

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

Glendora Unified

Contact Name and Title

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2017-20 Plan Summary

THE STORY

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

The Glendora Unified School District (GUSD) serves 7,615 grades K-12 students in the suburban city of Glendora in Los Angeles County, California—a relatively stable community of approximately 51,074 residents. Although an average of 225 new students enroll in grades 2-11 in Glendora USD schools per year (3%), the total district enrollment has been declining at an average of 100-150 resident students per year. GUSD has approximately 1,700 students enrolled from outside the district boundaries through a variety of transfer options, District of Choice, Interdistrict, and Allen Bill.

Glendora USD student demographics as reflected on the State Priority Snapshot for LCFF are 44% White, 41% Hispanic, 7% Asian, 1% African American, 2% Filipino, 0% Pacific Islanders/American Indian/Alaskan Native and 4% two or more races. About 6% (or 497) of the 7,615 students are English Learners. The District serves 33 different languages. Of those languages 8.52% are Spanish-speaking; 2.08% are speakers of Asian languages; and 2.88% are Arabic-speaking.

GUSD operates 5 elementary (K-5), 2 middle (6-8), 1 comprehensive high school (9-12), and 1 continuation high school.

LCAP HIGHLIGHTS

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

Glendora USD (GUSD) LCAP has four overarching goals addressing the eight state priorities. The LCAP frames the work we are doing with our students and parents in addressing those eight state priorities in the district. During the 2017-18 school year, GUSD will continue to add reading specialists positions that will provide direct services to our SES, EL, and Foster Youth in early reading intervention. This will complement our Barton coordinators added to each elementary school site during this last school year. These individual will provide reading intervention to some of our youngest students. For upper elementary and secondary students, GUSD will continue to implement Systems 44 and Read 180, a researched based reading intervention program. The data has shown students making systematic growth as they have been progressing through the program, broadening the use of these programs will address the identified achievement gap in GUSD in the area of ELA.. GUSD EL parents will continue to participate with PIQUE in an 8 week program in their primary language related to parent engagement and navigating and supporting their child in school. This will be the third year we have offered a program to improve parent engagement of our EL parent groups and we will be building on this success by adding the level 2 program. At the high school levels will be offering off-site counseling for families in the evening and every other Saturday in our downtown community. This will support our families who are not able to access their child's counselor during the work day. The target families for the after the school day schedule will be our EL, SES and foster youth parents or guardians.

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

In reviewing Glendora USD dashboard measurements under the tab Equity Report, all measurement in the "overall performance" in the five area shown are in either a green or blue status. This Equity Report shows GUSD meeting the state criteria of green or higher. When reviewing the Status and Change Report are greatest increases are as follows: EL progress increased 4.7%: ELA 3-8 increase 12.8 points and Math 3-8 increased 8 points. Our graduation rate already very high at 99.1% was measured as maintained with an increase of 0.5% and the Suspension Rate already low has declined by an additional 0.3%. However, as GUSD staff delves deeper into the data, there are indicators of yellow or orange for specific student groups that the district will need to address.

During the 16-17 school year, GUSD added several new positions that provide direct services to our SES, EL, and Foster Youth. We are especially proud of the Barton coordinators added to each elementary school site. These individual provide reading intervention to some of our youngest students. In addition, they recruit and train additional volunteers to provide the 1:1 reading intervention program. The pre/post test show students making steady gains and, in several cases, exiting the program at grade level ready to access the curriculum. For upper elementary and secondary students, GUSD purchased and is implementing Systems 44 and Read 180, a researched based reading intervention program. The data has shown students making systematic growth as they have been progressing through the program. GUSD EL parents are participating with PIQUE in a 8 week program in their primary language related to parent engagement and navigating and supporting their child in school. This is the second year we have offered a program to improve parent engagement of our EL parent groups.

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

In the Overall Performance indicators on the Dashboard, GUSD did not have any indicators in the orange or red performance category. However, when looking at subgroup data there were groups that fell into the orange category. Under Mathematics, the Special Education (SPED) and Filipino subgroups both fell into the orange performance level. The SPED group continues to struggle in mathematics with an additional decline of 1.1%. The Filipino subgroup (65 students) performance status is high, but had a significant decline of 11.2%. In addition, the SPED subgroup has a performance status of orange in suspension with a status of high 4.7% and a slight increase of .4%.

Mathematics is clearly an identified area to focus on as we have two subgroups that need additional supports. GUSD will further disaggregate the data to identify the specific grade and gaps in learning that are occurring for our students and implement additional supports through our action plan. GUSD believes our suspension data will show improvement as more current data is utilized. The District will be implementing Positive Behavior Intervention and Support (PBIS) in the Fall of 2017 to support all school sites in continuing to develop clear supporting school climates for their students.

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?

In the Overall Performance indicators on the Dashboard, GUSD performance indicators landed primarily in the green performance category with Graduation Rate landing in the blue performance level. When looking at subgroup data that fell two performance levels below the all student group there were two subgroups that fell into the orange category. Under Mathematics, the Special Education (SPED) and Filipino subgroups both fell into the orange performance level. The SPED group continues to struggle in mathematics with an additional decline of 1.1%. The Filipino subgroup (65 students) performance status is high, but had a significant decline of 11.2%. In addition, the SPED subgroup has a performance status of orange in suspension with a status of high 4.7% and a slight increase of .4%.

PERFORMANCE GAPS

Mathematics is clearly an identified area to focus on as we have two subgroups that need additional supports. GUSD will further disaggregate the data to identify the specific grade and gaps in learning that are occurring for our students and implement additional supports through our action plan that will include, but not be limited to additional intervention during the school day and beyond the school day as well as implementing an online 24/7 tutorial program for high school students. GUSD believes our suspension data will show improvement as more current data is utilized. The District will be implementing Positive Behavior Intervention and Support (PBIS) in the Fall of 2017 to support all school sites in continuing to develop clear supporting school climates for their students.

INCREASED OR IMPROVED SERVICES

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.

In both the EL Advisory group and EL students in the student groups indicated needs in additional EL translating support in the classroom by a paraprofessional as well as the need for translator support availability in afterschool or tutorial homework support when meeting with teachers. As a result of this input and based on the dashboard data, both of these services will be implemented in the LCAP starting in 17-18 and 18-19.

In addition, the district will be implementing a new ELA/ELD adoption. Professional development focus will be around the Universal Access tools to better support UDP's in the classroom.

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

\$75,121,567

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

\$68,309,607

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.

There are some expenditures that are not included in the LCAP as they are not best described in the the LCAP's planning goals. The difference in funds totals \$3,871,722. This differential amount is mostly composed of local revenue sources, federal revenue sources that do not pertain to detailed plans in the LCAP. Such expenditures include, but are not limited to salaries, support, supplies, services, and contractual agreements.

\$60,913,890

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 1: Glendora Unified will increase student achievement for all students and each significant subgroup (EL, Hispanic, SES, Special Education, Foster Youth) to the proficient or advanced range by 5% on district-determined achievement data for the 2014-15 school year and using state performance bands for the 2015-16 and 2016-17 school year.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10

LOCAL 1. To increase student achievement 2. To close the achievement gap 3. To create a four year college going culture

ANNUAL MEASURABLE OUTCOMES

EXPECTED

In the 2016-17 school year, student populations identified will have an increase in the achievement as measured by writing assessment, increase percentage of students achieving meet and exceed standards on SBAC of **2%** in ELA and Math as measured through comparison data from baseline of 2015-16.

GUSD will maintain the reclassification rate of their EL population at 17% as measured by the DataQuest records of percentage of reclassified students.

GUSD will continue to meet or exceed the state targets for AMAO 1 and AMAO 2.

Maintain Advanced Placement passage rate of 70%.

Early Assessment Program (EAP)

English 54% (13-14) - 80% (14-15)*

Math 62% (13-14) – 52% (14-15)*

ACTUAL

GOAL 1	15-16						Met/Not Met
	14-15	All	EL	H	SES	SWD	
STUDENT ACHIEVEMENT as measured by:							
% Students meet/exceed on district writing assessment <i>Increase by 2%</i>	68%	67%					Not met
% Students meet/exceed on SBAC ELA <i>Increase by 3%</i>	63%	69%	31%	61%	53%	24%	Met all but SWD (maintained)

*SBAC embedded

EL proficiency rate will increase from 43.9% for students enrolled less than 5 years to 45% by 2017.

Maintain current graduation rate 98%.

% Students meet/exceed on SBAC Math <i>Increase by 3%</i>	53%	57%	33%	47%	38%	18%	Met all, but SWD (decrease of 3%)
Reclassification Rate for EL students <i>Maintain at 17%</i>	17%	15.3%					Not met
Meet/exceed state targets for AMAO 1 2015-16=% of EI attaining the Eng prof. level on CELDT	72.1 Yes	62.1					N/A different measures
Meet/exceed state targets for AMAO 2 (enrolled < 5 years) 2015-16=% in cohort making annual progress <5 years	43.9%-Y	40.1					N/A different measures
(enrolled > 5 years) 2015-16 % in cohort making annual progress >5 years	56.1%-Y	50.4					N/A different measures
% Students proficient on CELDT, (enrolled < 5 years) <i>Increase from 43.9% to 45%</i>	43.9% Y	40.1%					Not met
Advanced Placement Passage Rate <i>Maintain at 70%</i>	76%	74%					Met
% Students C/College Ready on Grade 11 SBAC ELA <i>Increase</i>	80%	83%	40%	71%	70%	32%	Met

% Students C/College Ready on Grade 11 SBAC Math <i>Increase</i>	52%	58%	35%	41%	41%	6%	Met
High School Graduation Rate <i>Maintain at 98%</i>	98%	99%					Met

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.

<p>Actions/Services</p>	<p>PLANNED</p> <p>Ensure that data drives instructional decisions, using district-wide data systems such as Illuminate and Aeries.</p>	<p>ACTUAL</p> <p>Renewed purchase of district-wide license for Illuminate Education and Aeries. Used Illuminate to create and house common assessments and assessment data in K-5 ELA and Mathematics. Provided training to teachers in using Illuminate to explore and disaggregate SBAC data to inform instruction. Continuously use Aeries data to make program decisions related to specific subgroup achievement.</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>5000-5999 Services and Other Operating Expenses - LCFF Base: \$73,876</p>	<p>ESTIMATED ACTUAL</p> <p>5000-5999 Services and Other Operating Expenses - LCFF Base: \$75,000</p>
<p>Actions/Services</p>	<p>PLANNED</p> <p>Provide ongoing support for Advanced Placement courses, ensuring access to such courses for all student, and scaffolding for under-represented students in these courses.</p>	<p>ACTUAL</p> <p>Paid for AP tests for students who waived the cost due to hardship; Paid for certificated teachers to provide tutoring for AP coursework and test preparation outside of the school day.</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>1000-1999 Certificated Salaries - LCFF S & C: \$15,000 4000-4999 Books and Supplies - LCFF Base: \$17,800</p>	<p>ESTIMATED ACTUAL</p> <p>1000-1999 Certificated Salaries - LCFF S & C: \$15,000 4000-4999 Books and Supplies - LCFF Base: \$17,800</p>
<p>Actions/Services</p>	<p>PLANNED</p> <p>Provide access to high-quality vocational and career technical education through Regional Occupational Programs (ROP), Community College, Fairplex, SGVEP and high school pathways, according to the Standards of Career-Ready Practice.</p>	<p>ACTUAL</p> <p>Continued to provide access to vocational and career technical education through ROP, Community College, Fairplex, and SGVEP. The district has developed four distinct career pathways for high school as well as developing articulated agreements with Citrus College and Mt. Sac College as defined outcomes for the CTE pathways.</p>

Expenditures	<p>BUDGETED</p> <p>5000-5999 Services and Other Operating Expenses - LCFF Base: \$291,536</p>	<p>ESTIMATED ACTUAL</p> <p>5000-5999 Services and Other Operating Expenses - LCFF Base: \$295,000</p>
Actions/Services	<p>PLANNED</p> <p>Provide a program for adult students to complete high school diploma requirements, increase English language fluency, and increase skills in career technical pathways leading to post-secondary college and/or careers.</p>	<p>ACTUAL</p> <p>Provided a program for adult students to complete high school diploma requirements, increase English language fluency and increase skills in career technical pathways leading to post-secondary college and/or careers.</p>
Expenditures	<p>BUDGETED</p> <p>1000-1999 Certificated Salaries - LCFF S & C: \$224,700</p>	<p>ESTIMATED ACTUAL</p> <p>1000-1999 Certificated Salaries - LCFF S & C: \$225,000</p>
Actions/Services	<p>PLANNED</p> <p>Sustain a clearly articulated Response-to-Intervention model at each school, in which intervention occurs within and beyond the school day for district targeted populations, including Barton's Reading Intervention K-5 and READ 180 for grades 4-12.</p>	<p>ACTUAL</p> <p>Provided training and implementation for READ 180 for grades 4-12 as well as additional interventions occurring beyond the school day by certificated staff in ELA and mathematics.</p>
Expenditures	<p>BUDGETED</p> <p>1000-1999 Certificated Salaries - LCFF S & C: \$199,000</p>	<p>ESTIMATED ACTUAL</p> <p>1000-1999 Certificated Salaries - LCFF S & C: \$199,000</p>
Actions/Services	<p>PLANNED</p> <p>Maintain English Learner (EL) stipend positions at each school site to support the work of the EL Teacher on Special Assignment (TOSA) and to allow a coaching model of in-class support for English Language Development (ELD)and maintain redesignation.</p>	<p>ACTUAL</p> <p>Maintained EL stipend positions at each school allowed in-class coaching to support implementation of ELD Standards.</p>
Expenditures	<p>BUDGETED</p> <p>1000-1999 Certificated Salaries - LCFF S & C: \$50,000</p>	<p>ESTIMATED ACTUAL</p> <p>1000-1999 Certificated Salaries - LCFF S & C: \$50,000</p>

