% using our CELDT and ELPAC results

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

For this school year, Goal 2 had several differences between budgeted expenditures and actual expenditures as described in each text box for each action identified above. The most significant differences overall were for personnel who were overestimated in salary and benefits who were not necessary due to completing tasks and projects during the established work day and for late hires in the school year who did not receive a full salary for the full school year. This included certificated and classified staff in each of the actions identified above. We also noted the need to purchase more than anticipated materials in the areas of college and career, technology equipment, instructional materials to enhance classroom learning for students. While we found the need to shift funds from one action to another, the overall Goal 2 was still met with the material differences accounted for within our overall plan. Our students have substantially grown in meeting this academic goal and we are proud to serve them in becoming college and career ready.

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

For this school year, Goal 2 did not have significant changes to the descriptions of any of the actions and services as we were able to clearly align them to our student outcomes. If actions were moved from 2017-18 to 2018-19, the details of where those actions have been moved will be found in those specific boxes above.



Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 3

3. Strengthen family, school, and district partnerships through ongoing communications and active community outreach.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

GUSD will measure the success of Goal 3 with:

- Parent Engagement Survey
- Parent Cafe Participation Rate
- Parent Academy Participation Rate

Actual

Parent Engagement Results for 2017-18 (See attachment "Parent Engagement")

Parent Engagement Survey

Total # of Parent Surveys 2017-18 = 2,738

Total # of Parent Surveys 2016-17 = 2,441

An INCREASE of 12.17% overall

Parent Cafes

Total # of Parent Participants 2017-18 = 919

Total # of Parent Participants 2016-17 = 665

An INCREASE of 38.2% overall

Parent Academies

Expected

17-18

GUSD expects to see an increase in attendance and participation for our parent and community events as follows:

- We will see increased parent involvement in the educational process as evidenced by a parent survey administered in the Spring 2018.
- Additionally, parent sign-in sheets collected at all school and district functions (parent conferences, school committees and parent meetings) by our community liaisons will demonstrate an increase in parents attending school functions.
- We will see increased community involvement and participation in district events and partnerships to ensure access to local and regional resources for all GUSD families.

Baseline

Parent Engagement for 2016-17

Parent Engagement Survey

Total # of Parent Surveys 2016-17 = 2,441

Parent Cafes

Total # of Parent Participants 2016-17 = 665

Parent Academies

Total # of Parent Participants 2016-17 = 266

Actual

Total # of Parent Participants 2017-18 = 154

Total # of Parent Participants 2016-17 = 266

A decrease of 42.11% overall

Actions / Services

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

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

1. Continue to provide District Family and Community Engagement Services:

- FACE Representative
- Materials and Resources for Parent Academy
- Parent and Community Support Services, Parent College

(stayed in Goal 3, action 1 in 2018-19)

1. Continued providing District Family and Community Engagement Services:

- FACE Representative
- Materials and Resources for Parent Academy
- Parent and Community Support Services, Parent College

(stayed in Goal 3, action 1 in 2018-19)

This school year, some planned District Family and Community Engagement Services additional were not needed in materials and supplies with staff utilizing existing supplies for our planned trainings. We did, however, need to increase the cost for some of our professional consulting presenters as we went over our allocated budget this school year based on parents wanting specific presenters that were great.

2000-2999: Classified Personnel Salaries Supplemental \$79,910

3000-3999: Employee Benefits Supplemental \$37,549

4000-4999: Books And Supplies Supplemental \$17,000

5000-5999: Services And Other Operating Expenditures Supplemental \$10,000

2000-2999: Classified Personnel Salaries Supplemental \$75,380

3000-3999: Employee Benefits Supplemental \$33,380

4000-4999: Books And Supplies Supplemental \$2,221

5000-5999: Services And Other Operating Expenditures Supplemental \$21,128

Action 2

Planned Actions/Services

2. Provide District Communication Systems: maintain automatic dialers, site and district webpages to communicate to parents/community, parent portal, districtwide calendar of events. (moved to Goal 3, action 4 in 2018-19)

Actual Actions/Services

2. Provided District Communication Systems: maintained automatic dialers, site and district webpages to communicate to parents/community, parent portal, districtwide calendar of events. (moved to Goal 3, action 4 in 2018-19)

Budgeted Expenditures

5000-5999: Services And Other Operating Expenditures Supplemental \$70,000

Estimated Actual Expenditures

5000-5999: Services And Other Operating Expenditures Supplemental \$16,495

This school year, not all planned Communication System costs were needed by utilizing existing staff for our planned trainings and by using existing staff to duplicate our flyers and post on our websites.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3. Continue Site Family and Community Engagement Services: <ul style="list-style-type: none"> Materials and resources for Parent Cafe (moved to Goal 3, action 2 in 2018-19)	3. Continued Site Family and Community Engagement Services: <ul style="list-style-type: none"> Materials and resources for Parent Cafe (moved to Goal 3, action 2 in 2018-19) <p>This school year, not all planned district and site Family and Community Engagement Services were needed in materials and supplies with staff utilizing existing supplies for our planned trainings.</p>	4000-4999: Books And Supplies Supplemental \$12,010	4000-4999: Books And Supplies Supplemental \$9,956

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4. Provide translation services for parent meetings and events: <ul style="list-style-type: none"> district and site parent support meetings (hourly) (moved to Goal 3, action 4 in 2018-19)	4. Provided translation services for parent meetings and events: <ul style="list-style-type: none"> district and site parent support meetings (hourly) (moved to Goal 3, action 4 in 2018-19) <p>This school year, not all planned parent meeting and event costs were needed with existing staff</p>	2000-2999: Classified Personnel Salaries Supplemental \$31,860 3000-3999: Employee Benefits Supplemental \$8,114	2000-2999: Classified Personnel Salaries Supplemental \$9,779 3000-3999: Employee Benefits Supplemental \$2,694

attending our planned trainings to support our parent community during the regular school day. Many of the trainings occurred during the regular work day and so no additional staff overtime was necessary to provide our trainings.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5. Provide classified hourly staff to support parents and families to ensure involvement in school and district events and activities. (moved to Goal 3, action 2 in 2018-19)	5. Provided classified hourly staff which supported parents and families ensuring involvement in school and district events and activities. (moved to Goal 3, action 2 in 2018-19) This school year, some planned parent meeting and event costs were not needed with existing staff attending our planned trainings to support our parent community. Many of the trainings occurred during the regular work day and so no additional staff overtime was necessary to provide our trainings.	2000-2999: Classified Personnel Salaries Supplemental \$31,860 3000-3999: Employee Benefits Supplemental \$8,114	2000-2999: Classified Personnel Salaries Supplemental \$12,230 3000-3999: Employee Benefits Supplemental \$1,649

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6. Continue to provide updated and printed Student and Parent Handbook Resources. (moved to Goal 3, action 4 in 2018-19)	6. Continued to provide updated and printed Student and Parent Handbook Resources. (moved to Goal 3, action 4 in 2018-19)	5000-5999: Services And Other Operating Expenditures Concentration \$5,000	5000-5999: Services And Other Operating Expenditures Concentration \$0

This school year, planned parent communication resources and handbook costs were not needed with existing staff duplicating our materials for distribution.

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
7. Provide Community Partnership Security and/or School Resource Officer staff to support our safe schools initiative. (moved to Goal 3, action 5 in 2018-19)	7. Provided Community Partnership Security and/or School Resource Officer staff which supported our safe schools initiative. (moved to Goal 3, action 5 in 2018-19) This school year, we hired a classified school employee Safety Officer later in the school year for our middle school instead of contracted services. We also were not able to hire a school resource officer on professional contracted services due to lack of available staff in our city police department	5000-5999: Services And Other Operating Expenditures Concentration \$34,000	2000-2999: Classified Personnel Salaries Concentration \$16,300 3000-3999: Employee Benefits Concentration \$3,178

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
8. Continue contracted school safety and security services for districtwide safety support to strengthen family, school, and district partnerships. (stayed in Goal 3, action 5 in 2018-19)	8. Continued the contracting of school safety and security services for districtwide safety support which strengthened family, school, and district partnerships. (stayed in Goal 3, action 5 in 2018-19)	5000-5999: Services And Other Operating Expenditures Concentration \$25,000	5000-5999: Services And Other Operating Expenditures Concentration \$16,736

This school year, we hired city-contracted crossing guards, however, the city was short staffed at the City of Greenfield in 2017-18 and so we were unable to fully utilize the funds allocated in this action due to lack of available staff.

Analysis

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

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

The implementation of district and site family and community staff has been a focus for us. The implementation of bilingual staff who are positive and engaging to our families and students while at school and during events is of utmost importance to us. We support our families and students who need guidance with in understanding American schools, Common Core State Standards, science and engineering, college and career, and a variety of health topics. We are proud to have been able to enhance our partnership with the community through developing a positive school culture of focusing on topics of importance to our community.

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

For this school year, Goal 3 had a significant OVERALL EFFECT:

Goal 3: Strengthen family, school, and district partnerships through ongoing communications and active community outreach.

As stated above, our implementation impact results growing in several areas, resulted in developing a positive school culture and climate for our community. Our parent engagement trends are on the increase overall. We have noted school engagement by parents and students on the rise with data results below. We continue to use the following metrics to measure the success of goal 1:

Parent Engagement Results for 2017-18

Parent Engagement Survey

Total # of Parent Surveys 2017-18 = 2,738

Total # of Parent Surveys 2016-17 = 2,441

An INCREASE of 12.17% overall

Parent Cafes

Total # of Parent Participants 2017-18 = 919

Total # of Parent Participants 2016-17 = 665
An INCREASE of 38.2% overall

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

For this school year, Goal 3 had several differences between budgeted expenditures and actual expenditures as described in each text box for each action identified above. The most significant differences overall were for personnel who were overestimated in salary and benefits who were not necessary due to completing tasks and projects during the established work day. We also noted that more than anticipated materials were necessary in the areas of parent engagement materials. While we did shift funds from one action to another, the overall Goal 3 was still met with the material differences accounted for in our overall plan.