Actions/Services	PLANNED Provide professional development and training on CELDT testing, ELD standards, and SDAIE strategies, to increase understanding of skills needed for students to move to fluency and monitored RFEP's.	ACTUAL Teachers on Special Assignment provided training for staff beyond their work day in the area of CELDT, ELD, and SDAIE strategies.
Expenditures	BUDGETED 1000-1999 Certificated Salaries - LCFF S & C: \$25,000	ESTIMATED ACTUAL 1000-1999 Certificated Salaries - LCFF S & C: \$25,000
Actions/Services	PLANNED Provide an extended school year program for English Learners and/or students identified at-risk, K-7.	ACTUAL Provided an extended school year program for over 400 students, identified as English Learner during June, 2016.
Expenditures	BUDGETED 1000-1999 Certificated Salaries - LCFF S & C: \$70,000	ESTIMATED ACTUAL 1000-1999 Certificated Salaries - LCFF S & C: \$70,000
Actions/Services	PLANNED Provide paraprofessionals to deliver primary language support and to assist with assessment for English Learners.	ACTUAL Provided paraprofessionals to deliver primary language support to identified English Learners and to assist with assessment of English Learners.
Expenditures	BUDGETED 2000-2999 Classified Salaries - LCFF S & C: \$100,000	ESTIMATED ACTUAL 2000-2999 Classified Salaries - LCFF S & C: \$100,000
Actions/Services	PLANNED Provide explicit instructional materials for ELD instruction, as necessary.	ACTUAL Provided supplemental instructional materials for ELD instruction, such as Rosetta Stone, supplemental support materials, and primary language resources.
Expenditures	BUDGETED 4000-4999 Books and Supplies - LCFF S & C: \$50,000	ESTIMATED ACTUAL 4000-4999 Books and Supplies - LCFF S & C: \$50,000
Actions/Services	PLANNED	ACTUAL

	Provide a program for credit recovery for high school seniors at Glendora and Whitcomb High Schools needing to make up credits for on-time graduation.	Provided a program for credit recovery for high school seniors at Glendora and Whitcomb High Schools needing to make up credits for on-time graduation, by paying certificated teacher to provide evening classes for such instruction.
Expenditures	BUDGETED 1000-1999 Certificated Salaries - LCFF S & C: \$65,000	ESTIMATED ACTUAL 1000-1999 Certificated Salaries - LCFF S & C: \$65,000
Actions/Services	PLANNED Pilot an intervention course at Sandburg Middle School that uses the Growth Mindset model to foster motivation and grit in underachieving students.	ACTUAL Successfully piloted an intervention course at Sandburg Middle School that uses the Growth Mindset model to foster motivation and grit in underachieving students.
Expenditures	BUDGETED 1000-1999 Certificated Salaries - LCFF S & C: \$45,000	ESTIMATED ACTUAL 1000-1999 Certificated Salaries - LCFF S & C: \$45,000
Actions/Services	PLANNED Maintain classified staff at each elementary school to coordinate the Barton Reading intervention program.	ACTUAL The district maintained five classified positions to coordinate the Barton's Reading Intervention program at each K-5 site.
Expenditures	BUDGETED 2000-2999 Classified Salaries - LCFF S & C: \$150,000	ESTIMATED ACTUAL 2000-2999 Classified Salaries - LCFF S & C: \$150,000
Actions/Services	PLANNED Maintain full-time counselor at the high school to specifically monitor the D/F list for student progress and develop an improvement plan.	ACTUAL Maintained full-time counselor at the high school to specifically monitor the D/F list for student progress and develop an improvement plan.
Expenditures	BUDGETED 1000-1999 Certificated Salaries - LCFF S & C: \$139,000	ESTIMATED ACTUAL 1000-1999 Certificated Salaries - LCFF S & C: \$139,000

Actions/Services	PLANNED Maintain Assistant Principal at Glendora High School to oversee and work with staff to support the UDP's at the comprehensive high school to provide early intervention and supports.	ACTUAL Maintained Assistant Principal at Glendora High School to oversee and work with staff to support the UDP's at the comprehensive high school to provide early intervention and supports.
Expenditures	BUDGETED 1000-1999 Certificated Salaries - LCFF S & C: \$127,000	ESTIMATED ACTUAL 1000-1999 Certificated Salaries - LCFF S & C: \$127,000
Actions/Services	PLANNED Maintain counselors at the comprehensive high school at an increase of 0.5 FTE and the alternative school at 1.0 FTE to better support students.	ACTUAL Maintained counselors at the comprehensive high school at an increase of 0.5 FTE and the alternative school at 1.0 FTE to better support students.
Expenditures	BUDGETED 1000-1999 Certificated Salaries - LCFF S & C: \$70,000	ESTIMATED ACTUAL 1000-1999 Certificated Salaries - LCFF S & C: \$70,000
Actions/Services	PLANNED Provide extended school year to students at-risk of failing in grades K-7.	ACTUAL Provided extended school year to students at-risk of failing in grades K-7 during June 2016.
Expenditures	BUDGETED 1000-1999 Certificated Salaries - LCFF S & C: \$215,000	ESTIMATED ACTUAL 1000-1999 Certificated Salaries - LCFF S & C: \$215,000

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.

Overall, the district successfully implemented all actions and services as planned. However, some actions, such as RTI, are still at fledgling states of cohesive practice at two of our five elementary campuses.

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

In looking at the actual measurable outcome data, the district met all academic targets for all students, as well as all state-identified subgroups. The district did not meet academic targets for the subgroup: Students with Disabilities (not a UDP group), a group the district believes needs to be a continued area of focus. The EL population, particularly those enrolled less than 5 years, did not meet the growth goal for proficiency level on CELDT. However, since this is year one of the implementation of these practices, the district believes that more time is needed to determine effectiveness.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are not material differences.

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.

Since all academic measurable outcomes were met, with the exception of the student group SWD (not part of the UDP count) and EL reclassification and EL Proficiency, the district will continue implementation of the actions and services for Goals 1, with specific adjustments in actions and services for the ELs that include but are not limited to the implementation of new integrated ELD instructional materials, as part of the ELA/ELD adoption, along with additional professional development for all staff in this area. As a result of outcomes from stakeholder groups, additional after-school translators will be made available to English Learners, in order to support their academic progress.

Goal 2

Goal 2: GUSD will continue to encourage and provide opportunities to engage all stakeholders. Particular focus will be to engage parents/guardians of our underrepresented youth including, but not limited to English Learners, Socioeconomically Disadvantaged, Special Education, and Foster Youth.

GUSD will increase site-based parent education opportunities (no less than 5) and district wide parent education opportunities (no less than 3), School Site Council, English Language Advisory groups, District Parent Summits and Academies by sending communication about these events utilizing the All Call System and providing the communications in the families primary language by 2018.

In addition, Parent Education events will be designed to meet the needs of our English Learner population and held in their primary language, if possible. Personal contact will be made to parents of English Learners to invite them to these specially designed events. This will be measured through sign-in sheets and number of events.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL [Increase student achievement](#) [Close the achievement gap](#) [Create college and career readiness culture](#)

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Provide District level Parent Summits (3) that address drug/mental health concerns, academics, and other identified local issue each year as a means of addressing concerns raised by GUSD EL, low-income, and special education parents. The District will work to better promote the events to increase attendance. On average 50-80 parents attend District wide parent nights.

Provide a minimum of two Parent Education nights to support the need of the school and parent. One of the two Parent Education events will be a partnership with local police and/or mental health providers.

Each school site will offer family night events to encourage becoming part of the school community, Back to School Nights will be held at each school, Open House will be conducted at all K-8 school sites. In addition, K-5 parent teacher conferences on student progress. Parent nights will be held to support students and their parents as they transition from elementary to middle school and middle to high school. Translators will be made available.

ACTUAL

GOAL 2			
STAKEHOLDER ENGAGEMENT as measured by:	14-15	15-16	Met/Not Met
Provide Parent Education Nights/Parent Summits <i>Provide min. 2 (1 in partnership with GPD/MH)</i>	5/3	5/3	Met
Site-level Family Night Events <i>Maintain or increase number per site</i>	90	103	Met

Communicate using the ALL CALL system, by identifying the parents language and messaging in the identified language. The Parent Portal will be used at the 6-12 grade level, to give parents real-time access to their child's progress and email contact with their child's teacher. The Parent Portal will be used by K-5 teachers to provide access to student electronic report cards and student information.

Provide Parent Education in the primary language of GUSD three largest EL language groups (Mandarin, Spanish, Arabic)

Increased parent engagement will communicate the needs of the school and the needs of the home to better strengthen the school to home partnership. The increased engagement will give parents the tools to support their child at home and/or provide them the knowledge of where the needed resources are to support their student.

Provide Translators for Parent Events <i>Maintain or increase number of translated events</i>	13	30	Met
Communicate using the all-call system <i>Maintain record of calls made (district and sites)</i>	2753	46,119	Met
Provide Parent Education Events in Spanish <i>Increase number of events in Spanish</i>	0	6	Met

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.

<p>Actions/Services</p>	<p>PLANNED</p> <p>The district will use the All-call system to keep parents informed and notified of all emergency situations, using texts and emails when appropriate to reach as many contact points as possible, and translated when appropriate. Technology infrastructure will be kept updated to keep current with this strategy.</p>	<p>ACTUAL</p> <p>The district continued to utilize the All-call system to keep parents informed and notified of all emergency situations, using texts and emails when appropriate to reach as many contact points as possible, and translated when appropriate. Technology infrastructure were kept updated to keep current with this strategy for communication. The system was also utilize to provide information related to district meetings. programs, as well as opportunities for additional supports for students to selected student groups.</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>5000-5999 Services and Other Operating Expenses - LCFF Base: \$19,000</p>	<p>ESTIMATED ACTUAL</p> <p>5000-5999 Services and Other Operating Expenses - LCFF Base: \$19,000</p>
<p>Actions/Services</p>	<p>PLANNED</p> <p>The district will continue to implement parent academies in the area of college and career readiness as well as other areas as need is demonstrated, including a K-12 College Night with childcare and oral translation provided.</p>	<p>ACTUAL</p> <p>The district held several parent academies that included college and career readiness, healthy living and stress management, social media safety, in addition to the K-12 College Night. Childcare and oral translations occur to support the attendance of all families.</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>5000-5999 Services and Other Operating Expenses - LCFF S & C: \$20,000</p>	<p>ESTIMATED ACTUAL</p> <p>5000-5999 Services and Other Operating Expenses - LCFF S & C: \$20,000</p>
<p>Actions/Services</p>	<p>PLANNED</p> <p>School sites will continue to implement family nights and events for the purpose of engaging families and meeting family needs withing the local school community, including parent education that addresses what is different about school in the 21st century. Childcare and oral translation will be made available for</p>	<p>ACTUAL</p> <p>Several parent events were held at the individual school site related to mathematics, coding and engineering, science, and helping your child become a reader. In addition, parent academies and family nights were held to engage families and support families within the local school community, including</p>

	parents who need these services.	parent education that addresses schools today versus when parents attended school as well as Tartan University events to help all students that are interested access college. Childcare and oral translation will be made available for parents who need these services. In addition to the above events, the district held an 8 week parent education program through PIQUE in parents primary language to help parents help their child navigate school.
Expenditures	BUDGETED 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$6,000	ESTIMATED ACTUAL 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$6,000
	PLANNED The district will actively encourage participation of parents of EL students in school and district events by consistently providing parent education and notification materials and letters in the primary language of the parents, using formatting that increases parent access and understanding, and by informing Spanish Speaking parents that oral translation is available at the district office.	ACTUAL The district actively encouraged participation of parents of EL students in school and district events by consistently providing parent education and notification materials and letters in the primary language of the parents, using formatting that increased parent access and understanding, and by communicating to Spanish Speaking parents that a translator is available daily at the district office. This was in addition to the parent education that occurred in the primary languages of our parents (Spanish, Mandarin, and Arabic). The district has seen a significant increase in parents at the district office accessing the translator.
Expenditures	BUDGETED 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$30,000	ESTIMATED ACTUAL 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$30,000

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 the above actions and services achieved the articulated goal. Through these actions and services, opportunities for parent involvement have been consistently increased, and in particular for the parents of our English Learners.

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

As shown in the table of actual measurable outcomes for Goal 2, the district met all of its targeted goals for increasing and improving both the number of opportunities available for parent education/involvement and the primary language support for those events. Translators were made available for all district-wide parent events, and for site-level parent events at sites with high populations of EL students. In addition, the district added an 8-week PIQE parent education institute, held in Mandarin and in Spanish. The number of parent all-calls and emails using Blackboard Connect, as a way of keeping parents informed, increased significantly.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences between budgeted expenditures and estimated actual expenditures.

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

The district will continue this goal for 2017-2020, with outcome goals of maintaining or increasing opportunities for parent involvement for all parents, with an emphasis on ensuring access for parents of English Learner students. Actions and services will be added to reflect the input of the Parent Advisory Committee, that increase translation and interpretation services in languages other than Spanish.

Goal 3

Goal 3: GUSD will provide appropriate conditions of learning by retaining qualified staff as defined by ESSA requirements via state measures, standard aligned materials, and the maintenance of schools in good repair.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL To increase student achievement To close the achievement gap

ANNUAL MEASURABLE OUTCOMES

EXPECTED

GUSD will have adopted new California State Standards aligned materials in ELA K-12 in 16-17 and implement in 17-18. GUSD will follow the timeline on adopting curriculum as outlined by the state and adopt accordingly K-12. GUSD will evaluate to make sure all materials are available to all students and are in good condition.

All school campuses will be inspected annually to assure they are in good repair. Any safety concerns or disrepair will be corrected to maintain the "good repair" status.

Currently, GUSD has no teachers with a misassignment and 100% of GUSD teachers are fully credentialed. The Assistant Superintendent of Personnel and the site principals will work closely to assure that GUSD stays in compliance in this area as it relates to ESSA. The District will maintain 0% misassignments.

Student access to the content standards materials in English Language Arts and Mathematics should show improvement in student achievement as the materials will be better aligned to what is being assessed through SmarterBalance and what GUSD is asking students to accomplish. This data will be compared against the baseline data from the 2014-15 school year. Each student group will be compared to the percent proficient and advanced and show an increase. GUSD will review the data overall as well as by the subgroups identified through their plan. The metric identified under student achievement is an increase of 2%.

ACTUAL

GOAL 3	14-15	15-16	
CONDITIONS OF LEARNING as measured by:			
Adopt New Standards-aligned ELA Material	NA	Adopted K-12 ELA	Met
Inspect all campuses annual to maintain in good repair <i>Maintain safety inspection records</i>	9/9 Sch- Good Repair	9/9 Sch- Good Repair	Met
Ensure all teachers are properly assigned <i>Maintain 0% misassignment</i>	0%	0%	Met

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.

<p>Actions/Services</p>	<p>PLANNED</p> <p>The district will pilot and adopt curriculum K-12 aligned to the California State Standards (CSS) in ELA and other core subjects as warranted.</p>	<p>ACTUAL</p> <p>The district piloted and adopted new K-12 ELA/ELD curriculum aligned to the California State Standards. Plan implementation of the curriculum is for the 2017-18 school year</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>4000-4999 Books and Supplies - LCFF Base: \$2,000,000</p>	<p>ESTIMATED ACTUAL</p> <p>4000-4999 Books and Supplies - LCFF Base: \$1,750,000</p>
<p>Actions/Services</p>	<p>PLANNED</p> <p>The district will increase technology and the necessary infrastructure to sustain the necessary increases in hardware, in order to provide universal access for students to 21st century resources, including Smarter Balanced computer adaptive technology and chrome books, but separate from replacement costs.</p>	<p>ACTUAL</p> <p>The district increased technology by purchasing additional chrome book carts and the middle schools and high school and bolstered infrastructure to support the necessary increases in hardware, in order to provide universal access for students to 21st century resources, including Smarter Balanced computer adaptive technology and chrome books, but separate from replacement costs. This is a continual area of need as the landscape is ever-changing.</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>4000-4999 Books and Supplies - LCFF Base: \$200,000</p>	<p>ESTIMATED ACTUAL</p> <p>4000-4999 Books and Supplies - LCFF Base: \$200,000</p>
<p>Actions/Services</p>	<p>PLANNED</p> <p>The district will provide ongoing professional development, including the use of outside consultants, resident experts, and in-class academic coaching will be provided to facilitate the implementation of CCSS and NGSS K-12, including professional training for new technologies.</p>	<p>ACTUAL</p> <p>The district provided ongoing professional development, including the use of outside consultants in a variety of areas such as transitioning to NGSS , PE implementation, implementation of the new Health Requirements, Google Certification, Special Education, Mental Health, and more. In addition, the district utilized resident experts and in-class academic coaching that provided facilitation in the implementation of California State Standards, NGSS K-12, and professional training for new technologies.</p>

Expenditures	<p>BUDGETED</p> <p>5000-5999 Services and Other Operating Expenses - LCFF S & C: \$30,000</p>	<p>ESTIMATED ACTUAL</p> <p>5000-5999 Services and Other Operating Expenses - LCFF S & C: \$30,000</p>
Actions/Services	<p>PLANNED</p> <p>The district will recruit and retain highly qualified teachers and staff members, providing support for new teachers and administrators through access to induction programs, and ensuring adequate staffing ratios for class size reduction.</p>	<p>ACTUAL</p> <p>The district recruited and retained highly qualified teachers and staff members, providing support for new teachers and administrators through access to induction programs, and ensuring adequate staffing ratios for class size reduction.</p>
Expenditures	<p>BUDGETED</p> <p>1000-1999 Certificated Salaries - LCFF Base: \$53,622,000</p>	<p>ESTIMATED ACTUAL</p> <p>1000-1999 Certificated Salaries - LCFF Base: \$54,800,000</p>
Actions/Services	<p>PLANNED</p> <p>The district will foster a culture of collaboration by providing structured time for vertical, horizontal, and cross-curricular articulation, using topics driven by the needs of all students.</p>	<p>ACTUAL</p> <p>The district continued to foster a culture of collaboration by providing structured time for vertical, horizontal, and cross-curricular articulation, using topics driven by the needs of all students. These discussion were based on data and student work as well as understanding the standards vertically to establish a better understanding of competencies at each grade level.</p>
Expenditures	<p>BUDGETED</p> <p>1000-1999 Certificated Salaries - LCFF Base: \$20,000</p>	<p>ESTIMATED ACTUAL</p> <p>1000-1999 Certificated Salaries - LCFF Base: \$20,000</p>
Actions/Services	<p>PLANNED</p> <p>The district will provide additional custodial, technical, health services and clerical support as needed to provide for optimal conditions of learning for all students, restoring hours as appropriate.</p>	<p>ACTUAL</p> <p>The district provided additional custodial, technical, health services and clerical support as needed to provide for optimal conditions of learning for all students, restoring hours to support students during and beyond the school day depending on the position.</p>
Expenditures	<p>BUDGETED</p>	<p>ESTIMATED ACTUAL</p>

	2000-2999 Classified Salaries - LCFF Base: \$175,000	2000-2999 Classified Salaries - LCFF Base: \$180,000
Actions/Services	<p>PLANNED</p> <p>The district will ensure that bathroom facilities are safe, clean, and adequately supplied, adding hand dryers at secondary schools and improving the quality of soap products.</p>	<p>ACTUAL</p> <p>Custodial hours were added and custodial schedules were adjusted to ensure that student bathrooms were regularly inspected for cleanliness and supplies throughout the school day. Hand dryers were added to several bathrooms at Glendora High School. The maintenance staff looked at a variety of soap products but did not change them due to potential allergies to using scented products.</p>
Expenditures	<p>BUDGETED</p> <p>4000-4999 Books and Supplies - LCFF Base: \$30,000</p>	<p>ESTIMATED ACTUAL</p> <p>4000-4999 Books and Supplies - LCFF Base: \$27,000</p>
Actions/Services	<p>PLANNED</p> <p>The district will ensure that all classrooms will be adequately equipped with furniture that is clean, safe, and adequately sized.</p>	<p>ACTUAL</p> <p>The district replaced broken furniture and purchased new furniture where needed.</p>
Expenditures	<p>BUDGETED</p> <p>4000-4999 Books and Supplies - Other State Revenues: \$80,000</p>	<p>ESTIMATED ACTUAL</p> <p>4000-4999 Books and Supplies - Other State Revenues: \$80,000</p>
Actions/Services	<p>PLANNED</p> <p>The district will ensure that its facilities are adequately maintained, safe, clean, and in good repair, including field and playground areas and parking lots.</p>	<p>ACTUAL</p> <p>The district maintains a full maintenance and custodial staff to adequately maintain and repair its campuses. Custodial hours were increased at the middle school and elementary school level to ensure that classrooms and bathrooms are regularly cleaned and maintained in good repair. Each site is annually inspected by an outside safety consultant, and the findings are reviewed with the site and district staff.</p>
Expenditures	<p>BUDGETED</p>	<p>ESTIMATED ACTUAL</p>

	2000-2999 Classified Salaries - LCFF Base: \$2,371,000	2000-2999 Classified Salaries - LCFF Base: \$2,371,000
Actions/Services	PLANNED The District will provide supplemental targeted curriculum that scaffolds to CCSS for under-achieving populations.	ACTUAL The district provided district licenses for software that provides diagnostics, targeted intervention, and additional practice for under-achieving populations in ELA and Mathematics.
Expenditures	BUDGETED 4000-4999 Books and Supplies - LCFF S & C: \$60,000	ESTIMATED ACTUAL 4000-4999 Books and Supplies - LCFF S & C: \$60,000
Actions/Services	PLANNED The District will provide professional development that includes strategies for universal access to CCSS for targeted populations of students.	ACTUAL The District provided professional development opportunities that included strategies for universal access to CCSS for targeted populations, including but not limited to strategies for English Learners and Newcomers, academic vocabulary development, and growth mindset strategies that target socioeconomically disadvantaged students and foster youth.
Expenditures	BUDGETED 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$30,000	ESTIMATED ACTUAL 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$30,000
Actions/Services	PLANNED The District will retain teachers on special assignment to coordinate and provide leadership for English Learners, Gifted and Talented students, and AVID students which in some groups include foster youth..	ACTUAL The district retained two teachers on special assignment for this purpose. One TOSA oversees and implements the AVID and Gate programs, and one TOSA oversees and implements programs and assessment for English Learners and low-achieving students in Title I schools.
Expenditures	BUDGETED	ESTIMATED ACTUAL

	1000-1999 Certificated Salaries - LCFF S & C: \$249,925	1000-1999 Certificated Salaries - LCFF S & C: \$305,000
Actions/Services	PLANNED The District will promote the safety and security of all campuses by providing a School Resource Officer (SRO) and crossing guards. The SRO will work to build relationships and support with our at-risk students and their families.	ACTUAL The District promoted the safety and security of all campuses by providing a School Resource Officer (SRO) and crossing guards. The SRO built relationships and engaged regularly with at-risk students and their families.
Expenditures	BUDGETED 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$150,000	ESTIMATED ACTUAL 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$150,000
Actions/Services	PLANNED GUSD will investigate the addition of an Educational Technology specialist to support technology integration and student achievement. In addition, the position will support School to Career pathway development 6-12.	ACTUAL The District added a Coordinator of Educational Technology and Career Technical Pathways position. The Coordinator assisted with Career Pathway development for high school, STEM integration K-12, and Educational Technology integration K-12, including teacher training and support.
Expenditures	BUDGETED 1000-1999 Certificated Salaries - LCFF Base: \$160,000	ESTIMATED ACTUAL 1000-1999 Certificated Salaries - LCFF Base: \$160,000
Actions/Services	PLANNED GUSD will pay a membership fee (\$25,000) to the Foothill Induction Program in order for new teachers to be able to access an Induction program at a nominal cost should they choose. The District will also pay an additional \$1,300 to the Consortium for each GUSD teacher that choose to clear their credential through the Foothill Induction Program.	ACTUAL The district paid \$10000 to maintain its membership in the Foothill Induction Program, and provided all new teachers who needed to clear their credentials through induction with access to the program. The District also paid \$3000 to the Consortium for each GUSD teacher who participated, and reimbursed each teacher \$1300 upon completion and rehire.
Expenditures	BUDGETED	ESTIMATED ACTUAL

	5000-5999 Services and Other Operating Expenses - Teacher Effectiveness: \$50,000	5000-5999 Services and Other Operating Expenses - Teacher Effectiveness: \$50,000
Actions/Services	<p>PLANNED</p> <p>The district will recruit and retain highly qualified SPED teachers and staff members, ensuring adequate staffing for at-risk student supports.</p>	<p>ACTUAL</p> <p>The district recruited and retained highly qualified SPED teachers and staff members, maintaining adequate staffing for at-risk student supports.</p>
Expenditures	<p>BUDGETED</p> <p>Special Ed - 1000-1999 Certificated Salaries - Other State Revenues: \$1,730,000</p>	<p>ESTIMATED ACTUAL</p> <p>1000-1999 Certificated Salaries - Other State Revenues: \$1,810,000</p>
Actions/Services	<p>PLANNED</p> <p>The district will allocate funds for repair and replacement of aging, damaged, and/or obsolete equipment.</p>	<p>ACTUAL</p> <p>The district provided funds for the repair and/or replacement of aging, damaged, or obsolete equipment.</p>
Expenditures	<p>BUDGETED</p> <p>4000-4999 Books and Supplies - LCFF Base: \$275,000</p>	<p>ESTIMATED ACTUAL</p> <p>4000-4999 Books and Supplies - LCFF Base: \$265,000</p>
Actions/Services	<p>PLANNED</p> <p>The district will provide supplemental materials and resources in Science to support the transition to NGSS, K-12.</p>	<p>ACTUAL</p> <p>The district provided each K-5 teacher with an NGSS binder of resources and science supplies where requested for teachers to be able to conduct NGSS-aligned lessons.</p>
Expenditures	<p>BUDGETED</p> <p>4000-4999 Books and Supplies - LCFF Base: \$15,000</p>	<p>ESTIMATED ACTUAL</p> <p>4000-4999 Books and Supplies - LCFF Base: \$15,000</p>
Actions/Services	<p>PLANNED</p> <p>The district will allocate funds to provide secure campuses that address site needs, i.e. fencing, gates, exterior cameras, and/or additional support staff as needed.</p>	<p>ACTUAL</p> <p>The district provided additional security items for sites as needed.</p>

Expenditures	BUDGETED 4000-4999 Books and Supplies - LCFF Base: \$100,000	ESTIMATED ACTUAL 4000-4999 Books and Supplies - LCFF Base: \$85,000
Actions/Services	PLANNED The district will improve track and fields for athletics at high school campuses.	ACTUAL The district was not able to begin this project in 16-17.
Expenditures	BUDGETED 6000-6999 Capital Outlay - Other Local Revenues: \$1,000,000	ESTIMATED ACTUAL 6000-6999 Capital Outlay - Other Local Revenues: \$15,000
Actions/Services	PLANNED The District will extend library hours beyond the school day to provide access to students	ACTUAL The District extended library hours to extend 30 minutes beyond the school day.
Expenditures	BUDGETED 2000-2999 Classified Salaries - LCFF S & C: \$104,000	ESTIMATED ACTUAL 2000-2999 Classified Salaries - LCFF S & C: \$104,000

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 the actions and services achieved the articulated goal of maintaining appropriate conditions of learning for all students by recruiting and retaining highly qualified teachers, maintaining campuses in good repair, and providing standards-aligned materials.

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

As shown in the table of actual measurable outcomes for Goal 3, the district met all of its targeted goals for maintaining appropriate conditions of learning. TK-8 teachers piloted new CCSS-aligned materials in ELA in the fall and made recommendations for adoption by the governing board in February 2017. 9-12 teachers piloted new CCSS-aligned materials in ELA in the third academic quarter and made recommendations for adoption by the governing board in May 2017. Thus, GUSD will begin full implementation of the new TK-12 ELA materials in August 2017. The District ensured that the district maintained 9/9 campuses in good repair through an appropriately managed and supported custodial and maintenance staff. The District maintained its status of having no teacher misassignments through careful recruitment and retention of a highly qualified teachers.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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.

There are no material differences between budgeted expenditures and estimated actual expenditures.

The District will continue with this goal, with specific changes made to subject-specific curriculum adoption, as we follow the state's timeline to begin adoption processes of History/Social Science and NGSS Materials adoptions and the state adopts these materials. The District will continue to look for ways to improve the field and grounds conditions and improve aging facilities at all campuses in 2017-2020, which will be reflected in the actions and services of the new plan, and is considering other fiscal options, such as a bond initiative.