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

For this school year, Goal 3 did not have significant changes to the descriptions of any of the actions and services as we were able to clearly align them to our student and parent engagement outcomes. If actions were moved from 2017-18 to 2018-19, the details of where those actions have been moved will be found in those specific boxes above.

Stakeholder Engagement

LCAP Year: **2018-19**

Involvement Process for LCAP and Annual Update

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

We are proud to report that this year between the months of January and April of 2018 we had a total of 4,372 stakeholders actively engaged in our LCAP planning process. We set out and embarked on this journey to inform and receive feedback from our GUSD staff, students, and community stakeholders. Beginning in January, the administrative team, led by our Superintendent (Zandra Jo Galvan), began administrative PLC meetings which were held with all district and site administrators to review our CA Dashboard results including our 5 X 5 table revealing our progress with specific subgroups. A "trainer of trainers" model was developed so that all site administrators and leaders within departments were able to go back to their respective site or department and guide stakeholders through the same presentation, ensuring that all stakeholders including staff, students, the community, and the Board of Trustees had the most recent data regarding student achievement.

In addition to presenting and informing our school sites, we also presented at the Greenfield Rotary Club and invited all community members to attend three LCAP Stakeholder workshops in our GUSD Boardroom. In each of these presentations all state and local indicators were analyzed and discussed in order to allow stakeholders the opportunity to learn how we are being assessed and our areas of strength and possible areas of growth. The presentations were incredibly detailed and the stakeholders enjoyed learning more about the CA Dashboard and the ways in which our district is now being measured. Stakeholders even commented how much they appreciated learning the specific details of the Dashboard because now they are looking forward to seeing the progress next year.

After reviewing the previous year's data and all state/local indicators, stakeholders were given the opportunity to make recommendations for each state and local indicator and ways in which we could improve as a district with regard to those indicators. At the end of these numerous presentations we created a Google Form survey to capture all of the stakeholders' suggestions with regard to specific data and indicators.

Below is a detailed breakdown of our stakeholder meetings. The school site meetings included teachers and classified employees. The additional meetings within specific departments were to inform and receive recommendations from all stakeholders within those departments.

Cesar Chavez Elementary School
Stakeholder Meeting dates - 2/7/18, 3/2/18, 3/26/18, 4/18/18

Mary Chapa Academy

Stakeholder Meeting dates - 3/14/18, 3/30/18, 4/20/18

Oak Ave. Elementary School

Stakeholder Meeting dates - 3/9/18, 3/28/18, 3/30/18

Vista Verde Middle School

Stakeholder Meeting dates - 3/16/18, 3/21/18, 3/22/18

Community Engagement Meetings:

Community meetings - 3/20/18 (2 meetings), 3/29/18

Board of Trustee LCAP engagement presentation - 3/3/18

Educational Services Team - 3/2/18

Business and Human Resources Department - 3/29/18

Counseling Team - 3/14/18

Migrant Program Team - 4/10/18

District English Language Advisory Council - 3/26/18

Preschool Team - 3/28/18

After School Program - 3/6/18, 3/7/18, 3/8/18

As aforementioned, 4,372 total stakeholders were informed, included, and listened to a result of this very inclusive LCAP process. At the conclusion of the the stakeholder meetings there was a survey for stakeholders to take in order for our team to receive specific recommendations and suggestions based on the data and state/local indicators. Below is the breakdown of who responded to our multiple surveys to inform the creation of GUSD's 2018-19 LCAP. Using Google Forms we created an English LCAP Stakeholder Survey, a Spanish LCAP Stakeholder Survey, a Student LCAP Survey, and we also sent home a paper survey to make sure we were able to hear the voice of all stakeholders in case they did not have access to the survey at home.

Parent Engagement:

Home survey = 2,728 surveys returned

English and Spanish Stakeholder Google Form Survey by community members = 149

OVERALL stakeholder response trend data highlights from the LCAP surveys:

GOAL 1

97.8% of stakeholders - Wanted to keep the action that would continue recruiting and retaining highly-qualified teachers.

96.9% of stakeholders - Wanted to continue to modernize all facilities districtwide for ALL TK-8 grade students.

93.8% of stakeholders - Wanted to continue to repair and replace classroom and school furniture to ensure high-quality, 21st Century learning environments.

GOAL 2

99.1% of stakeholders - Wanted to continue providing Visual and Performing Arts teachers along with P.E. teachers to ensure well-rounded experiences for ALL students.

97.3% of stakeholders - Wanted to ensure technological advancement for ALL students by utilizing technology staff to lead site-based, student technology squads and makerspaces.

95.1% of stakeholders - Wanted to continue providing College and Career Readiness staff to implement numerous postsecondary success activities/events, trips, and programs for ALL students.

97.3% of stakeholders - Wanted to continue providing high-quality Professional Development (PD) for all staff to enhance our Professional Learning Community (PLC).

GOAL 3

98.2% of stakeholders - Wanted to continue providing district and site Family and Community Engagement staff and services to actively engage our parents and community.

Student Engagement:

Preschool through Grade 8 Student Google Form survey responses = 1,362

Student responses were recorded on a scale of (1) NEVER (2) NOT really (3) MOST of the time (4) ALWAYS

This is what students had to say:

"I feel welcomed at my school by teachers and staff." = 86% (3 & 4 combined)

"My family feels welcomed at school." = 86% (3 & 4 combined)

"I feel safe at school." = 74% (3 & 4 combined)

"Most students at my school treat each other with respect." = 55% (3 & 4 combined)

"Teachers and other adults at school care about me." = 86% (3 & 4 combined)

"My school is kept clean." = 57% (3 & 4 combined)

"Students are encouraged and recognized for following the rules and being good role models." = 79% (3 & 4 combined)

"Teachers at my school expect ALL students to learn." = 94% (3 & 4 combined)

Students were also asked what we could do as a school district to enhance their learning experience and results can be summarized as follows:

- More STEM related opportunities (e.g., computer science, math clubs, science fairs, etc.)
- They would like more field trips to zoo or animal related trips, colleges/universities, and science related field trips

Greenfield Teachers Association (GTA) and Classified (CSEA) Engagement:

CCES = 28

MCA = 40

OAES = 30
VVMS = 35

Greenfield School Board on June 14, 2018 –Public hearing
Greenfield School Board on June 28, 2018 –Adoption

Impact on LCAP and Annual Update

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

Our stakeholder trainings and meetings allowed us to ensure that our stakeholders' voices were being heard and that we are making the right decisions for students based upon data. Having the "trainer of trainers" model with our administrative team equips them to lead the LCAP meetings and conversations at their sites and become the resident experts. If all stakeholders see and understand our current reality when it comes to student data and subgroups we will have a shared, vested interest in increasing our results as a district and community.

For the upcoming 2018-19 school year, our LCAP goals have been slightly revised to reflect Greenfield Union School District's motto of "ALL means ALL." Our students, parents, and community have revealed in their survey responses the desire for our students to achieve at high levels and be prepared for college and career success. Along with academic achievement, we are ensuring that the correct positions are in place to ensure student safety, maintain clean and 21st Century learning environments, and strengthen our partnerships with the community as a whole here in Greenfield. Having an informed community is essential to ensuring that they are able to provide relevant feedback on how the district should develop and revise its LCAP. The Community Stakeholder Committee provided a forum to inform, educate and gather input and feedback from critical stakeholders: parents, staff and community partners.

Here are our new, revised LCAP goals 2018-19 which reflect our stakeholders' vision and mission for GUSD:

LCAP Goal #1: CULTURE

We will cultivate positive school environments that are culturally, emotionally, and physically safe led by passionate staff members dedicated to and advocating for ALL students, their families, and our community.

- Stakeholders have voiced their support to continue ensuring safe environments for ALL students, which is why we have enhanced actions 2, 3, 4, and 9

LCAP Goal #2: ACADEMICS

We will take collective responsibility for providing a guaranteed, viable curriculum in ALL subject areas so that ALL students meet or exceed grade-level academic and technical standards through effective, data-driven instructional practices that ensure ALL students are fully prepared for college and career success.

- In listening to stakeholder input we have revised and expanded opportunities for ALL students with actions 1, 2, 4, 6, 7, and 10.

LCAP Goal #3: COMMUNITY

We will actively engage our family, school, and community partners through ongoing communication and outreach because we value, respect, and believe we are stronger together in ensuring and advocating for the future success of ALL our students.

- We have enhanced our communication and participation with parents and the community as evidence in actions 2, 3, 4, 6, 7, and 8.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

Goal 1

1. We will cultivate positive school environments that are culturally, emotionally, and physically safe led by passionate staff members dedicated to and advocating for ALL students, their families, and our community.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

The Greenfield Union School District has identified a need to maintain equitable learning environments conducive to student success. This focus on school climate and culture includes the need to implement PBIS systems to ensure monitoring of evidence-based behavioral interventions, enhancing academic outcomes and social-emotional skills for all students. In addition, there is a need to refine district processes and collaborative school environments for supporting and retaining highly qualified teachers. Although facility inspections currently demonstrate a result of "good," or "exemplary" status for all campuses, additional support is needed to ensure safe and well maintained schools that offer future-ready environments and technology infrastructure aligned to a 21st Century workforce.

- Suspension rate will decrease by 3% from the 2017-2018 school year.
- Average Daily Attendance (ADA) will increase by 0.5%
- Truancy rate will decrease by 0.5%
- Expulsions will decrease by 0.5%
- Measure % of students feeling safe at school

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> GUSD Suspension Rate GUSD Attendance Data GUSD Truancy Rate GUSD Expulsion Rate CA Healthy Kids Survey 	<p>GUSD Suspension Rate (Dataquest):</p> <p>2017-18 TBD</p> <p>2016-17 6.8%</p> <p>2015-16 7.4%</p> <p>2014-15 4.1%</p> <p>2013-14 3.7%</p> <p>GUSD Attendance Data from P2 reports:</p> <p>2017-18 3,571</p> <p>2016-17 3,522</p> <p>2015-16 3,510</p> <p>2014-15 3,448</p> <p>GUSD Truancy Rate:</p> <p>2017-18 N/A</p> <p>2016-17 N/A</p> <p>2015-16 10.15%</p> <p>2014-15 6.21%</p> <p>2013-14 5.27%</p> <p>GUSD Expulsion Rate:</p> <p>2017-18 TBD</p> <p>2016-17 0.05%</p> <p>2015-16 0.13%</p> <p>2014-15 0.00%</p> <p>2013-14 0.00%</p> <p>% of students feeling safe at school</p> <p>GUSD School Safety feelings (CHKS):</p> <p>2017-18 TBD</p> <p>2016-17 -not administered</p>	<ul style="list-style-type: none"> Suspensions will decrease by 3% Average Daily Attendance (ADA) will increase by 0.5% Truancy rate will decrease by 0.5% Expulsions will decrease by 0.5% Students feeling safe at school will increase by 3% per CA Healthy Kids Survey and local surveys 	<ul style="list-style-type: none"> Suspensions will decrease by 3% Average Daily Attendance (ADA) will increase by 0.5% Truancy rate will decrease by 0.5% Expulsions will decrease by 0.5% Students feeling safe at school will increase by 3% per CA Healthy Kids Survey and local surveys 	<ul style="list-style-type: none"> Suspensions will decrease by 3% Average Daily Attendance (ADA) will increase by 0.5% Truancy rate will decrease by 0.5% Expulsions will decrease by 0.5% Students feeling safe at school will increase by 3% per CA Healthy Kids Survey and local surveys

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	2015-16 70% of grade 5 and 41% of grade 7 students feel safe at school 2014-15 -not administered			

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1. Provide school counselors at all TK-8 school sites to ensure ongoing support for ALL students with social-emotional learning. (6.0 FTE)

1. Provide school counselors at all TK-8 school sites to ensure ongoing support for ALL students with social-emotional learning. (6.0 FTE)

1. Provide school counselors at all TK-8 school sites to ensure ongoing support for ALL students with social-emotional learning. (6.0 FTE)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$343,116	\$534,354	\$555,728
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$103,077	\$152,849	\$158,963
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

Actions/Services

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

Unchanged Action

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

New Action

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

Unchanged Action

2017-18 Actions/Services

2. Implement school-wide AVID strategies to support the needs of English learners and low income students.

2018-19 Actions/Services

2. Provide school student supervisor assistants (20.0 FTE formerly known as yard duty staff), school security personnel (1.0 FTE) and school campus supervisors (5.0 FTE) to ensure safe and positive school environments for ALL students districtwide, including the implementation of "Positive Play" recreational activities during the school day at all sites.

2019-20 Actions/Services

2. Provide school student supervisor assistants (20.0 FTE formerly known as yard duty staff), school security personnel (1.0 FTE) and school campus supervisors (5.0 FTE) to ensure safe and positive school environments for ALL students districtwide, including the implementation of "Positive Play" recreational activities during the school day at all sites.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$11,545	\$630,952	\$649,881
Source	Supplemental	Concentration	Concentration
Budget Reference	4000-4999: Books And Supplies	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$1,455	\$282,387	\$293,683
Source	Supplemental	Concentration	Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		\$200,000	\$200,000
Source		Concentration	Concentration
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

New Action

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

Unchanged Action

2017-18 Actions/Services

3. Maintain and modernize libraries, early childhood, staff and administrative facilities to provide high quality resources and environment to all TK-8 grade students.

2018-19 Actions/Services

3. Provide home to school transportation services, staff, equipment, and training to increase student attendance and maintain positive school culture and student safety districtwide.

2019-20 Actions/Services

3. Provide home to school transportation services, staff, equipment, and training to increase student attendance and maintain positive school culture and student safety districtwide.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$126,733	\$417,883	\$434,599
Source	Concentration	Concentration	Concentration
Budget Reference	6000-6999: Capital Outlay	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Amount	\$671,095	\$266,576	\$277,239
Source	Supplemental	Concentration	Concentration
Budget Reference	4000-4999: Books And Supplies	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$907,144	\$85,210	\$88,619
Source	Concentration	Concentration	Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$15,000	\$62,300	\$43,000
Source	Concentration	Concentration	Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount		\$240,000	\$240,000
Source		Concentration	Concentration
Budget Reference		6000-6999: Capital Outlay	6000-6999: Capital Outlay

Action 4

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

New Action

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

Unchanged Action

2017-18 Actions/Services

4. Replace and repair classroom furniture to ensure access to high quality, 21st Century Learning environments district wide.

2018-19 Actions/Services

4. Provide Health Aides districtwide (5.0 FTE), School Registered Nurse (RN .25 FTE), and Licensed Vocational Nurse (LVN 1.0 FTE) to ensure the healthy well-being of our TK-8 students.

2019-20 Actions/Services

4. Provide Health Aides districtwide (5.0 FTE), School Registered Nurse (RN .25 FTE), and Licensed Vocational Nurse (LVN 1.0 FTE) to ensure the healthy well-being of our TK-8 students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$155,159	\$161,366
Source	Concentration	Concentration	Concentration
Budget Reference	4000-4999: Books And Supplies	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount		\$117,851	\$122,565
Source		Concentration	Concentration
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		\$26,050	\$27,092
Source		Supplemental	Supplemental
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount		\$79,740	\$82,930
Source		Supplemental	Supplemental
Budget Reference		2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount		\$32,482	\$33,782
Source		Supplemental	Supplemental
Budget Reference		3000-3999: Employee Benefits	2000-2999: Classified Personnel Salaries

Action 5

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

Specific Schools: Vista Verde Middle School
[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

5. Provide an alternate class of choice teacher (1.0 FTE) to support students with extensive needs in social-emotional and academic learning.

5. Provide an alternate class of choice teacher (1.0 FTE) to support students with extensive needs in social-emotional and academic learning and train all staff in positive school culture, alternatives to suspensions, and practices that restore harm.

5. Provide an alternate class of choice teacher (1.0 FTE) to support students with extensive needs in social-emotional and academic learning and train all staff in positive school culture, alternatives to suspensions, and practices that restore harm.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$95,015	\$95,955	\$99,793
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$34,860	\$37,329	\$38,820
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$5,909		
Source	Supplemental		
Budget Reference	2000-2999: Classified Personnel Salaries		

Action 6

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

6. Provide a welcome and safe learning environment and positive culture to recruit and retain highly qualified teachers.

2018-19 Actions/Services

6. Maintain and modernize all facilities districtwide to provide a high-quality environment for ALL TK-8 grade students, families, and the community.

2019-20 Actions/Services

6. Maintain and modernize all facilities districtwide to provide a high-quality environment for ALL TK-8 grade students, families, and the community.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$11,630	\$50,000	\$52,000
Source	Supplemental	Concentration	Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$208,998	\$8,241	\$8,571
Source	Supplemental	Concentration	Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Amount	\$19,326	\$50,000	\$50,000
Source	Supplemental	Concentration	Concentration
Budget Reference	3000-3999: Employee Benefits	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount		\$49,572	\$40,000
Source		Concentration	Concentration
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 7

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

7. Continue implementation of Positive Play Integration structured student recreational activities during the school day at all sites via contracted services.

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

Unchanged Action

2018-19 Actions/Services

7. Repair and replace classroom and school furniture to ensure access to high-quality, 21st Century learning environments districtwide.

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

Unchanged Action

2019-20 Actions/Services

7. Repair and replace classroom and school furniture to ensure access to high-quality, 21st Century learning environments districtwide.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$136,065	\$500,000	\$500,000
Source	Supplemental	Concentration	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 8

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

8. Continue implementation of district wide PBIS Initiatives to support positive school

2018-19 Actions/Services

8. Recruit and retain highly-qualified, effective teachers and staff to build and support a positive school culture for ALL,

2019-20 Actions/Services

8. Recruit and retain highly-qualified, effective teachers and staff to build and support a positive school culture for ALL,

environments for students, staff, and families.	and support new teachers during their internships and teacher induction programs with mentors and Induction Coaches.	and support new teachers during their internships and teacher induction programs with mentors and Induction Coaches.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$21,910	\$100,000	\$100,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	\$117,091	\$150,000	\$150,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$5,000	\$33,070	\$34,462
Source	Concentration	Supplemental	
Budget Reference	4000-4999: Books And Supplies	3000-3999: Employee Benefits	

Action 9

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

New Action

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

Unchanged Action

2017-18 Actions/Services

9. Provide School Safety and Security support at all sites to maintain a safe and effective learning environment. (8.75 FTE)

2018-19 Actions/Services

9. Implement PBIS practices schoolwide and districtwide (e.g., special assemblies, awards, conferences, substitutes, trainings, activities, and materials) to support positive environments for ALL students, staff, and families.