Goal 4

Goal 4: GUSD will work to increase student engagement and continually improve the school climate at each campus.

GUSD will increase student A-G completion rate as measured by a C or better to 65% through incremental gains by 2019.

All GUSD students will explore college and career interest beginning at the elementary schools and refining their exploration in high school. In addition, students leadership groups will provide transition and support as students matriculate through the K-12 system through WEB, LinkCrew, and PAL program.

GUSD will increase it's attendance rate to 97% by 2019

GUSD will maintain the reclassification rate of their EL population at 17% as measured by DataQuest records of percentage of reclassified students.

Maintain the middle school dropout rate at 0 and the 9-12 dropout rate at 0.2% for GUSD.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL To increase student achievement To close the achievement gap To increase the four year college going culture

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Increase the number of AVID sections at the middle school and GHS to continue the consistency of the AVID program from 7th grade through 12th and to address the growing interest in the program. Explore AVID training opportunities for the 5th and 6th grade teachers.

High School A-G completion rate will increase by 2% annually through the 2017 school year.

Promote attendance programs such as the "importance" of attendance posters for school sites, use of school attendance contracts on a quarterly basis, and follow through to SARB board, if necessary for K-12. GUSD will consider utilizing and automized attendance system.

GUSD will increase it's attendance rate to 97%

Provide opportunities for staff to maintain their CPR training by offering a CPR class twice a year.

ACTUAL

GOAL 4			
STUDENT ENGAGEMENT as measured by:	14-15	15-16	Met/ not Met
AVID Sections 6-12 <i>Increase at GHS</i>	8	13	Met
A-G Completion Rate <i>Increase by 2% annually</i>	57%	61%	Met

Provide training and purchase AED equipment for no less than 3 school sites.

Currently 58% of our high school students achieve A-G requirements (C or better) and could access a CSU or UC college, if desired. GUSD will increase student A-G completion rate as measured by a C or better to 65% through incremental gains by 2019.

All GUSD students will explore college and career interest beginning at the elementary schools and refining their exploration in high school. In addition, students leadership groups will provide transition and support as students matriculate through the K-12 system through WEB, LinkCrew, and PAL program.

GUSD will increase it's attendance rate to 97% by 2019

GUSD will maintain the reclassification rate of their EL population at 17% as measured by DataQuest records of percentage of reclassified students.

Maintain the middle school dropout rate at 0 and the 9-12 dropout rate at 0.2% for GUSD.

Maintain GUSD chronic absenteeism rate at less than 2%.

Continue to maintain low expulsion rate and stay below the state rate of 0.01% and maintain a low suspension rate (2.2%) and stay below the state rate of 4.4%

Student connectedness will be maintained rather than decline as students matriculate through the grades as self-reported in the Healthy Kids Survey from 42% in 7th grade to 42% in 9th and 11th grade by 2017.

GUSD will work with ESGVROP to develop an additional CTE pathway.

District wide attendance rate <i>Increase to 97%</i>	96.52%	96.75%	Not Met
College & Career Exploration <i>All GUSD students will explore college and career interest beginning at the elementary schools and refining their exploration in high school.</i>		K-5 Guest speakers 6-8 Career Days 9-12 Naviance	Met
Student Connectedness <i>Participation in student leadership, WEB, Link Crew, and PAL program.</i>		K-5 64 6-8 202 9-12 230 Total 496	Met
Provide CPR Training for staff <i>Increase to 2 trainings per year</i>	1	2	Met
Purchase AED Equipment & Provide Training <i>Increase to 3 sites</i>	1	3	Met
Reclassification Rate for EL <i>Maintain at 17%</i>	17%	15.3%	Not met
Middle School Dropout Rate <i>Maintain at 0%</i>	0%	0%	Met

High School Dropout Rate <i>Maintain at 0.2%</i>	0.2%	0.8%	Not met
Chronic Absenteeism Rate <i>Maintain at <6%; 2% was a typo error in 2014-15. The data should have been maintain at <6%.</i>	6%	5.8%	Met
Suspension / Expulsion Rate <i>Maintain at < state rate of 4.4% & 2.2% resp.</i>	2%; 0%	2.1%; 0%	Met
Student Connectedness as measured by CHKS <i>Maintain from 7th to 9th to 11th grade</i>	40/30/32%	79/65/57%	Met
Work with ESGVROP to develop at least one new CTE Pathway	0	1	Met

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.

Actions/Services	<p>PLANNED</p> <p>The district will strengthen its relationship with ESVROP in order to provide career technical education pathways for high school students with a high interest in vocational careers.</p>	<p>ACTUAL</p> <p>The district has met regularly with ESGVROP to develop distinct CTE pathways with identified outcomes for students. The district has 4 pathways that will be fully implemented by 2019-20. These pathways are Engineering and Architectural Design, Engineering Technology (Robotics), Arts, Media, and Entertainment- Video Production, Arts, Media, and Entertainment- Graphic Design.</p>
Expenditures	<p>BUDGETED</p> <p>5000-5999 Services and Other Operating Expenses - LCFF Base: \$569,432</p>	<p>ESTIMATED ACTUAL</p> <p>5000-5999 Services and Other Operating Expenses - LCFF Base: \$569,432</p>
Actions/Services	<p>PLANNED</p> <p>The district will support site based student incentive programs that encourage good attendance, behavior, and study habits.</p>	<p>ACTUAL</p> <p>The district reinstated the ADA committee to identify ways to encourage positive attendance. The school sites are developing recognition programs for attendance as well as working to effectively communicate with parents the impact to students when they are not in school. In addition, schools will be trained in PBIS to develop a systematic schoolwide positive behavior and support system at each school. This program has a 3-5 year implementation timeline.</p>
Expenditures	<p>BUDGETED</p> <p>4000-4999 Books and Supplies - LCFF Base: \$5,000</p>	<p>ESTIMATED ACTUAL</p> <p>4000-4999 Books and Supplies - LCFF Base: \$5,000</p>
Actions/Services	<p>PLANNED</p> <p>The district will provide access to courses in STEM pathways and enrichment programs for all students, and will actively recruit under-represented students for these programs.</p>	<p>ACTUAL</p> <p>The district has provided several opportunities for students to engage in STEAM activities at all school sites. These activities have occurred during and after school. STEAM labs are being developed at all secondary sites and a STEAM Bowl is being conducted</p>

		at the elementary level. Thanks to our district foundation (GEF) technology workshop continued to be offered at no cost, so all students may access these opportunities.
Expenditures	BUDGETED 1000-1999 Certificated Salaries - LCFF Base: \$225,000	ESTIMATED ACTUAL 1000-1999 Certificated Salaries - LCFF Base: \$225,000
Actions/Services	PLANNED The district will provide a robust arts program district-wide, including access to vocal and instrumental music, and visual and performing arts, as well as digital arts.	ACTUAL The district has provided a robust arts program district-wide, including access to vocal and instrumental music, and visual and performing arts, as well as digital arts. There have been expansions in this area with two CTE pathways being developed for our secondary students.
Expenditures	BUDGETED 1000-1999 Certificated Salaries - LCFF Base: \$115,800	ESTIMATED ACTUAL 1000-1999 Certificated Salaries - LCFF Base: \$115,800
Actions/Services	PLANNED The district will continue to foster a robust program for gifted and talented education, including building and sustaining partnerships for student enrichment.	ACTUAL The district continued to foster a robust program for gifted and talented education, including building and sustaining partnerships for student enrichment. Students participated in beyond the school day activities during the school year as well as a summer institute.
Expenditures	BUDGETED 1000-1999 Certificated Salaries - LCFF Base: \$80,000	ESTIMATED ACTUAL 1000-1999 Certificated Salaries - LCFF Base: \$80,000
Actions/Services	PLANNED The district will actively foster programs that support student connectedness, including WEB, LINK, mental wellness programs, the arts, and athletics.	ACTUAL Each Middle School maintained its WEB program, and Glendora High School maintained its LINK program to foster student to school connectedness. Additionally, all secondary schools maintained programs in the arts and athletics.

Expenditures	<p>BUDGETED</p> <p>1000-1999 Certificated Salaries - LCFF Base: \$253,249</p>	<p>ESTIMATED ACTUAL</p> <p>1000-1999 Certificated Salaries - LCFF Base: \$253,249</p>
Actions/Services	<p>PLANNED</p> <p>Provide opportunities for staff to maintain their CPR training by offering a CPR class twice a year. Provide training and purchase AED equipment for no less than 3 school sites.</p>	<p>ACTUAL</p> <p>The District offered CPR training for both certificated and classified staff members multiple times throughout the year, and purchased AED units, so that we now have equipment at 5 sites.</p>
Expenditures	<p>BUDGETED</p> <p>5000-5999 Services and Other Operating Expenses - LCFF Base: \$60,000</p>	<p>ESTIMATED ACTUAL</p> <p>5000-5999 Services and Other Operating Expenses - LCFF Base: \$55,000</p>
Actions/Services	<p>PLANNED</p> <p>The District will increase sections in the AVID program as needed for identified middle and high school students, in order to engage middle-level students and give them support for college enrollment and success. The district will explore the possibility of implementing an AVID Elementary Program.</p>	<p>ACTUAL</p> <p>The District increased AVID to 5 sections at the middle school level, which included the addition of a 6th grade section, and 7 sections at the high school level. Additionally, the District began the planning process of adding AVID elementary at Sellers Elementary and La Fetra Elementary, for a program to be implemented in 17-18.</p>
Expenditures	<p>BUDGETED</p> <p>1000-1999 Certificated Salaries - LCFF S & C: \$260,511</p>	<p>ESTIMATED ACTUAL</p> <p>1000-1999 Certificated Salaries - LCFF S & C: \$260,511</p>
Actions/Services	<p>PLANNED</p> <p>The District will increase opportunities for students to have access to school counselors and mental health supports at all grade levels for guidance, support and mental well-being, to increase school connectedness and success.</p>	<p>ACTUAL</p> <p>The District added an additional elementary school counselor. Additionally, the mental health team has continued to work towards a coherent program by creating and implementing mental health protocols. Partnerships with Azusa Pacific University, Social Model Recovery and Foothill Family have also increased mental health supports for students at all grade levels.</p>
Expenditures	<p>BUDGETED</p>	<p>ESTIMATED ACTUAL</p>

	1000-1999 Certificated Salaries - LCFF S & C: \$430,000	1000-1999 Certificated Salaries - LCFF S & C: \$430,000
Actions/Services	PLANNED Provide professional development related to current mental health trends and conditions as a means of supporting and engaging challenging students.	ACTUAL The all-district professional development day on October 10, 2016 included a keynote speaker on Growth Mindset as well as breakout sessions on mental health topics related to students. In addition, training was held for classified employees that included a student mental health component.
Expenditures	BUDGETED 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$30,000	ESTIMATED ACTUAL 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$30,000
Actions/Services	PLANNED Continue to provide Naviance licences for all students in 9-12, to foster college and career readiness district wide.	ACTUAL The District provided Naviance licenses for all students in 9-12, to foster college and career readiness district wide.
Expenditures	BUDGETED 5000-5999 Services and Other Operating Expenses - LCFF Base: \$50,000	ESTIMATED ACTUAL 5000-5999 Services and Other Operating Expenses - LCFF Base: \$52,000

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.

All actions and services for Goal 4 were implemented as planned in 16-17. The district was able to maintain programs with proven effectiveness in fostering student connectedness, such as AVID, LINK, WEB, and PAL, while adding counseling, services and training to keep up with our growing need in students mental health and wellness. The District's college and career-ready focus was advanced through the addition of career awareness, exploration, and high school pathways. Additionally, STEM activities, Educational Technology, and Arts programs continue to grow and thrive, providing high engagement opportunities for all student groups.

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

Overall, the District met 11 of the 14 metrics on Goal 4. While the District did not meet its reclassification goal for EL students this year, the California Dashboard shows that the reclassified students are doing well academically. This metric will be moved to Goal 1 for the 2017-2020 Plan. District-wide attendance did increase, although it did not quite meet the outcome of 97%; therefore, this target will continue for 2017-2020. Additionally, the high school dropout rate increased slightly rather than maintained at 0.2%. Although, the California Dashboard shows that the high school graduation rate is at a Blue status (with no student groups identified), GUSD will continue its actions and services for students at-risk of dropping out.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences between budgeted expenditures and estimated actual expenditures.

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

The District will change the metrics for Goal 4 for 2017-2018 to include the required metrics for Pupil Engagement and School Climate, but will move the reclassification rate, A-G completion rates, AVID sections, and CTE pathways to Goal 1 for Pupil Achievement. The District will continue to focus on training and services that promote the mental health, engagement and school connectedness of all student groups, with particular focus on the UDP groups in its actions and services for 2017-2020.

Stakeholder Engagement

LCAP Year



2017-18



2018-19



2019-20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

During the 16-17 school year, the Glendora USD convened a 35 person stakeholder group that consist of 3 bargaining unit members from both our classified and certificated groups, an elementary, middle, and high school teacher and site administrators from each level, 10 parents representing English Learners, special education, socioeconomically disadvantaged, and Parent Advisory (PTA Council), 3 students, 3 district leadership, the superintendent, bilingual assistants, teacher on special assignment, 2 community members, and 2 board members. The stakeholder group met on three occasions. On January 9, 2017, the committee met and were provided an overview of LCAP and LCFF, the eight state priorities and the data around the eight state priorities (both qualitative and quantitative data). In addition we discussed the committees role through this LCAP process.

After an overview was presented the committee broke up into smaller heterogeneous groups to look at the data and identify strengths, challenges, and gaps. They were to utilize the information they gathered at the next meeting.

In addition to the initial stakeholder meeting, the district sent out a survey link through ThoughtExchange to our entire school community including all staff, students, parents and community members. There were 965 individuals who provided comments/thoughts related to the work being done in the district with over 11,000 stars placed on those comments to provide areas of priorities. In addition the district met with other groups during January-March. Meetings were held in small groups with parents of English Language Advisory Group. These small group meetings were held in English, Spanish, Mandarin, and Arabic and represented parents from SES and Foster Youth UDP's. Student groups were held at four locations to get a cross-section of students from our school community during the school day and immediately following the school day. Approximately 100 students participated in the meeting and represented all UDP groups as well as leadership groups and special education. The students were actively engaged in discussions around the eight state priorities and provided unique perspective and insight on student needs. On January 20th, the consultation meeting was held with our teacher's bargaining unit to get their input on the eight state priorities and the district held the consultation with our classified staff on February 17th for the same purpose.

On March 13th, the stakeholder met in their heterogeneous groups to rotate around the eight priorities and charting items that were found when they reviewed the data at the earlier meeting. The charts were set up with a T-chart format with one side labeled flat funding and the other increased funding. It was decided to get input on priorities on what the district currently had in place if the Governor's budget was flat and resulted in little to no additional dollars and priorities if there was a change in the proposed Governor's budget and there was increased funding that allowed for additional supports or programs to be added. This input along with input from the District English Language Advisory Group and other smaller group input noted above were infused into the document and shared at our final stakeholder meeting in April. On April 6, 2017 the Superintendent's designee met with the Parent Advisory Groups and shared the draft LCAP and gathered their input on the draft. On April 25, the Superintendent's designee met with the DELAC and shared the draft LCAP which reflected the input from the small group meetings earlier. At both the Parent Advisory and DELAC meetings parents asked additional questions to gain clarifications around the document. They felt the document reflected the input provided at earlier meetings and there were not additional comments that required the superintendent to respond to in writing.

The data reviewed at all meetings included a powerpoint on District level data related to the 2014-15 data, survey themes from our entire school community through ThoughtExchange, EAP data, A-G data, CHKS data, AP results and test numbers, CELDT data, graduation rates, and attendance rates. Data that could be disaggregated further to look at the UDP's and SPED groups were broken down to compare to the whole for the committee. Dashboard data was shared with the stakeholders at the April meeting as an introduction to the new growth model that state is transitioning to and

what the colors mean in relation to the data we have already reviewed.

The input provided by all groups was inputted into NVivo to identify and sort themes by source and reference frequency. This data is what drove the actions/services updates and modifications to the LCAP.

On April 25, 2017, the draft LCAP was shared with the District Stakeholder group along with all the notes and input from the individual meetings and the NVivo documents. The group reviewed the LCAP summary document and was provided the draft document to verify the LCAP reflects what the groups wants to recommend to the board at the June meeting.

A powerpoint presentation reflecting any changes and updates was presented at the June 26, 2017 board meeting, In addition, the public hearing was held at the June 26, 2017 board meeting. The LCAP was approved at the June 28,2017 board meeting.

IMPACT ON LCAP AND ANNUAL UPDATE

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

As a result of input provided by stakeholder groups additional actions/services were discussed in the District LCAP group related to intervention support, facilities, technology, counseling, and professional development. The feedback was to continue to build on the work the district has begun based on the previous years LCAP. The committees felt the counseling and mental health programs were in the fledgling stages and need to continue to be developed and supported through the LCAP as it is making a significant difference for GUSD families. The benefit of the additional counseling support at the elementary level was discussed and several groups indicated how beneficial it has been for our elementary students. Several groups have indicated the continual need for one of the district's professional development day to continue to focus on how to best serve the at-risk population, mental health support for students, intervention, and SPED in the general education classroom. Facilities and technology needs have been identified as a significant need by many stakeholder groups. Planning for the continual expansion of technology, as well as a plan to replace aging or broken equipment is an area of need and therefore will be maintained in the LCAP. In addition, concerns around facilities continue to be raised from the type of soap available in bathrooms to asphalt in poor repair, as well as the need to address aging drinking fountains with more environmentally sound drinking fountains, HVAC systems and antiquated library and media centers. Stakeholders indicated the desire to revitalize the library and media centers as a hub for students and to support the developing STEAM initiatives. As a result, the LCAP will reflect a plan for addressing some of these concerns over the next several years.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Goal 1</p> <p>Goal 1: Glendora Unified will incrementally increase student achievement for all students and Unduplicated Pupils (UDP's) by 5% as measured by the state assessment in mathematics and English Language Arts by 2019-20. It will be Glendora USD's goal to maintain the blue or green status as measured by the state's Dashboard Equity Report in these academic areas. In addition, Glendora USD will focus on increasing the English Learner UDP group from a yellow status to green status as determined by the Dashboard in both ELA and Math by continuing to show an increase in academic growth. All Glendora USD students will explore college and career interest beginning at the elementary schools and refining their exploration in high school.</p>

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL 1. To increase student achievement 2. To close the achievement gap 3. To create a culture of college and career readiness

Identified Need:

The district reviewed the data on student achievement as shown on the following table. In looking at the actual measurable outcome data for 16-17, the district met all academic targets for all students, as well as all state-identified subgroups. The district did not meet academic targets for the subgroup: Students with Disabilities (not a UDP group), a group the district believes needs to be a continued area of focus. The EL population did not meet the growth goal for progress toward English proficiency. On the California Dashboard, the EL group is at yellow status for both ELA and Math achievement. Additionally, the socio-economically disadvantaged is at yellow status for Mathematics. The greatest identified need is for the Students with Disabilities group. Although not a UDP, this group is at yellow status for ELA and at orange status for Mathematics.

STUDENT ACHIEVEMENT as measured by:	14-15	15-16 All Students	15-16 EL	15-16 FY	15-16 SES	15-16 SWD	
% Students meet/exceed on SBAC ELA <i>Increase by 3%</i>	63%	69%	31%	NA	53%	24%	Met
% Students meet/exceed on SBAC Math	53%	57%	33%	NA	38%	18%	Met

<i>Increase by 3%</i>							
Reclassification Rate for EL students <i>Maintain at 17%</i>	17%	15.3%					Not met
% EL Students who Progressed in English Proficiency <i>Increase from 43.9% to 45%</i>	43.9%	40.1%					Not met
Advanced Placement Passage Rate <i>Maintain at 70%</i>	76%	74%					Met
% Students C/College Ready on Grade 11 SBAC ELA <i>Increase</i>	80%	83%	40%	NA	70%	32%	Met
% Students C/College Ready on Grade 11 SBAC Math <i>Increase</i>	52%	58%	35%	NA	41%	6%	Met
% Students who are College/Career Ready (Completed either A-G or a CTE pathway) <i>Increase by 2% Annually</i>	57%	61%					Met
California Dashboard – Student Achievement in ELA	NA	Green	Yellow	NA	Green	Yellow	
California Dashboard – Student Achievement in Math	NA	Green	Yellow	NA	Yellow	Orange	

EXPECTED ANNUAL MEASURABLE OUTCOMES

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

SBAC - ELA Percent of Students Meeting or Exceeding Standard	All students: 69% English Learners: 31% Socioeconomically Disadvantaged: 53% Students with Disabilities: 24%	All students: 71% English Learners: 33% Socioeconomically Disadvantaged: 55% Students with Disabilities: 26%	All students: 73% English Learners: 35% Socioeconomically Disadvantaged: 57% Students with Disabilities: 28%	All students: 74% English Learners: 36% Socioeconomically Disadvantaged: 58% Students with Disabilities: 29%
SBAC Math - Percent of Students Meeting or Exceeding Standards	All students: 57% English Learners: 33% Socioeconomically Disadvantaged: 38% Students with Disabilities: 18%	All students: 59% English Learners: 35% Socioeconomically Disadvantaged: 40% Students with Disabilities: 20%	All students: 61% English Learners: 37% Socioeconomically Disadvantaged: 42% Students with Disabilities: 22%	All students: 62% English Learners: 38% Socioeconomically Disadvantaged: 43% Students with Disabilities: 23%
EL Reclassification Rate	15.3%	16.5%	17%	17%
Progression towards English Proficiency - % EL proficient on State Assessment	40.1%	42%	44%	45%
Advanced Placement Passage Rate	74%	Maintain or increase 74%	Maintain or increase @ 74%	Maintain or increase @ 74%
EAP - % Grade 11 students who are Conditionally Read or College Ready in ELA	83%	Maintain or increase @ 83%	Maintain or increase @ 83%	Maintain or increase @ 83%
EAP - % Grade 11 Students who are Conditionally Ready or College Ready in Math	58%	60%	62%	63%
Career/College Ready - %Students who Completed either A-G or a CTE pathway	61%	63%	65%	66%

<p>CA Dashbaord: Student Achievement 3-8 in ELA</p>	<p>All Students - Green (33.7 pts. above level 3)</p> <p>EL - Yellow (8.8 pts. below level 3)</p> <p>SES - Green (3.8 pts. below level 3)</p> <p>SWD - Yellow (42.9 pts. below level 3)</p>	<p>All Students - Maintain at Green (increase 7.3 pts.)</p> <p>EL - Increase to Green (increase 10 pts.)</p> <p>SES - Maintain at Green (increase 7 pts.)</p> <p>SWD - Maintain Yellow (increase 15 pts.)</p>	<p>All Students - Increase to Blue (increase 5 pts.)</p> <p>EL - Maintain at Green (increase 10 pts.)</p> <p>SES - Maintain at Green (increase by 7 pts.)</p> <p>SWD - Maintain at Yellow (increase 15 pts.)</p>	<p>All Students - Maintain at Blue (maintain at 45 pts. or more above level 3)</p> <p>EL - Maintain at Green (increase 10 points)</p> <p>SES - Maintain at Green (increase 7 pts.)</p> <p>SWD - Increase to Green (increase 15 pts.)</p>
<p>CA Dashboard - Student Achievement 3-8 in Mathematics</p>	<p>All Students - Green (12.8 pts. above level 3)</p> <p>EL - Yellow (18 pts. below level 3)</p> <p>SES - Yellow (27 pts. below level 3)</p> <p>SWD - Orange (70.6 pts. below level 3)</p>	<p>All Students - Maintain at Green (increase 5 pts.)</p> <p>EL - Maintain Yellow (increase 10 pts.)</p> <p>SES - Maintain Yellow (increase 12 pts.)</p> <p>SWD - Increase to Yellow (increase by 20 pts.)</p>	<p>All Students - Maintain at Green (increase 8 pts.)</p> <p>EL - Increase to Green ((increase by 10 pts.)</p> <p>SES - Increase to Green (increase by 12 pts.)</p> <p>SWD - Maintain at Yellow (increase by 20 pts.)</p>	<p>All Students - Increase to Blue (increase 8 pts.)</p> <p>EL - Maintain at Green (increase by 10 pts.)</p> <p>SES - Maintain at Green (increase by 12 pts.)</p> <p>SWD - Increase to Green (increase by 20 pts.)</p>

PLANNED ACTIONS / SERVICES

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

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Ensure that data drives instructional decisions, using district-wide data systems such as Illuminate and Aeries.	Ensure that data drives instructional decisions, using district-wide data systems such as Illuminate and Aeries.	Ensure that data drives instructional decisions, using district-wide data systems such as Illuminate and Aeries.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$73,876	Amount: \$73,876	Amount: \$73,876
Source: LCFF	Source: LCFF	Source: LCFF

Budget
Reference

Services and Other Operating
Expenses

Budget
Reference

Services and Other Operating
Expenses

Budget
Reference

Services and Other Operating
Expenses

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input checked="" type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools <input checked="" type="checkbox"/> Specific Schools: <u>Glendora High School</u> <input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide ongoing support for Advanced Placement courses, ensuring access to such courses for all student, and scaffolding for under-represented students in these courses.	Provide ongoing support for Advanced Placement courses, ensuring access to such courses for all student, and scaffolding for under-represented students in these courses.	Provide ongoing support for Advanced Placement courses, ensuring access to such courses for all student, and scaffolding for under-represented students in these courses.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$15,000	Amount	\$15,000	Amount	\$15,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries
Amount	\$17,800	Amount	\$18,000	Amount	\$18,000

Source

LCFF

Source

LCFF

Source

LCFF

Budget
Reference

Books and Supplies

Budget
Reference

Books and Supplies

Budget
Reference

Books and Supplies

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input checked="" type="checkbox"/> Specific Grade Spans: <u>9-12</u>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide access to high-quality vocational and career technical education through Regional Occupational Programs (ROP), Community College, Fairplex, SGVEP and high school pathways, according to the Standards of Career-Ready Practice.	Provide access to high-quality vocational and career technical education through Regional Occupational Programs (ROP), Community College, Fairplex, SGVEP and high school pathways, according to the Standards of Career-Ready Practice.	Provide access to high-quality vocational and career technical education through Regional Occupational Programs (ROP), Community College, Fairplex, SGVEP and high school pathways, according to the Standards of Career-Ready Practice.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$291,536	Amount: \$291,536 (repeat expenditure)	Amount: \$291,536
Source: LCFF	Source: LCFF	Source: LCFF

Budget
Reference

Services and Other Operating
Expenses

Budget
Reference

Services and Other Operating
Expenses

Budget
Reference

Services and Other Operating
Expenses

Action 4

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

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

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

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: Whitcomb High School, Williams Educational Center Specific Grade Spans: 11-12, adult education

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide a program for adult students to complete high school diploma requirements, increase English language fluency, and increase skills in career technical pathways leading to post-secondary college and/or careers.	Provide a program for adult students to complete high school diploma requirements, increase English language fluency, and increase skills in career technical pathways leading to post-secondary college and/or careers.	Provide a program for adult students to complete high school diploma requirements, increase English language fluency, and increase skills in career technical pathways leading to post-secondary college and/or careers.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$224,700 Source: LCFF	Amount: \$225,000 Source: LCFF	Amount: \$225,000 Source: LCFF

Budget
Reference

Certificated Salaries

Budget
Reference

Certificated Salaries

Budget
Reference

Certificated Salaries

Action 5

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

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

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

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Sustain a clearly articulated Response-to-Intervention model at each school, in which intervention occurs within and beyond the school day for district targeted populations, including Barton's Reading Intervention K-5 and READ 180 for grades 4-12.	Sustain a clearly articulated Response-to-Intervention model at each school, in which intervention occurs within and beyond the school day for district targeted populations, including Barton's Reading Intervention K-5 and READ 180 for grades 4-12.	Sustain a clearly articulated Response-to-Intervention model at each school, in which intervention occurs within and beyond the school day for district targeted populations, including Barton's Reading Intervention K-5 and READ 180 for grades 4-12.