2019-20 Actions/Services

9. Implement PBIS practices schoolwide and districtwide (e.g., special assemblies, awards, conferences, substitutes, trainings, activities, and materials) to support positive environments for ALL students, staff, and families.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$183,533	\$124,950	
Source	Concentration	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$106,499	\$139,250	
Source	Concentration	Supplemental	
Budget Reference	3000-3999: Employee Benefits	5000-5999: Services And Other Operating Expenditures	

Amount		\$150,000	
Source		Supplemental	
Budget Reference		1000-1999: Certificated Personnel Salaries	
Amount		\$33,070	
Source		Supplemental	
Budget Reference		3000-3999: Employee Benefits	

Action 10

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

New Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

10. Provide Health Aides district wide to ensure the healthy well-being of our TK-8 students (4.0 FTE; 1 per site)

10. Provide extended learning opportunities and after-school enrichment to reinforce positive school culture and academic learning programs, including Saturday and Summer Academy enrichment. (Enhance Federal, State, ASES Grant funds and ASES site oversight)

10. Provide extended learning opportunities and after-school enrichment to reinforce positive school culture and academic learning programs, including Saturday and Summer Academy enrichment. (Enhance Federal, State, ASES Grant funds and ASES site oversight)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$95,787	\$175,000	\$100,000
Source	Concentration	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries	4000-4999: Books And Supplies	2000-2999: Classified Personnel Salaries
Amount	\$85,734		\$32,166
Source	Concentration		Supplemental
Budget Reference	3000-3999: Employee Benefits		3000-3999: Employee Benefits
Amount			\$50,000
Source			Supplemental
Budget Reference			5000-5999: Services And Other Operating Expenditures

Action 11

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

Students to be Served:

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

All

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)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

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

2017-18 Actions/Services

11. Continue implementation of college and career readiness activities for students and families of students to build a positive school environment.

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$13,500		
Source	Supplemental		
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures		

Action 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)

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

Unchanged Action

2017-18 Actions/Services

12. Ensure Future Ready Schools, including technology infrastructure and equipment to support 21st Century learning district wide.

2018-19 Actions/Services**2019-20 Actions/Services****Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$127,000		
Source	Supplemental		
Budget Reference	6000-6999: Capital Outlay		
Amount	\$434,440		
Source	Supplemental		
Budget Reference	4000-4999: Books And Supplies		

Action 13

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Action 14

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

Goal 2

2. We will take collective responsibility for providing a guaranteed, viable curriculum in ALL subject areas so that ALL students meet or exceed grade-level academic and technical standards through effective, data-driven instructional practices that ensure ALL students are fully prepared for college and career success.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Identified Need:

In the area of student achievement, the Greenfield Union School District has identified a need to ensure all students will receive early childhood support to develop socially and emotionally, cognitively, and through language to achieve kindergarten readiness. In addition to this foundation, we prioritize the need for all students to engage in relevant deeper learning experiences that will prepare them to be active, creative, knowledgeable, and ethical participants in our globally networked society. The needs in this focus area will be supported through Multi-Tiered Systems of Support (MTSS) in order to prioritize, support, and implement results-driven interventions and enrichment opportunities to monitor the academic progress and language development of all students. We will continue to provide ongoing, quality professional development for certificated and classified staff members to maximize our efforts to ensure academic success for all students.

- SBAC Mathematics scores will increase by a minimum of 5% from the previous year.
- SBAC ELA scores will increase by a minimum of 5% from the previous year.
- EL progress indicators will increase by 5% from the previous year.

- Reclassification rate will increase by 3% districtwide.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> • SBAC English Language Arts • SBAC Mathematics • CELDT and ELPAC Assessment Results 	<p>Overall SBAC Assessment Results (Grades 3-8)</p> <p>SBAC English Language Arts (% met or exceeded standard)</p> <p>2016-17 23%</p> <p>2015-16 25%</p> <p>2014-15 20%</p> <p>SBAC Mathematics (% met or exceeded standard)2016-17</p> <p>2016-17 18%</p> <p>2015-16 18%</p> <p>2014-15 14%</p> <p>Overall CELDT and ELPAC Assessment Results (See attachment "Reclassification Trends")</p> <p>FEP Student Rates</p>	<ul style="list-style-type: none"> • We will increase our Math and English Language Arts SBAC proficiency rates (met or exceeded standard) by a minimum of 5%. • We will increase our FEP students based on CELDT and ELPAC results by 10%. 	<ul style="list-style-type: none"> • We will increase our Math and English Language Arts SBAC proficiency rates (met or exceeded standard) by a minimum of 5%. • We will increase our FEP students based on ELPAC results by 10%. 	<ul style="list-style-type: none"> • We will increase our Math and English Language Arts SBAC proficiency rates (met or exceeded standard) by a minimum of 5%. • We will increase our FEP students based on ELPAC results by 10%.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	2017-18 students	312 FEP		
	2016-17 students	150 FEP		
	2015-16 students	247 FEP		
	2014-15 students	85 FEP		

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

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

Unchanged Action	New Action	Unchanged Action
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2017-18 Actions/Services

1. Provide CCSS and Content standards aligned field trips and experiences to support all students in preparation for College and Career.

2018-19 Actions/Services

1. Provide continued Visual and Performing Arts teachers enrichment (4.5 FTE) and elementary physical education staff (4.0 FTE) to ensure well-rounded, academic learning experiences for ALL students.

2019-20 Actions/Services

1. Provide continued Visual and Performing Arts teachers enrichment (4.5 FTE) and elementary physical education staff (4.0 FTE) to ensure well-rounded, academic learning experiences for ALL students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$51,190	\$536,215	\$557,664
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		\$171,129	\$177,975
Source		Supplemental	Supplemental
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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
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

Unchanged Action

New Action

Modified Action

2017-18 Actions/Services

2. Provide all students with opportunities to engage in NGSS and attend the science workshop in order to deepen learning experiences during the school day and after school enrichment.

2018-19 Actions/Services

2. Explore a Multi-Tiered System of Support (MTSS) and continue a Response to Intervention (RTI) program with RTI Instructional Assistants (18 FTE) districtwide to ensure systems are in place to respond to students' academic needs.

2019-20 Actions/Services

2. Implement a Multi-Tiered System of Support (MTSS) and continue a Response to Intervention (RTI) program with RTI Instructional Assistants (18 FTE) districtwide to ensure systems are in place to respond to students' academic needs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$30,000	\$435,792	\$453,224
Source	Supplemental	Concentration	Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount		\$183,629	\$190,975
Source		Concentration	Concentration
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

New Action

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

Unchanged Action

2017-18 Actions/Services

3. Provide extended learning opportunities and after school enrichment to reinforce classroom learning program.

- Teacher instructional support
- Materials and resources
- Contracted services

2018-19 Actions/Services

3. Provide Teachers on Special Assignment (TOSA) (3.5 FTE) to implement coaching cycles with Preschool through Grade 8 staff and build the capacity of all team members to provide academic learning districtwide.

2019-20 Actions/Services

3. Provide Teachers on Special Assignment (TOSA) (3.5 FTE) to implement coaching cycles with Preschool through Grade 8 staff and build the capacity of all team members to provide academic learning districtwide.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$59,942	\$291,116	\$302,761
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount	\$10,135	\$101,736	\$105,806
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$55,898		
Source	Supplemental		
Budget Reference	4000-4999: Books And Supplies		
Amount	\$3,116		
Source	Concentration		
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures		

Action 4

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

New Action

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

Unchanged Action

2017-18 Actions/Services

4. Provide continued music enrichment and physical education staff to ensure deeper learning experiences during and after school.

- 4 FTE Music Teachers districtwide
- Instruments, equipment, and resources

2018-19 Actions/Services

4. Provide library and media clerks (5.0 FTE) to expand 21st Century learning experiences, including leading innovative, digital and literacy-building makerspaces with materials and supplies for ALL students.

2019-20 Actions/Services

4. Provide library and media clerks (5.0 FTE) to expand 21st Century learning experiences, including leading innovative, digital and literacy-building makerspaces with materials and supplies for ALL students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$227,739	\$129,331	\$134,505
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$74,526	\$55,715	\$57,944
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$97,711	\$200,000	\$200,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 5

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income**Scope of Services:**

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

New Action

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

Unchanged Action

2017-18 Actions/Services

5. Continue the After School Education and Safety (ASES) Program and supplement grant funding to enhance student academics and enrichment opportunities.

2018-19 Actions/Services

5. Provide an "Early Childhood Education Center" with resources, staff, and training to support our youngest learners and their families, including all preschool staff, Family Service Workers, TK Instructional Aide (1.0 FTE), and expanded TK staff, materials, and resources.

2019-20 Actions/Services

5. Provide an "Early Childhood Education Center" with resources, staff, and training to support our youngest learners and their families, including all preschool staff, Family Service Workers, TK Instructional Aide (1.0 FTE), and expanded TK staff, materials, and resources.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$103,987	\$22,849	\$23,763
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$27,270	\$11,145	\$11,591
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$89,683	\$100,000	\$100,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 6

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

New Action

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

Unchanged Action

2017-18 Actions/Services

6. Continue with the Americorps program to maximize student literacy opportunities during daily instruction to support and enhance student academics.

2018-19 Actions/Services

6. Provide College and Career Readiness staff (1.0 FTE) and implementation of activities to fully support and prepare ALL students for postsecondary success (e.g., college/university field trips, college/career day presentations, schoolwide activities, AVID schoolwide, PSAT preparation, Federal, State, and Local common assessment supports and student information programs, etc.).