BUDGET EXPENDITURES

2017-18

Amount

\$299,000

Source

LCFF

Budget
Reference

Certificated Salaries

2018-19

Amount

\$315,000

Source

LCFF

Budget
Reference

Certificated Salaries

2019-20

Amount

\$315,000

Source

LCFF

Budget
Reference

Certificated Salaries

Action 6

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

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

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

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Maintain English Learner (EL) stipend positions at each school site to support the work of the EL Teacher on Special Assignment (TOSA) and to allow a coaching model of in-class support for English Language Development (ELD)and maintain redesignation.	Maintain English Learner (EL) stipend positions at each school site to support the work of the EL Teacher on Special Assignment (TOSA) and to allow a coaching model of in-class support for English Language Development (ELD)and maintain redesignation.	Maintain English Learner (EL) stipend positions at each school site to support the work of the EL Teacher on Special Assignment (TOSA) and to allow a coaching model of in-class support for English Language Development (ELD)and maintain redesignation.

BUDGET EXPENDITURES

2017-18

Amount

\$50,000

Source

LCFF

Budget
Reference

Certificated Salaries

2018-19

Amount

\$52,500

Source

LCFF

Budget
Reference

Certificated Salaries

2019-20

Amount

\$52,500

Source

LCFF

Budget
Reference

Certificated Salaries

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input checked="" type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide professional development and training on ELPAC testing, ELD standards, and SDAIE strategies, to increase understanding of skills needed for students to move to fluency and monitored RFEP's.	Provide professional development and training on ELPAC testing, ELD standards, and SDAIE strategies, to increase understanding of skills needed for students to move to fluency and monitored RFEP's.	Provide professional development and training on ELPAC testing, ELD standards, and SDAIE strategies, to increase understanding of skills needed for students to move to fluency and monitored RFEP's.

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$25,000	Amount	\$25,000	Amount	\$25,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries

Action **8**

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

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

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

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide an extended school year program for English Learners and/or students identified at-risk, K-7.	Provide an extended school year program for English Learners and/or students identified at-risk, K-7.	Provide an extended school year program for English Learners and/or students identified at-risk, K-7.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$70,000	Amount: \$75,000	Amount: \$75,000
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Certificated Salaries	Budget Reference: Certificated Salaries	Budget Reference: Certificated Salaries

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input checked="" type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide paraprofessionals to deliver primary language support and to assist with assessment for English Learners.	Consider adding additional paraprofessionals at the high school level to support EL students and newcomers in core content classes.	Consider adding additional paraprofessionals at the high school level to support EL students and newcomers in core content classes.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$100,000	Amount	\$105,000	Amount	\$105,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Classified Salaries	Budget Reference	Classified Salaries	Budget Reference	Classified Salaries

Action **10**

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

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

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

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide supplemental instructional materials for ELD instruction, as necessary.	Provide supplemental instructional materials for ELD instruction, as necessary.	Provide supplemental instructional materials for ELD instruction, as necessary.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$50,000	Amount	\$50,000	Amount	\$50,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies	Budget Reference	Books and Supplies	Budget Reference	Books and Supplies

Action **11**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input checked="" type="checkbox"/> Specific Schools: <u>Glendora High School, Whitcomb High School</u>	<input checked="" type="checkbox"/> Specific Grade Spans: <u>9-12</u>

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide a program for credit recovery for high school seniors at Glendora and Whitcomb High Schools needing to make up credits for on-time graduation.	Provide a program for credit recovery for high school seniors at Glendora and Whitcomb High Schools needing to make up credits for on-time graduation.	Provide a program for credit recovery for high school seniors at Glendora and Whitcomb High Schools needing to make up credits for on-time graduation.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$65,000	Amount: \$65,000	Amount: \$65,000
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Certificated Salaries	Budget Reference: Certificated Salaries	Budget Reference: Certificated Salaries

Action **12**

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

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

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

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: Goddard Middle School and Sandburg Middle School Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Implement intervention course at both middle schools that uses the Growth Mindset model to foster motivation and grit in underachieving students, if determined to have had measurable success in the pilot year.	Provide intervention course at both middle schools that uses the Growth Mindset model to foster motivation and grit in underachieving students, if determined to have had measurable success in the pilot year.	Provide intervention course at both middle schools that uses the Growth Mindset model to foster motivation and grit in underachieving students, if determined to have had measurable success in the pilot year.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$50,000	Amount: \$50,000	Amount: \$50,000
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Certificated Salaries	Budget Reference: Certificated Salaries	Budget Reference: Certificated Salaries

Action **13**

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

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

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

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: K-5

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Add Reading Intervention Specialists K-5 starting with elementary sites that have the highest numbers of UDP's as supplemental funding allows.	Add Reading Intervention Specialists K-5 starting with elementary sites that have the highest numbers of UDP's as supplemental funding allows.	Add Reading Intervention Specialists K-5 starting with elementary sites that have the highest numbers of UDP's as supplemental funding allows.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$10,000	Amount	\$10,000	Amount	\$10,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses

Action **14**

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

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

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

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: K-5

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Maintain classified staff at each elementary school to coordinate the Barton reading intervention program.	Maintain classified staff at each elementary school to coordinate the Barton reading intervention program.	Maintain classified staff at each elementary school to coordinate the Barton reading intervention program.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$150,000	Amount	\$150,000	Amount	\$150,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Classified Salaries	Budget Reference	Classified Salaries	Budget Reference	Classified Salaries

Action **15**

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

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

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

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: Glendora High School Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Maintain additional full-time counselor at Glendora High School to specifically monitor the D/F list for student progress and develop an improvement plan.	Maintain additional full-time counselor at Glendora High School to specifically monitor the D/F list for student progress and develop an improvement plan.	Maintain additional full-time counselor at Glendora High School to specifically monitor the D/F list for student progress and develop an improvement plan.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$139,000	Amount	\$145,000	Amount	\$145,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries

Action **16**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input checked="" type="checkbox"/> Specific Schools: <u>Glendora High School</u>	<input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Maintain Assistant Principal at Glendora High School to oversee and work with staff to support the UDP's at the comprehensive high school to provide early intervention and supports.	Maintain Assistant Principal at Glendora High School to oversee and work with staff to support the UDP's at the comprehensive high school to provide early intervention and supports.	Maintain Assistant Principal at Glendora High School to oversee and work with staff to support the UDP's at the comprehensive high school to provide early intervention and supports.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$127,000	Amount: \$130,000	Amount: \$130,000
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Certificated Salaries	Budget Reference: Certificated Salaries	Budget Reference: Certificated Salaries

Action **17**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input checked="" type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input checked="" type="checkbox"/> Specific Grade Spans: <u>9-12</u>

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Maintain the increase in counselors at the comprehensive high school by 0.5% and the alternative high school to 1 FTE to better support all students.	Maintain the increase in counselors at the comprehensive high school by 0.5% and the alternative high school to 1 FTE to better support all students.	Maintain the increase in counselors at the comprehensive high school by 0.5% and the alternative high school to 1 FTE to better support all students.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$70,000	Amount	\$72,000	Amount	\$72,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries

Action **18**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input checked="" type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Provide additional hours during tutorial and after school for translators to be available to support EL students in their academic classes.	Provide additional hours during tutorial and after school for translators to be available to support EL students in their academic classes.	Provide additional hours during tutorial and after school for translators to be available to support EL students in their academic classes.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$55,000	Amount: \$56,000	Amount: \$56,000
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Classified Salaries	Budget Reference: Classified Salaries	Budget Reference: Classified Salaries

Action **19**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
Scope of Service:	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide additional hours for homework clubs/ support at each school site before or after school for UDP's.	Provide additional hours for homework clubs/ support at each school site before or after school for UDP's.	Provide additional hours for homework clubs/ support at each school site before or after school for UDP's.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$75,000	Amount	\$75,000	Amount	\$75,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries

Action **20**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input checked="" type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools <input checked="" type="checkbox"/> Specific Schools: <u>all secondary schools WHS, GHS, Goddard and Sandburg</u> <input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Continue to provide Naviance licenses for students in grades 6-12, to foster college and career readiness district wide, allowing students to identify their strengths and exploration of college and career options .	Continue to provide Naviance licenses for students in grades 6-12, to foster college and career readiness district wide, allowing students to identify their strengths and exploration of college and career options .	Continue to provide Naviance licenses for students in grades 6-12, to foster college and career readiness district wide, allowing students to identify their strengths and exploration of college and career options .

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$27,195	Amount: \$21,000	Amount: \$21,000
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Services and Other Operating	Budget Reference: Services and Other Operating	Budget Reference: Services and Other Operating

Expenses

Expenses

Expenses

Action **21**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input checked="" type="checkbox"/> Specific Grade Spans: <u>9-12</u>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The district will strengthen its relationship with ESGVROP in order to provide career technical education pathways for high school students with a high interest in vocational careers	The district will strengthen its relationship with ESGVROP in order to provide career technical education pathways for high school students with a high interest in vocational careers	The district will strengthen its relationship with ESGVROP in order to provide career technical education pathways for high school students with a high interest in vocational careers

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$10,000	Amount	\$10,000	Amount	\$10,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries

New

Modified

Unchanged

Goal 2

Goal 2: Glendora USD will continue to encourage and provide opportunities to engage all stakeholders. Particular focus will be to engage parents/guardians of our underrepresented youth including, but not limited to English Learners, Socioeconomically Disadvantaged, Special Education, and Foster Youth.

Glendora USD will increase site-based parent education opportunities (no less than 5) and district wide parent education opportunities (no less than 3), School Site Council, English Language Advisory groups, District Parent Summits and Academies by sending communication about these events utilizing the All Call System and providing the communications in the district's primary EL languages (Spanish, Arabic, and Mandarin) by 2020.

In addition, Parent Education events will be designed to meet the needs of our English Learner population and held in their primary language, if possible. Personal contact will be made to parents of English Learners to invite them to these specially designed events.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL [Increase student achievement](#) [Close the achievement gap](#) [Create college and career readiness culture](#)

Identified Need:

As shown in the table of actual measurable outcomes for Goal 2, the district met all of its targeted goals for increasing and improving both the number of opportunities available for parent education/involvement and the primary language support for those events. Translators were made available for all district-wide parent events, and for site-level parent events at sites with high populations of EL students. In addition, the district added an 8-week PIQE parent education institute, held in Mandarin and in Spanish. The number of parent all-calls and emails using Blackboard Connect, as a way of keeping parents informed, increased significantly. Although the District met all of its goals for 15-16, the District knows that EL achievement will increase when their parents are more engaged. Additionally, stakeholder input from the EL Parent Advisory Group indicates that there is still a need for more translation, parent education, and parent support in the three identified district language groups: Mandarin, Spanish, and Arabic.

STAKEHOLDER ENGAGEMENT as measured by:	14-15	15-16	Met/Not Met
Provide Parent Education Nights <i>Provide min. 2 (1 in partnership with GPD/MH)</i>	8	8	Met
Site-level Family Night Events	90	103	Met

<i>Maintain or increase number per site</i>			
Provide Translators for Parent Events <i>Maintain or increase number of translated events</i>	13	30	Met
Communicate using the all-call system <i>Maintain record of calls made (district and sites)</i>	2753	46,119	Met
Provide Parent Education Events in Spanish <i>Increase number of events in Spanish</i>	0	6	Met

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Provide District-wide Parent Education Nights	Minimum of 3 Parent Education Nights	Maintain or Increase @ 3	Maintain or Increase @ 3	Maintain or Increase @ 3
Provide Site-Level Family Night Events	Minimum of 3 per site per year (27 total)	Maintain or increase at 3 per site per year (27 total)	Maintain or increase at 3 per site per year (27 total)	Maintain or increase at 3 per site per year (27 total)
Provide Translators for all District-Level events and for Sites with highest level of EL students	Minimum 10 translated events	Maintain or Increase @ 10	Maintain or Increase @ 10	Maintain or Increase @ 10
Communicate using the All-Call system	Minimum of 2500 calls per year	Maintain or Increase @ 2500	Maintain or Increase @ 2500	Maintain or Increase at 2500
Provide Parent Education Events in Primary Languages	Minimum of 1 parent education event in each of the district's three highest primary languages: Spanish, Mandarin, & Arabic	Maintain or increase @ 1 event per L1	Maintain or increase @ 1 event per L1	Maintain or increase @ 1 event per L1

Parent participation in decision-making groups: DLAC, PAC, and LCAP Stakeholder Advisory	25	30	35	40
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PLANNED ACTIONS / SERVICES

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

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The district will use the All-call system to keep parents informed and notified of all emergency situations, using texts and emails when appropriate to reach as many contact points as possible, and translated when appropriate. Technology infrastructure will be kept updated to keep current with this strategy.	The district will use the All-call system to keep parents informed and notified of all emergency situations, using texts and emails when appropriate to reach as many contact points as possible, and translated when appropriate. Technology infrastructure will be kept updated to keep current with this strategy.	The district will use the All-call system to keep parents informed and notified of all emergency situations, using texts and emails when appropriate to reach as many contact points as possible, and translated when appropriate. Technology infrastructure will be kept updated to keep current with this strategy.

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$19,000 (repeat expenditure)	Amount	\$19,000 (repeat expenditure)	Amount	\$19,000 (repeat expenditure)
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
Scope of Service:	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>The district will continue to implement parent academies in the area of college and career readiness as well as other areas as need is demonstrated through survey or student input/, including a K-12 College Night with childcare and oral translation provided.</p>	<p>The district will continue to implement parent academies in the area of college and career readiness as well as other areas as need is demonstrated through survey or student input/, including a K-12 College Night with childcare and oral translation provided.</p>	<p>The district will continue to implement parent academies in the area of college and career readiness as well as other areas as need is demonstrated through survey or student input/, including a K-12 College Night with childcare and oral translation provided.</p>

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text" value="\$20,000"/>	Amount <input type="text" value="\$20,000"/>	Amount <input type="text" value="\$20,000"/>
Source <input type="text" value="LCFF"/>	Source <input type="text" value="LCFF"/>	Source <input type="text" value="LCFF"/>

Budget
Reference

Services and Other Operating
Expenses

Budget
Reference

Services and Other Operating
Expenses

Budget
Reference

Services and Other Operating
Expenses

Action 3

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

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

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

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>School sites will continue to implement family nights and events for the purpose of engaging families and meeting family needs within the local school community, including parent education that addresses what is different about school in the 21st century. Childcare and oral translation will be made available for parents who need these services.</p>	<p>School sites will continue to implement family nights and events for the purpose of engaging families and meeting family needs within the local school community, including parent education that addresses what is different about school in the 21st century. Childcare and oral translation will be made available for parents who need these services.</p>	<p>School sites will continue to implement family nights and events for the purpose of engaging families and meeting family needs within the local school community, including parent education that addresses what is different about school in the 21st century. Childcare and oral translation will be made available for parents who need these services.</p>

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text" value="\$6,000"/>	Amount <input type="text" value="\$7,000"/>	Amount <input type="text" value="\$7,000"/>
Source <input type="text" value="LCFF"/>	Source <input type="text" value="LCFF"/>	Source <input type="text" value="LCFF"/>

Budget
Reference

Services and Other Operating
Expenses

Budget
Reference

Services and Other Operating
Expenses

Budget
Reference

Services and Other Operating
Expenses

Action **4**

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

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

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

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>The district will actively encourage participation of parents of EL students in school and district events by consistently provide parent education and notification materials and letters in the primary language of the parents, using formatting that increases parent access and understanding, and by informing Spanish Speaking parents that oral translation is available at the district office.</p>	<p>The district will actively encourage participation of parents of EL students in school and district events by consistently provide parent education and notification materials and letters in the primary language of the parents, using formatting that increases parent access and understanding, and by informing Spanish Speaking parents that oral translation is available at the district office.</p>	<p>The district will actively encourage participation of parents of EL students in school and district events by consistently provide parent education and notification materials and letters in the primary language of the parents, using formatting that increases parent access and understanding, and by informing Spanish Speaking parents that oral translation is available at the district office.</p>

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text" value="\$30,000"/>	Amount <input type="text" value="\$30,000"/>	Amount <input type="text" value="\$30,000"/>

Source

LCFF

Source

LCFF

Source

LCFF

Budget
Reference

Services and Other Operating
Expenses

Budget
Reference

Services and Other Operating
Expenses

Budget
Reference

Services and Other Operating
Expenses

New

Modified

Unchanged

Goal 3

Goal 3: Glendora USD will provide appropriate conditions of learning by retaining qualified staff as defined by the state and federal requirements, standard aligned materials, and the maintenance of schools in good repair.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL [To increase student achievement](#) [To close the achievement gap](#) [To create a college and career readiness culture](#)

Identified Need:

As shown in the table of actual measurable outcomes for Goal 3, the district met all of its targeted goals for maintaining appropriate conditions of learning. TK-8 teachers piloted new CCSS-aligned materials in ELA in the fall and made recommendations for adoption by the governing board in February 2017. 9-12 teachers piloted new CCSS-aligned materials in ELA in the third academic quarter and made recommendations for adoption by the governing board in May 2017. Thus, GUSD will begin full implementation of the new TK-12 ELA materials in August 2017. The District ensured that the district maintained 9/9 campuses in good repair through an appropriately managed and supported custodial and maintenance staff. The District maintained its status of having no teacher misassignments through careful recruitment and retention of a highly qualified teachers.

CONDITIONS OF LEARNING as measured by:	14-15	15-16	Met/ Not Met
Adopt New Standards-aligned ELA Material	NA	Adopted K-12 ELA	Met
Inspect all campuses annual to maintain in good repair <i>Maintain safety inspection records</i>	9/9 Sch- Good Repair	9/9 Sch- Good Repair	Met
Ensure all teachers are properly assigned <i>Maintain 0% misassignment</i>	0%	0%	Met

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Adopt new standards-aligned materials according to State timelines	Adopted K-12 CCSS Math in 2014 and K-12 CCSS ELA in 2017	Investigate and pilot CA-Framework aligned History/Social Science curriculum with the possibility of adoption as base funds allow.	Investigate and pilot NGSS Aligned Science curriculum with the possibility of adoption as base funds allow.	Investigate and pilot new curriculum for other subjects according to State timelines.
School facilities in Good Repair	9/9 Schools in good repair	9/9 Schools in good repair	9/9 Schools in good repair	9/9 Schools in good repair
Rate of Teacher Misassignment	0%	0%	0%	0%
Student access to standards-aligned materials	100%	100%	100%	100%

PLANNED ACTIONS / SERVICES

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

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>The district will implement K-12 aligned ELA/ELD curriculum during the 2017-18 school year. If ready and available the district will pilot History/Social Science curriculum.</p>	<p>The district will follow the state adoption cycle when piloting and adopting new curriculum. The district will adopt History/Social Science, if piloting was able to occur and funding increases. If ready and available the district will pilot NGSS aligned k-12 curriculum.</p>	<p>The district will follow the state adoption cycle when piloting and adopting new curriculum. If ready and available the district will adopt and implement NGSS aligned k-12 curriculum.</p>

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text" value="\$1,000,000"/>	Amount <input type="text" value="\$0"/>	Amount <input type="text" value="\$1,000,000"/>

Source

LCFF

Source

Source

LCFF

Budget
Reference

Books and Supplies

Budget
Reference

Budget
Reference

Books and Supplies

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The district will increase technology and the necessary infrastructure to sustain the necessary increases in hardware, in order to provide universal access for students to 21st century resources, including Smarter Balanced computer adaptive technology and chrome books, but separate from replacement costs.	The district will increase technology and the necessary infrastructure to sustain the necessary increases in hardware, in order to provide universal access for students to 21st century resources, including Smarter Balanced computer adaptive technology and chrome books, but separate from replacement costs.	The district will increase technology and the necessary infrastructure to sustain the necessary increases in hardware, in order to provide universal access for students to 21st century resources, including Smarter Balanced computer adaptive technology and chrome books, but separate from replacement costs.

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$150,000	Amount	\$150,000	Amount	\$150,000
Source	LCFF	Source	LCFF	Source	LCFF

Budget
Reference

Books and Supplies

Budget
Reference

Books and Supplies

Budget
Reference

Books and Supplies

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
Scope of Service:	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The district will provide ongoing professional development, including the use of outside consultants, resident experts, and in-class academic coaching will be provided to facilitate the implementation of CCSS and NGSS K-12 with a focus on how to support the UDP groups, including professional training for new technologies.	The district will provide ongoing professional development, including the use of outside consultants, resident experts, and in-class academic coaching will be provided to facilitate the implementation of CCSS and NGSS K-12 with a focus on how to support the UDP groups, including professional training for new technologies.	The district will provide ongoing professional development, including the use of outside consultants, resident experts, and in-class academic coaching will be provided to facilitate the implementation of CCSS and NGSS K-12 with a focus on how to support the UDP groups, including professional training for new technologies.

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$30,000	Amount	\$30,000	Amount	\$30,000
Source	LCFF	Source	LCFF	Source	LCFF

Budget
Reference

Services and Other Operating
Expenses

Budget
Reference

Services and Other Operating
Expenses

Budget
Reference

Services and Other Operating
Expenses

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> Specific Student Group(s): _
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The district will recruit and retain qualified teachers and staff members, providing support for new teachers and administrators through access to induction programs, and ensuring adequate staffing ratios for class size reduction.	The district will recruit and retain qualified teachers and staff members, providing support for new teachers and administrators through access to induction programs, and ensuring adequate staffing ratios for class size reduction.	The district will recruit and retain qualified teachers and staff members, providing support for new teachers and administrators through access to induction programs, and ensuring adequate staffing ratios for class size reduction.

BUDGET EXPENDITURES

2017-18

Amount

\$56,385,000

Source

LCFF

Budget
Reference

Certificated Salaries

2018-19

Amount

\$56,385,000

Source

LCFF

Budget
Reference

Certificated Salaries

2019-20

Amount

\$56,385,000

Source

LCFF

Budget
Reference

Certificated Salaries

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
Scope of Service:	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The district will foster a culture of collaboration by providing structured time for vertical, horizontal, and cross-curricular articulation, using topics driven by the needs of students in UDP's and other identified at-risk students.	The district will foster a culture of collaboration by providing structured time for vertical, horizontal, and cross-curricular articulation, using topics driven by the needs of students in UDP's and other identified at-risk students.	The district will foster a culture of collaboration by providing structured time for vertical, horizontal, and cross-curricular articulation, using topics driven by the needs of students in UDP's and other identified at-risk students.

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$20,000	Amount	\$20,000	Amount	\$20,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
Scope of Service:	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>The district will provide additional custodial, technical, health services, and clerical support as needed to provide for optimal conditions of learning for all students, restoring hours as appropriate.</p>	<p>The district will provide additional custodial, technical, health services, and clerical support as needed to provide for optimal conditions of learning for all students, restoring hours as appropriate.</p>	<p>The district will provide additional custodial, technical, health services, and clerical support as needed to provide for optimal conditions of learning for all students, restoring hours as appropriate.</p>

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$175,000	Amount: \$180,000	Amount: \$180,000
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Classified Salaries	Budget Reference: Classified Salaries	Budget Reference: Classified Salaries

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The district will ensure that bathroom facilities are safe, clean, and adequately supplied, adding hand dryers at secondary schools and improving the quality of soap products.	The district will ensure that bathroom facilities are safe, clean, and adequately supplied, adding hand dryers at secondary schools and improving the quality of soap products.	The district will ensure that bathroom facilities are safe, clean, and adequately supplied, adding hand dryers at secondary schools and improving the quality of soap products.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$30,000	Amount	\$30,000	Amount	\$30,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies	Budget Reference	Books and Supplies	Budget Reference	Books and Supplies

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The district will ensure that all classrooms will be adequately equipped with furniture that is clean, safe, and adequately sized.	The district will ensure that all classrooms will be adequately equipped with furniture that is clean, safe, and adequately sized.	The district will ensure that all classrooms will be adequately equipped with furniture that is clean, safe, and adequately sized.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$80,000	Amount: \$80,000	Amount: \$80,000
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Books and Supplies	Budget Reference: Books and Supplies	Budget Reference: Books and Supplies

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The district will ensure that its facilities are adequately maintained, safe, clean, and in good repair, including field and playground areas and parking lots.	The district will ensure that its facilities are adequately maintained, safe, clean, and in good repair, including field and playground areas and parking lots.	The district will ensure that its facilities are adequately maintained, safe, clean, and in good repair, including field and playground areas and parking lots.

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$2,400,000	Amount	\$2,450,000	Amount	\$2,450,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Classified Salaries	Budget Reference	Classified Salaries	Budget Reference	Classified Salaries

Action **10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
Scope of Service:	<input checked="" type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The District will provide supplemental targeted curriculum that scaffolds to CSS for under-achieving populations.	The District will provide supplemental targeted curriculum that scaffolds to CSS for under-achieving populations.	The District will provide supplemental targeted curriculum that scaffolds to CSS for under-achieving populations.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$60,000	Amount	\$60,000	Amount	\$60,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies	Budget Reference	Books and Supplies	Budget Reference	Books and Supplies

Action **11**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
Scope of Service:	<input checked="" type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The District will provide professional development that includes strategies for universal access to CCSS for targeted populations of students.	The District will provide professional development that includes strategies for universal access to CCSS for targeted populations of students.	The District will provide professional development that includes strategies for universal access to CCSS for targeted populations of students.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$30,000	Amount	\$30,000	Amount	\$30,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries

Action **12**

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

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

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

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The District will retain teachers on special assignment to coordinate and provide leadership for English Learners, Gifted and Talented students, and AVID students which in some groups include foster youth..	The District will retain teachers on special assignment to coordinate and provide leadership for English Learners, Gifted and Talented students, and AVID students which in some groups include foster youth..	The District will retain teachers on special assignment to coordinate and provide leadership for English Learners, Gifted and Talented students, and AVID students which in some groups include foster youth..

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$250,000	Amount	\$275,000	Amount	\$275,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries

Action **13**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
Scope of Service:	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The District will promote the safety and security of all campuses by providing a School Resource Officer (SRO) and crossing guards. The SRO will work to build relationships and support with our at-risk students and their families.	The District will promote the safety and security of all campuses by providing a School Resource Officer (SRO) and crossing guards. The SRO will work to build relationships and support with our at-risk students and their families.	The District will promote the safety and security of all campuses by providing a School Resource Officer (SRO) and crossing guards. The SRO will work to build relationships and support with our at-risk students and their families.