2019-20 Actions/Services

6. Provide College and Career Readiness staff (1.0 FTE) and implementation of activities to fully support and prepare ALL students for postsecondary success (e.g., college/university field trips, college/career day presentations, schoolwide activities, AVID schoolwide, PSAT preparation, Federal, State, and Local common assessment supports and student information programs, etc.).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$35,000	\$132,934	\$138,251
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		\$41,375	\$47,105
Source		Supplemental	Supplemental
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		\$100,000	\$100,000
Source		Supplemental	Supplemental
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies

Amount		\$50,000	\$50,000
Source		Supplemental	Supplemental
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 7

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

New Action

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

Unchanged Action

2017-18 Actions/Services

7. Provide CCSS-aligned supplemental instructional materials and training to ensure access to high quality learning in all content areas.

2018-19 Actions/Services

7. Ensure 21st Century technological advancement districtwide through infrastructure, devices, and equipment and by utilizing innovative technology staff (5.0 FTE) to lead site-based, student technology squads and innovative makerspaces.

2019-20 Actions/Services

7. Ensure 21st Century technological advancement districtwide through infrastructure, devices, and equipment and by utilizing innovative technology staff (5.0 FTE) to lead site-based, student technology squads and innovative makerspaces.

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$495,465	\$357,448	\$371,746
Source	Supplemental	Concentration	Concentration
Budget Reference	4000-4999: Books And Supplies	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$6,861	\$163,245	\$169,775
Source	Supplemental	Concentration	Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$59,119	\$500,000	\$500,000
Source	Concentration	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 8

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

Students to be Served:

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

All

Location(s):

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

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)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

8. Provide Summer and Saturday Academy materials and supports to ensure access to high quality learning and increase student outcomes districtwide.

2018-19 Actions/Services

8. Provide Common Core State Standards (CCSS) aligned supplemental instructional materials and supplies to ensure access to high-quality learning in all content areas to ensure a guaranteed, viable curriculum.

2019-20 Actions/Services

8. Provide Common Core State Standards (CCSS) aligned supplemental instructional materials and supplies to ensure access to high-quality learning in all content areas to ensure a guaranteed, viable curriculum.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$100,000	\$330,381	\$350,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 9

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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
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

Unchanged Action

New Action

Unchanged Action

2017-18 Actions/Services

9. Provide professional development opportunities and substitutes for academic coaching support of all TK-12 staff.

2018-19 Actions/Services

9. Ensure high-quality professional development (PD) for all staff (conferences, substitutes, materials) that integrate CCSS, NGSS, ELD, in all academic content areas, including a focus on our PLC Journey to focus on essential standards, common assessments, data analysis, effective instructional strategies, and building Professional Learning Communities (PLCs) at all school sites.

2019-20 Actions/Services

9. Ensure high-quality professional development (PD) for all staff (conferences, substitutes, materials) that integrate CCSS, NGSS, ELD, in all academic content areas, including a focus on our PLC Journey to focus on essential standards, common assessments, data analysis, effective instructional strategies, and building Professional Learning Communities (PLCs) at all school sites.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$68,858	\$230,000	\$230,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	\$10,212	\$25,005	\$25,005
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Amount		\$200,000	\$200,000
Source		Supplemental	Supplemental
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		\$24,994	\$25,744
Source		Supplemental	Supplemental
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 10

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

New Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

10. Ensure high quality professional development for all staff that integrates CCSS, NGSS, ELD, and ALL academic content areas:

- Certificated hourly
- Conferences
- Consultants and speakers
- Teachers release substitutes
- Classified hourly
- Materials and resources

10. Enhance the academic learning experiences for ALL Preschool through Grade 8 students through the integration of visual and performing arts at all school sites during the school day and in the evenings with our parent community.

10. Enhance the academic learning experiences for ALL Preschool through Grade 8 students through the integration of visual and performing arts at all school sites during the school day and in the evenings with our parent community.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$375,769	\$200,000	\$200,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$58,392	\$50,000	\$50,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	\$170,300		
Source	Concentration		
Budget Reference	5000-5999: Services And Other Operating Expenditures		

Amount	\$251,331		
Source	Concentration		
Budget Reference	1000-1999: Certificated Personnel Salaries		
Amount	\$3,216		
Source	Concentration		
Budget Reference	3000-3999: Employee Benefits		
Amount	\$84,119		
Source	Concentration		
Budget Reference	4000-4999: Books And Supplies		
Amount	\$6,566		
Source	Supplemental		
Budget Reference	2000-2999: Classified Personnel Salaries		
Amount	\$4,944		
Source	Supplemental		
Budget Reference	3000-3999: Employee Benefits		

Action 11

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

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

2017-18 Actions/Services

11. Continue Response to Intervention (RTI) Program and supports districtwide to ensure systems are in place to respond to student academic and social-emotional needs:

- Certificated staff support: during and after school
- Classified staff support: during and after school

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$82,963		
Source	Concentration		
Budget Reference	1000-1999: Certificated Personnel Salaries		

Amount	\$396,972		
Source	Concentration		
Budget Reference	2000-2999: Classified Personnel Salaries		
Amount	\$194,033		
Source	Concentration		
Budget Reference	3000-3999: Employee Benefits		

Action 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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

12. Provide Academic Coaches and TOSAs to implement coaching cycles with TK-8 staff and build the capacity of all team members to support deep academic learning districtwide. (5.0 FTE)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$182,430		
Source	Supplemental		
Budget Reference	1000-1999: Certificated Personnel Salaries		
Amount	\$125,254		
Source	Supplemental		
Budget Reference	3000-3999: Employee Benefits		

Action 13

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)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/ServicesSelect from New, Modified, or Unchanged
for 2017-18Select from New, Modified, or Unchanged
for 2018-19Select from New, Modified, or Unchanged
for 2019-20

Unchanged Action

2017-18 Actions/Services

13. Continue Library and Media Clerks to
expand 21st
Century learning experiences for all
students at all sites.
(3.0 FTE)

2018-19 Actions/Services**2019-20 Actions/Services****Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$81,123		
Source	Supplemental		
Budget Reference	2000-2999: Classified Personnel Salaries		
Amount	\$48,824		
Source	Supplemental		
Budget Reference	3000-3999: Employee Benefits		

Action 14

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)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

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

2017-18 Actions/Services

14. Provide Districtwide Assessment Support staff and materials (CAASPP, SBAC, PSAT, GATE, ELPAC, and other):

- Certificated hourly
- Materials and resources

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,270		
Source	Supplemental		
Budget Reference	1000-1999: Certificated Personnel Salaries		
Amount	\$13,917		
Source	Supplemental		
Budget Reference	3000-3999: Employee Benefits		

Amount	\$316,957		
Source	Supplemental		
Budget Reference	4000-4999: Books And Supplies		

Action 15

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

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

2017-18 Actions/Services

15. Provide support for early childhood learning with a TK Instructional Aide (1.0 shared FTE for TK classes).

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$19,733		
Source	Concentration		
Budget Reference	2000-2999: Classified Personnel Salaries		
Amount	\$5,094		
Source	Concentration		
Budget Reference	3000-3999: Employee Benefits		

Action 16

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)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

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

2017-18 Actions/Services

16. Augment instructional technology programs and

2018-19 Actions/Services

2019-20 Actions/Services

resources to develop College and Career Readiness and 21st Century learning for students districtwide:

- Educational Software
- Professional Support Services
- Hardware and devices

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$131,099		
Source	Supplemental		
Budget Reference	4000-4999: Books And Supplies		
Amount	\$3,116		
Source	Concentration		
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures		
Amount	\$23,000		
Source	Concentration		
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures		
Amount	\$224,855		
Source	Concentration		
Budget Reference	4000-4999: Books And Supplies		

Action 17

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)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

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

2017-18 Actions/Services

17. Implementation of College and Career Readiness staff and actions to fully support and prepare students for postsecondary success.

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$100,000		
Source	Concentration		
Budget Reference	4000-4999: Books And Supplies		

Amount	\$106,536		
Source	Supplemental		
Budget Reference	1000-1999: Certificated Personnel Salaries		
Amount	\$29,111		
Source	Supplemental		
Budget Reference	3000-3999: Employee Benefits		

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

Goal 3

3. We will actively engage our family, school, and community partners through ongoing communication and outreach because we value, respect, and believe we are stronger together in ensuring and advocating for the future success of ALL our students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Our parent and community involvement practices have been focused on engaging parents and partners in creating healthy, informed families. As we continue to grow our collaborative team, we encourage our parents, families as co-producers of positive academic and social-emotional outcomes for their children. We strengthen community involvement and coordinate our partnerships with outside agencies and regional resources to maximize our collaborative efforts. We will continue to build capacity among staff and administrators to ensure fiscal priorities and prepare for a seamless K-12 curricular experience for all students to support the unification process and grow stronger partnerships with our local high school, colleges, universities, and partnering agencies.

- Based on GUSD local measures, parent participation will increase in all advisory councils, Parent Café meetings, and Parent Academy workshops.
- Based on GUSD local measures, community participation and involvement will increase for local district and site events.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>GUSD will measure the success of Goal 3 with the following:</p> <ul style="list-style-type: none"> Parent Engagement Survey Parent Cafe Participation Rate Parent Academy Participation Rate 	<p>Parent Engagement Results for 2017-18 (See attachment "Parent Engagement")</p> <p>Parent Engagement Survey Total # of Parent Surveys 2017-18 = 2,738 Total # of Parent Surveys 2016-17 = 2,441</p> <p>An INCREASE of 12.17% overall</p> <p>Parent Cafes Total # of Parent Participants 2017-18 = 919 Total # of Parent Participants 2016-17 = 665</p> <p>An INCREASE of 38.2% overall</p> <p>Parent Academies Total # of Parent Participants 2017-18 = 154</p>	<ul style="list-style-type: none"> We will increase parent involvement by 5% in the educational process as evidenced by a parent survey administered in Spring 2019. We will see an increase in parent participation by 5% as evidenced by parent sign-in sheets collected at all school and district functions. We will see increased community involvement and participation in district events overall by 5%. 	<ul style="list-style-type: none"> We will increase parent involvement by 5% in the educational process as evidenced by a parent survey administered in Spring 2019. We will see an increase in parent participation by 5% as evidenced by parent sign-in sheets collected at all school and district functions. We will see increased community involvement and participation in district events overall by 5%. 	<ul style="list-style-type: none"> We will increase parent involvement by 5% in the educational process as evidenced by a parent survey administered in Spring 2019. We will see an increase in parent participation by 5% as evidenced by parent sign-in sheets collected at all school and district functions. We will see increased community involvement and participation in district events overall by 5%.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Total # of Parent Participants 2016-17 = 266</p> <p>A decrease of 42.11% overall</p>			

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

New Action

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

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1. Continue to provide District Family and Community Engagement Services:
- FACE Representative
 - Materials and Resources for Parent Academy
 - Parent and Community Sup

1. Provide district and site Family and Community Engagement staff and services to actively engage parents and community members. (5.0 FTE Site liaisons, 1.0 FTE District rep)

1. Provide district and site Family and Community Engagement staff and services to actively engage parents and community members. (5.0 FTE Site liaisons, 1.0 FTE District rep)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$79,910	\$202,422	\$210,519
Source	Supplemental	Concentration	Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$37,549	\$124,855	\$129,850
Source	Supplemental	Concentration	Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$5,000	\$83,368	\$86,703
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$20,800	\$41,001	\$42,642
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income**Scope of Services:**

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

New Action

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

Unchanged Action

2017-18 Actions/Services

2. Provide District Communication Systems: maintain automatic dialers, site and district webpages to communicate to parents/community, parent portal, districtwide calendar of events.

2018-19 Actions/Services

2. Provide community and parent events, workshops, and opportunities for parents to be involved in the education of their children and youth through district events and site-based parent cafes (e.g., topics will include PBIS, CCSS, NGSS, school attendance, school rules and expectations, college and career readiness, literacy, numeracy, etc.), including childcare and classified staff support for our community.

2019-20 Actions/Services

2. Provide community and parent events, workshops, and opportunities for parents to be involved in the education of their children and youth through district events and site-based parent cafes (e.g., topics will include PBIS, CCSS, NGSS, school attendance, school rules and expectations, college and career readiness, literacy, numeracy, etc.), including childcare and classified staff support for our community.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,089	\$40,000	\$40,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount		\$9,535	\$9,917
Source		Supplemental	Supplemental
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		\$20,465	\$20,500
Source		Concentration	Concentration
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount		\$30,000	\$32,000
Source		Concentration	Concentration
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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
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

Unchanged Action

New Action

Unchanged Action

2017-18 Actions/Services

3. Continue Site Family and Community Engagement Services:
- Materials and resources for Parent Cafe

2018-19 Actions/Services

3. Establish a "Parent and Community Center" with furniture, equipment, trainings, and resources that celebrate, value, respect, and embrace our parents, families, and community as partners.

2019-20 Actions/Services

3. Establish a "Parent and Community Center" with furniture, equipment, trainings, and resources that celebrate, value, respect, and embrace our parents, families, and community as partners.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$19,510	\$35,000	\$100,000
Source	Supplemental	Concentration	Supplemental
Budget Reference	4000-4999: Books And Supplies	5000-5999: Services And Other Operating Expenditures	4000-4999: Books And Supplies
Amount		\$35,000	
Source		Concentration	
Budget Reference		4000-4999: Books And Supplies	
Amount		\$30,000	
Source		Concentration	
Budget Reference		6000-6999: Capital Outlay	

Action 4

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

New Action

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

Unchanged Action

2017-18 Actions/Services

4. Provide translation services for parent meetings and events:
- district and site parent support meetings (hourly)

2018-19 Actions/Services

4. Increase and sustain two-way parent communication at all sites and districtwide to keep our partners informed (e.g., ParentSquare, websites, parent programs, flyers, events, etc.).

2019-20 Actions/Services

4. Increase and sustain two-way parent communication at all sites and districtwide to keep our partners informed (e.g., ParentSquare, websites, parent programs, flyers, events, etc.).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$11,802	\$43,000	\$43,000
Source	Supplemental	Concentration	Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	\$5,715	\$7,000	\$7,000
Source	Supplemental	Concentration	Concentration
Budget Reference	3000-3999: Employee Benefits	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 5

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

New Action

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

Unchanged Action

2017-18 Actions/Services

5. Provide classified hourly staff to support parents and families to ensure

2018-19 Actions/Services

5. Partner with the city of Greenfield to employ a School Resource Officer and

2019-20 Actions/Services

5. Partner with the city of Greenfield to employ a School Resource Officer and

involvement in school and district events and activities.

other contracted staff that support our schools and district.

other contracted staff that support our schools and district.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$19,254	\$100,000	\$100,000
Source	Supplemental	Concentration	Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	\$6,930		
Source	Supplemental		
Budget Reference	3000-3999: Employee Benefits		

Action 6

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

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

Unchanged Action	New Action	Unchanged Action
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2017-18 Actions/Services

6. Continue to provide updated and printed Student and Parent Handbook Resource.

2018-19 Actions/Services

6. Establish a monthly “Community Collaborative” and partner with local businesses, colleges/universities, and organizations to expand the future success of all our students, including trainings, materials, and supplies.

2019-20 Actions/Services

6. Establish a monthly “Community Collaborative” and partner with local businesses, colleges/universities, and organizations to expand the future success of all our students, including trainings, materials, and supplies.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$10,000	\$10,000
Source	Concentration	Concentration	Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount		\$10,000	\$10,000
Source		Concentration	Concentration
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 7

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

Students to be Served:

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

All
[Add Students to be Served selection here]

Location(s):

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

All Schools
Specific Schools: Vista Verde Middle School
[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

Scope of Services:

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

LEA-wide

[Add Scope of Services selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

New Action

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

Unchanged Action

2017-18 Actions/Services

7. Provide Community Partnership Security and/or School Resource Officer staff to support our safe schools initiative.

2018-19 Actions/Services

7. Partner and contract with federal, state, and local organizations that support the future success of ALL our students with materials, and trainings (e.g., California Turnaround Arts Program, Greenfield Science Workshop, student outdoor camping experiences, Grupo Mariachi, etc.).

2019-20 Actions/Services

7. Partner and contract with federal, state, and local organizations that support the future success of ALL our students with materials, and trainings (e.g., California Turnaround Arts Program, Greenfield Science Workshop, student outdoor camping experiences, Grupo Mariachi, etc.).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,022	\$106,381	\$106,500
Source	Concentration	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Amount	\$5,978	\$53,619	\$54,000
Source	Concentration	Concentration	Concentration
Budget Reference	3000-3999: Employee Benefits	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 8

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

New Action

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

Unchanged Action

2017-18 Actions/Services

8. Continue contracted school safety and security services for districtwide safety support to strengthen family, school., and district partnerships.

2018-19 Actions/Services

8. Continue with community partnership programs that strengthen student literacy and numeracy academic advancement (e.g., Americorps, Read to Me Project, etc.).

2019-20 Actions/Services

8. Continue with community partnership programs that strengthen student literacy and numeracy academic advancement (e.g., Americorps, Read to Me Project, etc.).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$17,000	\$41,334	\$50,000
Source	Concentration	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 9

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

English Learners
Foster Youth
Low Income

LEA-wide

All Schools

Actions/Services

	New Action	Unchanged Action
	9. Continue to collaborate with our Greenfield High School leaders and staff members to ensure clearly articulated goals and outcomes for students and their families, including staff conferences, release time, materials, and trainings.	9. Continue to collaborate with our Greenfield High School leaders and staff members to ensure clearly articulated goals and outcomes for students and their families, including staff conferences, release time, materials, and trainings.

Budgeted Expenditures

Amount		\$15,000	\$15,000
Source		Supplemental	Supplemental
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Amount		\$5,000	\$5,000
Source		Supplemental	Supplemental
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$10,667,198

Percentage to Increase or Improve Services

38.64%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Greenfield Union School District believes that a strong research-based, instructional program should be the foundation to support all students and especially at-risk students. We believe that the strategies and actions identified in each of our LCAP goals, provide sound pedagogical and methodical approaches to student learning and staff professional development that have proven to offer results in researched cohorts. We identify all sources of possible funds and align them to the specific actions recommended by our stakeholders that are research-based and support our mission in Greenfield. For this reason, Greenfield Union School District has chosen to use ALL of the total of the 2018-19 LCFF increase in supplemental and concentration funds for a total of \$10,677,198 for the current LCAP year to strengthen core instructional, supplemental, and concentration programs. A complete and detailed explanation of resources and budgetary allocations can be found in Goal sections 1, 2, and 3.

- In 2018-19, the estimated LCFF increase in supplemental and concentration funds will be \$10,667,198
- In 2019-20, the estimated LCFF increase in supplemental and concentration funds will be \$11,090,051
- In 2020-21, the estimated LCFF increase in supplemental and concentration funds will be \$11,326,568
- In 2021-22, the estimated LCFF increase in supplemental and concentration funds will be \$11,326,568

GUSD meets requirements of providing services districtwide due to our unduplicated student count of 93% (3,341 out of 3,593 students).

Currently, in Greenfield Union School District, the increase in proportionality for English Learners, Fluent English Proficient students, Low Income students and Foster Youth over the next few years will be focused on ensuring academic access for these special populations through a variety of student and family services. In order to ensure equity, we recognize the need to improve and expand services for our most at risk students, which comprise 93% of our student population. The close monitoring of our metrics identified in

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

each goal will be used each year in our annual update to either continue or change our service offerings. During the 2018-19 school year, the Greenfield Union School District will:

- Continue to expand early literacy opportunities for students in preschool through grade 2;
- Continue to expand early literacy and numeracy software and interventions for EL, LI, FY, and FEP;
- Continue to specialize in offering English Language Development (ELD) courses at all TK-8 levels for EL and LTEL students;
- Continue to offer language and math interventions both during the classroom and outside the instructional day for EL, LI, FY, and FEP students; to extend day services for students to be part of a safe and secure learning environment for EL, LI, FY, and FEP students;
- Continue to offer newcomer support courses and staffing personnel to make sure they reach English proficiency levels for EL students;
- Continue to offer Saturday and Summer Enrichment programs for EL, LI, FY, and FEP students
- Continue to offer Science Technology, Engineering and Mathematics (STEM) student courses during the instructional day and extended-day competition opportunities for EL, LI, FY, and FEP students;
- Continue to offer parent education workshops on topics of parent interest for EL, LI, FY, and FEP student families;
- Continue to expand technology devices and staffing services to ensure 21st century skills are adopted by students, staff, and our community of EL, LI, FY, and FEP students;
- Continue to expand our outreach services to EL, LI, FY, and FEP students and give them priority enrollment in the aforementioned services.

GUSD proudly serves our unduplicated students and welcomes the opportunity to ensure they are college and career ready.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
--	--

\$9,328,697

38.64%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Currently, in Greenfield Union School District, the increase in proportionality for English Learners, Fluent English Proficient students, Low Income students and Foster Youth over the next few years will be focused on ensuring academic access for these special populations through a variety of student and family services. In order to ensure equity, we recognize the need to improve and expand services for our most at risk students, which comprise 93% of our student population. The close monitoring of our metrics identified in each goal will be used each year in our annual update to either continue or change our service offerings. During the 2018-19 school year, the Greenfield Union School District will:

- Continue to expand early literacy opportunities for students in preschool through grade 2;
- Continue to expand early literacy and numeracy software and interventions for EL, LI, FY, and FEP;
- Continue to specialize in offering English Language Development (ELD) courses at all TK-8 levels for EL and LTEL students;
- Continue to offer language and math interventions both during the classroom and outside the instructional day for EL, LI, FY, and FEP students; to extend day services for students to be part of a safe and secure learning environment for EL, LI, FY, and FEP students;
- Continue to offer newcomer support courses and staffing personnel to make sure they reach English proficiency levels for EL students;
- Continue to offer Saturday and Summer Enrichment programs for EL, LI, FY, and FEP students
- Continue to offer Science Technology, Engineering and Mathematics (STEM) student courses during the instructional day and extended-day competition opportunities for EL, LI, FY, and FEP students;
- Continue to offer parent education workshops on topics of parent interest for EL, LI, FY, and FEP student families;
- Continue to expand technology devices and staffing services to ensure 21st century skills are adopted by students, staff, and our community of EL, LI, FY, and FEP students;
- Continue to expand our outreach services to EL, LI, FY, and FEP students and give them priority enrollment in the aforementioned services.

GUSD proudly serves our unduplicated students and welcomes the opportunity to ensure they are college and career ready.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year. When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP. In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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 data provided

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
 - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	8,718,939.00	9,709,091.00	8,822,657.00	10,549,515.85	10,471,724.00	29,843,896.85
	0.00	0.00	0.00	0.00	34,462.00	34,462.00
Concentration	3,862,841.00	3,839,850.00	3,194,397.00	4,839,872.85	4,464,112.00	12,498,381.85
Supplemental	4,856,098.00	5,869,241.00	5,628,260.00	5,709,643.00	5,973,150.00	17,311,053.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	8,718,939.00	9,709,091.00	8,822,657.00	10,549,515.85	10,471,724.00	29,843,896.85
	0.00	0.00	0.00	0.00	34,462.00	34,462.00
1000-1999: Certificated Personnel Salaries	2,672,856.00	2,017,814.00	2,126,954.00	2,116,624.00	2,031,289.00	6,274,867.00
2000-2999: Classified Personnel Salaries	1,245,825.00	1,215,112.00	915,611.00	2,604,944.00	2,835,018.00	6,355,573.00
3000-3999: Employee Benefits	1,107,251.00	1,101,312.00	1,010,596.00	1,774,480.85	1,901,331.00	4,686,407.85
4000-4999: Books And Supplies	2,241,787.00	4,254,332.00	3,846,048.00	2,477,546.00	2,267,624.00	8,591,218.00
5000-5999: Services And Other Operating Expenditures	865,104.00	608,165.00	590,073.00	1,305,921.00	1,162,000.00	3,057,994.00
5800: Professional/Consulting Services And Operating Expenditures	199,116.00	22,410.00	79,642.00	0.00	0.00	79,642.00
6000-6999: Capital Outlay	387,000.00	489,946.00	253,733.00	270,000.00	240,000.00	763,733.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	8,718,939.00	9,709,091.00	8,822,657.00	10,549,515.85	10,471,724.00	29,843,896.85
		0.00	0.00	0.00	0.00	34,462.00	34,462.00
1000-1999: Certificated Personnel Salaries	Concentration	671,508.00	336,685.00	334,294.00	0.00	0.00	334,294.00
1000-1999: Certificated Personnel Salaries	Supplemental	2,001,348.00	1,681,129.00	1,792,660.00	2,116,624.00	2,031,289.00	5,940,573.00
2000-2999: Classified Personnel Salaries	Concentration	976,871.00	752,960.00	711,047.00	2,249,656.00	2,333,335.00	5,294,038.00
2000-2999: Classified Personnel Salaries	Supplemental	268,954.00	462,152.00	204,564.00	355,288.00	501,683.00	1,061,535.00
3000-3999: Employee Benefits	Concentration	498,927.00	447,883.00	400,554.00	1,029,050.85	1,192,658.00	2,622,262.85
3000-3999: Employee Benefits	Supplemental	608,324.00	653,429.00	610,042.00	745,430.00	708,673.00	2,064,145.00
4000-4999: Books And Supplies	Concentration	934,119.00	1,944,288.00	1,390,237.00	717,210.00	187,619.00	2,295,066.00
4000-4999: Books And Supplies	Supplemental	1,307,668.00	2,310,044.00	2,455,811.00	1,760,336.00	2,080,005.00	6,296,152.00
5000-5999: Services And Other Operating Expenditures	Concentration	302,300.00	203,919.00	187,300.00	573,956.00	510,500.00	1,271,756.00
5000-5999: Services And Other Operating Expenditures	Supplemental	562,804.00	404,246.00	402,773.00	731,965.00	651,500.00	1,786,238.00
5800: Professional/Consulting Services And Operating Expenditures	Concentration	92,116.00	22,410.00	44,232.00	0.00	0.00	44,232.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	107,000.00	0.00	35,410.00	0.00	0.00	35,410.00
6000-6999: Capital Outlay	Concentration	387,000.00	131,705.00	126,733.00	270,000.00	240,000.00	636,733.00
6000-6999: Capital Outlay	Supplemental	0.00	358,241.00	127,000.00	0.00	0.00	127,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal						
Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	2,449,670.00	5,055,451.00	3,891,462.00	4,862,496.85	4,625,259.00	13,379,217.85
Goal 2	5,898,852.00	4,432,514.00	4,666,636.00	4,644,039.00	4,773,834.00	14,084,509.00
Goal 3	370,417.00	221,126.00	264,559.00	1,042,980.00	1,072,631.00	2,380,170.00
Goal 4			0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

CULTURE

**GOAL
#1**

We will cultivate positive school environments that are culturally, emotionally, and physically safe led by passionate staff members dedicated to and advocating for ALL students, their families, and our community.

ACTION #

1.	Provide school <u>counselors</u> at all TK-8 school sites to ensure ongoing support for ALL students with social-emotional learning. (6.0 FTE)
2.	Provide school <u>student supervisor assistants</u> (20.0 FTE formerly known as yard duty staff), school <u>security personnel</u> (1.0 FTE) and school <u>campus supervisors</u> (5.0 FTE) to ensure safe and positive school environments for ALL students districtwide, including the implementation of “ <u>Positive Play</u> ” recreational activities during the school day at all sites.
3.	Provide home to school transportation services, staff, equipment, and training to increase student attendance and maintain positive school culture and student safety districtwide.
4.	Provide <u>Health Aides</u> districtwide (5.0 FTE), <u>School Registered Nurse</u> (RN .25 FTE), and <u>Licensed Vocational Nurse</u> (LVN 1.0 FTE) to ensure the healthy well-being of our TK-8 students.
5.	Provide an <u>alternate class of choice teacher</u> (1.0 FTE) to support students with extensive needs in social-emotional and academic learning and train all staff in positive school culture, alternatives to suspensions, and practices that restore harm.
6.	Maintain and <u>modernize all facilities</u> districtwide to provide a high-quality environment for ALL TK-8 grade students, families, and the community.
7.	Repair and replace <u>classroom and school furniture</u> to ensure access to high-quality, 21st Century learning environments districtwide.
8.	Recruit and <u>retain highly-qualified, effective teachers</u> and staff to build and support a positive school culture for ALL, and support new teachers during their internships and teacher induction programs with mentors and Induction Coaches.
9.	Implement <u>PBIS practices</u> schoolwide and districtwide (e.g., special assemblies, awards, conferences, substitutes, trainings, activities, and materials) to support positive environments for ALL students, staff, and families.
10.	Provide extended learning opportunities and <u>after-school enrichment</u> to reinforce positive school culture and academic learning programs, including Saturday and Summer Academy enrichment. (Enhance Federal, State, ASES Grant funds and ASES site oversight)

ACADEMICS

GOAL #2

We will take collective responsibility for providing a guaranteed, viable curriculum in ALL subject areas so that ALL students meet or exceed grade-level academic and technical standards through effective, data-driven instructional practices that ensure ALL students are fully prepared for college and career success.

ACTION

1.	Provide continued <u>Visual and Performing Arts teachers enrichment</u> (4.5 FTE) and elementary <u>physical education staff</u> (4.0 FTE) to ensure well-rounded, academic learning experiences for ALL students.
2.	Implement a Multi-Tiered System of Support (MTSS) and continue a Response to Intervention (RTI) program with <u>RTI Instructional Assistants</u> (18 FTE) districtwide to ensure systems are in place to respond to students' academic needs.
3.	Provide <u>Teachers on Special Assignment</u> (TOSA) (3.5 FTE) to implement coaching cycles with Preschool through Grade 8 staff and build the capacity of all team members to provide academic learning districtwide.
4.	Provide <u>library and media clerks</u> (5.0 FTE) to expand 21st Century learning experiences, including leading innovative, digital and literacy-building makerspaces with materials and supplies for ALL students.
5.	Provide an "Early Childhood Education Center" with resources, staff, and training to support our youngest learners and their families, including all <u>preschool staff, Family Service Workers, TK Instructional Aide</u> (1.0 FTE), and expanded TK staff, materials, and resources.
6.	Provide <u>College and Career Readiness staff</u> (1.0 FTE) and implementation of activities to fully support and prepare ALL students for postsecondary success (e.g., college/university field trips, college/career day presentations, schoolwide activities, AVID schoolwide, PSAT preparation, Federal, State, and Local common assessment supports and student information programs, etc.).
7.	Ensure 21st Century technological advancement districtwide through infrastructure, devices, and equipment and by utilizing innovative <u>technology staff</u> (5.0 FTE) to lead site-based, student <u>technology squads</u> and innovative <u>makerspaces</u> .
8.	Provide Common Core State Standards (CCSS) aligned <u>supplemental instructional materials</u> and supplies to ensure access to high-quality learning in all content areas to ensure a guaranteed, viable curriculum.
9.	Ensure high-quality <u>professional development</u> (PD) for all staff (conferences, substitutes, materials) that integrate CCSS, NGSS, ELD, in all academic content areas, including a focus on our PLC Journey to focus on essential standards, common assessments, data analysis, effective instructional strategies, and building Professional Learning Communities (PLCs) at all school sites.
10.	Enhance the academic learning experiences for ALL Preschool through Grade 8 students through the integration of <u>visual and performing arts</u> at all school sites during the school day and in the evenings with our parent community.

COMMUNITY

GOAL #3

We will actively engage our family, school, and community partners through ongoing communication and outreach because we value, respect, and believe we are stronger together in ensuring and advocating for the future success of ALL our students.

ACTION

1.	Provide <u>district and site Family and Community Engagement staff</u> and services to actively engage parents and community members. (5.0 FTE Site liaisons, 1.0 FTE District rep)
2.	Provide community and <u>parent events, workshops</u> , and opportunities for parents to be involved in the education of their children and youth through district events and site-based parent cafes (e.g., topics will include PBIS, CCSS, NGSS, school attendance, school rules and expectations, college and career readiness, literacy, numeracy, etc.), including childcare and classified staff support for our community.
3.	Establish a “ <u>Parent and Community Center</u> ” with furniture, equipment, trainings, and resources that celebrate, value, respect, and embrace our parents, families, and community as partners.
4.	Increase and sustain <u>two-way parent communication</u> at all sites and districtwide to keep our partners informed (e.g., ParentSquare, websites, parent programs, flyers, events, etc.).
5.	Partner with the city of Greenfield to employ a <u>School Resource Officer</u> and other contracted staff that support our schools and district.
6.	Establish a monthly “ <u>Community Collaborative</u> ” and partner with local businesses, colleges/universities, and organizations to expand the future success of all our students, including trainings, materials, and supplies.
7.	Partner and <u>contract with federal, state, and local organizations</u> that support the future success of ALL our students with materials, and trainings (e.g., California Turnaround Arts Program, Greenfield Science Workshop, student outdoor camping experiences, Grupo Mariachi, etc.).
8.	Continue with <u>community partnership programs</u> that strengthen student literacy and numeracy academic advancement (e.g., Americorps, Read to Me Project, etc.).
9.	Continue to collaborate with our <u>Greenfield High School leaders and staff</u> members to ensure clearly articulated goals and outcomes for students and their families, including staff conferences, release time, materials, and trainings.

Reclassification Trends

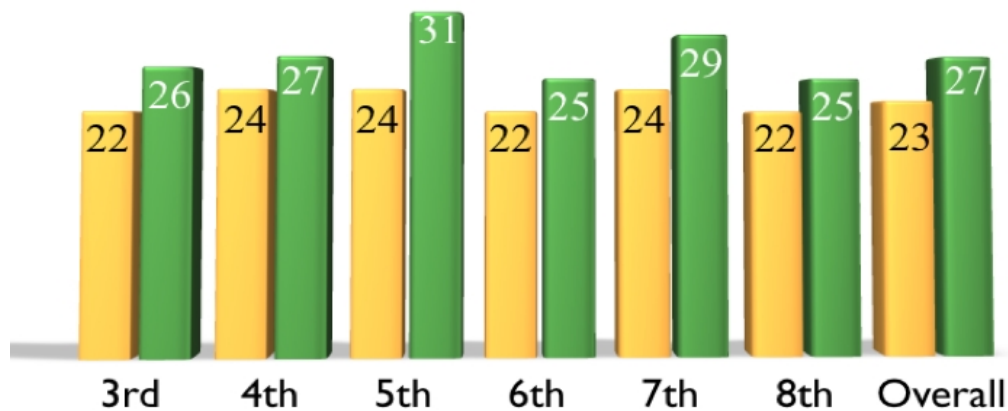


2015-2016	2016-2017	2017-2018
247	150	312

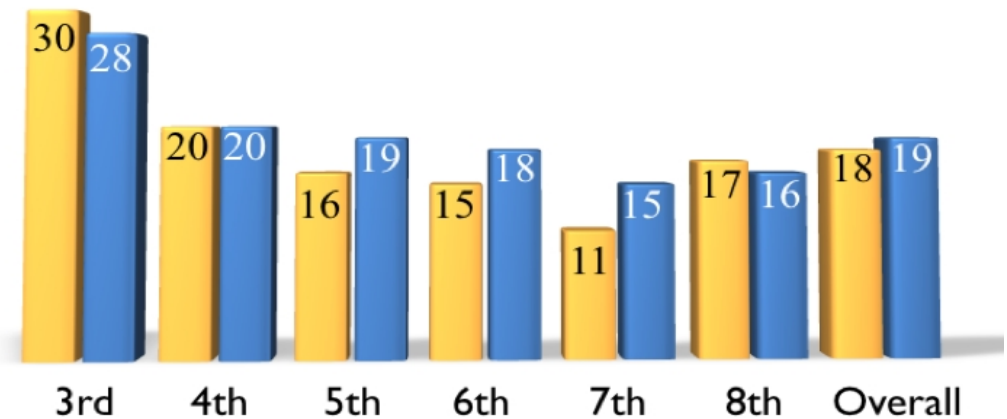


GUSD OVERALL SBAC RESULTS

ELA



MATH



% Students Scored 3 or 4 on SBAC



2016-17



2017-18



PARENT CAFÉ

GREENFIELD UNION SCHOOL DISTRICT 2017 - 2018



Greenfield Union School District would like to invite you to join us to have coffee with the Principal. Below you will find our meeting dates for each school site.

WORKSHOPS	CESAR CHAVEZ ELEMENTARY	OAK AVENUE ELEMENTARY	MARY CHAPA ACADEMY	VISTA VERDE MIDDLE SCHOOL
ADMINISTRATION WELCOME BACK	8.25.2017 8:30am	8.25.2017 8:30am	8.25.2017 8:30am	8.24.2017 8:30am
CCA- HEALTH	9.8.2017 8:30am	9.15.2017 8:30am	9.22.2017 8:30am	9.29.2017 8:30am
CCA-STRENGTHENING FAMILIES	10.6.2017 8:30am	10.13.2017 8:30am	10.20.2017 8:30am	10.27.2016 8:30am
ENLACE	11.2.2017 8:30am	11.9.2017 8:30am	11.16.2017 8:30am	11.30.2017 8:30am
SUICIDE PREVENTION- FSA/CC	1.12.2018 8:30am	1.19.2018 8:30am	1.25.2018 8:30am	1.26.2018 8:30am
COUNSELORS WORKSHOP	2.2.2018 8:30am	2.9.2018 8:30am	2.16.2018 8:30am	2.23.2018 8:30am
GUSD COACHES WORKSHOP	3.2.2018 8:30am	3.9.2018 8:30am	3.15.2018 8:30am	3.23.2018 8:30am
LCAP PRESENTATION	4.13.2018 8:30am	4.19.2018 8:30am	4.20.2018 8:30am	4.27.2017 8:30am
GUSD COACHES WORKSHOP	5.3.2018 8:30am	5.11.2018 8:30am	5.18.2018 8:30am	5.25.2018 8:30am

AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31