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$150,000	Amount	\$150,000	Amount	\$150,000
Source	LCFF	Source	LCFF	Source	LCFF

Budget
Reference

Services and Other Operating
Expenses

Budget
Reference

Services and Other Operating
Expenses

Budget
Reference

Services and Other Operating
Expenses

Action **14**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
GUSD will maintain Educational Technology specialist to support technology integration and student achievement. In addition, the position will support School to Career pathway development 6-12.	GUSD will maintain Educational Technology specialist to support technology integration and student achievement. In addition, the position will support School to Career pathway development 6-12.	GUSD will maintain Educational Technology specialist to support technology integration and student achievement. In addition, the position will support School to Career pathway development 6-12.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$160,000	Amount	\$160,000	Amount	\$160,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries

Action **15**

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

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

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

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>GUSD will pay a membership fee (\$25,000) to the Foothill Induction Program in order for new teachers to be able to access an Induction program at a nominal cost should they choose. The District will also pay an additional \$3,000 to the Consortium for each GUSD teacher that choose to clear their credential through the Foothill Induction Program.</p>	<p>GUSD will pay a membership fee (\$25,000) to the Foothill Induction Program in order for new teachers to be able to access an Induction program at a nominal cost should they choose. The District will also pay an additional \$3,200 to the Consortium for each GUSD teacher that choose to clear their credential through the Foothill Induction Program.</p>	<p>GUSD will pay a membership fee (\$25,000) to the Foothill Induction Program in order for new teachers to be able to access an Induction program at a nominal cost should they choose. The District will also pay an additional \$3,200 to the Consortium for each GUSD teacher that choose to clear their credential through the Foothill Induction Program.</p>

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$50,000	Amount	\$60,000	Amount	\$60,000
Source	Teacher Effectiveness	Source	Teacher Effectiveness	Source	Teacher Effectiveness

Budget
Reference

Services and Other Operating
Expenses

Budget
Reference

Services and Other Operating
Expenses

Budget
Reference

Services and Other Operating
Expenses

Action **16**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> All <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Specific Student Group(s): _
Locations:	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The district will recruit and retain qualified SPED teachers and staff members, ensuring adequate staffing for at-risk student supports and UDP populations.	The district will recruit and retain qualified SPED teachers and staff members, ensuring adequate staffing for at-risk student supports and UDP populations.	The district will recruit and retain qualified SPED teachers and staff members, ensuring adequate staffing for at-risk student supports and UDP populations.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$1,856,500	Amount	\$1,856,500	Amount	\$1,856,500
Source	Other State Revenues	Source	Other State Revenues	Source	Other State Revenues
Budget Reference	Certificated Salaries; Special Ed	Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries

Action **17**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> Specific Student Group(s): _
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The district will allocate funds for repair and replacement of aging, damaged, and/or obsolete equipment.	The district will allocate funds for repair and replacement of aging, damaged, and/or obsolete equipment.	The district will allocate funds for repair and replacement of aging, damaged, and/or obsolete equipment.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$275,000	Amount: \$275,000	Amount: \$275,000
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Books and Supplies	Budget Reference: Books and Supplies	Budget Reference: Books and Supplies

Action **18**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> Specific Student Group(s): _
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The district will provide supplemental materials and resources in Science to support the transition to NGSS, K-12.	The district will provide supplemental materials and resources in Science to support the transition to NGSS, K-12.	The district will provide supplemental materials and resources in Science to support the transition to NGSS, K-12.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$15,000	Amount	\$15,000	Amount	\$15,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies	Budget Reference	Books and Supplies	Budget Reference	Books and Supplies

Action **19**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The district will allocate funds to provide secure campuses that address site needs, i.e. fencing, gates, exterior cameras, and/or additional support staff as needed.	The district will allocate funds to provide secure campuses that address site needs, i.e. fencing, gates, exterior cameras, and/or additional support staff as needed.	The district will allocate funds to provide secure campuses that address site needs, i.e. fencing, gates, exterior cameras, and/or additional support staff as needed.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$100,000	Amount	\$100,000	Amount	\$100,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies	Budget Reference	Books and Supplies	Budget Reference	Books and Supplies

Action **20**

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

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: Glendora High School Specific Grade Spans: _

OR

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

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The district will improve track and fields for athletics at high school campuses.	The district will improve track and fields for athletics at high school campuses.	The district will improve track and fields for athletics at high school campuses.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$1,000,000	Amount	\$1,000,000	Amount	\$1,000,000
Source	Other Local Revenues	Source	Other State Revenues	Source	Other State Revenues
Budget Reference	Capital Outlay	Budget Reference	Capital Outlay	Budget Reference	Capital Outlay

Action **21**

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

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

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

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The District will extend library hours beyond the school day to provide access to students	The District will extend library hours beyond the school day to provide access to students	The District will extend library hours beyond the school day to provide access to students

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$104,000	Amount	\$105,000	Amount	\$105,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Classified Salaries	Budget Reference	Classified Salaries	Budget Reference	Classified Salaries

New

Modified

Unchanged

Goal 4

Goal 4: Glendora USD will work to increase student engagement and continually improve the school climate at each campus by gathering student input regarding student athletics, activities, and clubs and providing supports through counseling and mental health services, as measured by maintaining high attendance, school connectedness, and graduation rates, and by maintaining low dropout and suspension rates.

Students leadership groups will provide transition and support as students matriculate through the K-12 system through WEB, LinkCrew, and PAL programs.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL [To increase student achievement](#) [To close the achievement gap](#) [To create a college and career readiness culture](#)

Identified Need:

Overall, the District met 11 of the 14 metrics on Goal 4 for 16-17. While the District did not meet its reclassification goal for EL students this year, the California Dashboard shows that the reclassified students are doing well academically. This metric has been moved to Goal 1 for the 2017-2020 Plan. District-wide attendance did increase, although it did not quite meet the outcome of 97%; therefore, this target will continue for 2017-2020. Additionally, the high school dropout rate increased slightly rather than maintained at 0.2%. Although, the California Dashboard shows that the high school graduation rate is at a Blue status (with no student groups identified), GUSD will continue its actions and services for students at-risk of dropping out. The California Dashboard shows that Students with Disabilities have a Suspension Rate at Orange Status. GUSD believes that this measure will improve as more current data is used; however, this metric will be addressed for 2017-2020.

STUDENT ENGAGEMENT as measured by:	14-15	15-16	Met/ not Met
District wide attendance rate <i>Increase to 97%</i>	96.52%	96.75%	Not Met
Student Connectedness <i>Participation in student leadership, WEB, Link Crew, and PAL program.</i>		K-5 64 6-8 202 9-12 230 Total 496	Met

Middle School Dropout Rate <i>Maintain at 0%</i>	0%	0%	Met
High School Dropout Rate <i>Maintain at 0.2%</i>	0.2%	0.8%	Not met
High School Graduation Rate <i>Maintain at 98%</i>	98%	99%	Met
Chronic Absenteeism Rate <i>Maintain at <6%</i>	6%	5.8%	Met
Suspension / Expulsion Rate <i>Maintain at < state rate of 4.4% & 2.2% resp.</i>	2%; 0%	2.1%; 0%	Met
Student Connectedness as measured by CHKS <i>Maintain from 7th to 9th to 11th grade</i>	40/30/32%	79/65/57%	Met
California Dashboard – Suspension Indicator	NA	All – Green EL – Green SES – Green SWD - Orange	Baseline

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
District-wide attendance	96.75%	97%	97%	97%

rate				
Middle School Dropout Rate	0%	Maintain at 0%	Maintain at 0%	Maintain at 0%
High School Dropout Rate	0.8%	0.6%	0.4%	0.2%
High School Graduation Rate	98%	98%	98%	98%
Chronic Absenteeism Rate	5.8%	Maintain at less than 6%	Maintain at less than 6%	Maintain at less than 6%
Suspension/Expulsion Rate for all students	Suspension = 2.1% Expulsion = 0%	Maintain at less than state rate of 4.4% and 2.2 % respectively	Maintain at less than state rate of 4.4% and 2.2 % respectively	Maintain at less than state rate of 4.4% and 2.2 % respectively
Student Participation in WEB, LINK, PAL & Student Leadership programs (in off-CHKS years)	K-5 = 64 6-8 = 202 9-12 = 230 Total = 496	Maintain or increase participation at baseline	Maintain or increase participation at baseline	Maintain or increase participation at baseline
School Connectedness Indicator on CHKS (every other year)	7th = 79% 9th = 65% 11th = 57%	Data will not be collected	7th grade = maintain or increase at 79% 9th grade = increase > 65% 11th grade = increase > 57%	Data will not be collected
California Dashboard Suspension Indicator	All - Green (current status 1.7%) EL - Green (current status 1.8%) SES - Green (current status 2.7%) SWD - Orange (current status 4.7%)	All - Maintain at Green (maintain 1.7% or lower) EL - Maintain at Green (decrease .1%) SES - Green (decrease by .5%) SWD - Increase to Yellow (decrease by 1%)	All - Maintain at Green (maintain 1.7% or lower) EL - Maintain at Green (maintain 1.7% or lower) SES - Increase to Blue (decrease by .5%) SWD - Increase to Green (decrease by .5%)	All - Maintain at Green (maintain 1.7% or lower) EL - Maintain at Green (maintain 1.7% or lower) SES - Maintain at Green (maintain 1.7% or lower) SWD - Maintain at Green (decrease by .5%)

PLANNED ACTIONS / SERVICES

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

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)	
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The district will support site based student incentive programs that encourage good attendance, behavior, and study habits.	The district will support site based student incentive programs that encourage good attendance, behavior, and study habits.	The district will support site based student incentive programs that encourage good attendance, behavior, and study habits.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$5,000	Amount: \$5,000	Amount: \$5,000
Source: LCFF	Source: LCFF	Source: LCFF

Budget
Reference

Books and Supplies

Budget
Reference

Books and Supplies

Budget
Reference

Books and Supplies

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
Scope of Service:	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The district will provide access to courses in STEAM pathways and enrichment programs for all students, and will actively recruit under-represented students for these programs.	The district will provide access to courses in STEAM pathways and enrichment programs for all students, and will actively recruit under-represented students for these programs.	The district will provide access to courses in STEAM pathways and enrichment programs for all students, and will actively recruit under-represented students for these programs.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$225,000	Amount: \$225,000	Amount: \$225,000
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Certificated Salaries	Budget Reference: Certificated Salaries	Budget Reference: Certificated Salaries

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The district will provide a robust arts program district-wide, including access to vocal and instrumental music, and visual and performing arts, as well as digital arts.	The district will provide a robust arts program district-wide, including access to vocal and instrumental music, and visual and performing arts, as well as digital arts.	The district will provide a robust arts program district-wide, including access to vocal and instrumental music, and visual and performing arts, as well as digital arts.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$120,000	Amount	\$125,000	Amount	\$125,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries

Action 4

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

Students to be Served: All Students with Disabilities Specific Student Group(s): GATE

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

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

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>The district will continue to foster a robust program for gifted and talented education, including building and sustaining partnerships for student enrichment.</p>	<p>The district will continue to foster a robust program for gifted and talented education, including building and sustaining partnerships for student enrichment.</p>	<p>The district will continue to foster a robust program for gifted and talented education, including building and sustaining partnerships for student enrichment.</p>

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
<p>Amount: \$80,000</p>	<p>Amount: \$85,000</p>	<p>Amount: \$85,000</p>
<p>Source: LCFF</p>	<p>Source: LCFF</p>	<p>Source: LCFF</p>
<p>Budget Reference: Certificated Salaries</p>	<p>Budget Reference: Certificated Salaries</p>	<p>Budget Reference: Certificated Salaries</p>

Action **5**

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

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

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

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
The district will actively foster programs that support student connectedness, including WEB, LINK, and mental wellness programs	The district will actively foster programs that support student connectedness, including WEB, LINK, mental wellness programs.	The district will actively foster programs that support student connectedness, including WEB, LINK, mental wellness programs

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$260,000	Amount: \$260,000	Amount: \$260,000
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Certificated Salaries	Budget Reference: Certificated Salaries	Budget Reference: Certificated Salaries

Action 6

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

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

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

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide opportunities for staff to maintain their CPR training by offering a CPR class twice a year. Provide training and purchase AED equipment for remaining school sites.	Provide opportunities for staff to maintain their CPR training by offering a CPR class twice a year.	Provide opportunities for staff to maintain their CPR training by offering a CPR class twice a year.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$60,000	Amount	\$60,000	Amount	\$60,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input checked="" type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools <input checked="" type="checkbox"/> Specific Schools: <u>GHS, Goddard, Sandburg, Sellers, La Fetra</u> <input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The District will increase sections in the AVID program as needed for identified middle and high school students, in order to engage middle-level students and give them support for college enrollment and success. The district will implement an AVID Elementary Program at two elementary sites.	The District will increase sections in the AVID program as needed for identified middle and high school students, in order to engage middle-level students and give them support for college enrollment and success. The district will implement an AVID Elementary Program at two elementary sites and look to expand to additional elementary sites.	The District will increase sections in the AVID program as needed for identified middle and high school students, in order to engage middle-level students and give them support for college enrollment and success. The district will implement an AVID Elementary Program at two elementary sites and look to expand to additional elementary sites.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$280,000	Amount: \$280,000	Amount: \$280,000
Source: LCFF	Source: LCFF	Source: LCFF

Budget
Reference

Certificated Salaries

Budget
Reference

Certificated Salaries

Budget
Reference

Certificated Salaries

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
Scope of Service:	<input checked="" type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The District will increase opportunities for students to have access to school counselors and mental health supports at all grade levels for guidance, support and mental well-being, to increase school connectedness and success.	The District will increase opportunities for students to have access to school counselors and mental health supports at all grade levels for guidance, support and mental well-being, to increase school connectedness and success.	The District will increase opportunities for students to have access to school counselors and mental health supports at all grade levels for guidance, support and mental well-being, to increase school connectedness and success.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$430,000	Amount: \$430,000	Amount: \$430,000
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Certificated Salaries	Budget Reference: Certificated Salaries	Budget Reference: Certificated Salaries

Action 9

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

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

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

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide professional development related to current mental health trends and conditions as a means of supporting and engaging challenging students.	Provide professional development related to current mental health trends and conditions as a means of supporting and engaging challenging students.	Provide professional development related to current mental health trends and conditions as a means of supporting and engaging challenging students.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$30,000	Amount	\$30,000	Amount	\$30,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses

Action **10**

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

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

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

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Implement Positive Behavior Intervention and Supports (PBIS) district wide to provide a systematic support student for UDP's and student at-risks.	Implement Positive Behavior Intervention and Supports (PBIS) district wide to provide a systematic support student for UDP's and student at-risks.	Implement Positive Behavior Intervention and Supports (PBIS) district wide to provide a systematic support student for UDP's and student at-risks.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$48,000	Amount	\$48,000	Amount	\$48,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses

Action **11**

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

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

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

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
The district will actively foster programs that support student connectedness through the arts, and athletics.	The district will actively foster programs that support student connectedness through the arts and athletics.	The district will actively foster programs that support student connectedness through the arts, and athletics.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$150,000	Amount	\$150,000	Amount	\$150,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries
Amount	\$150,000	Amount	\$150,000	Amount	\$150,000

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies	Budget Reference	Books and Supplies	Budget Reference	Books and Supplies
Amount	\$100,000	Amount	\$100,000	Amount	\$100,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies	Budget Reference	Books and Supplies	Budget Reference	Books and Supplies

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year



2017-18



2018-19



2019-20

[Estimated Supplemental and Concentration Grant Funds:](#)

\$3,161,438

[Percentage to Increase or Improve Services:](#)

5.54%

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](#)).

Note: A comprehensive list of references is found at the end of this section.

Actions/Services Contributing to meeting the increased or improved services and identified as **Limited to Unduplicated Student Group(s)**:

Goal 1

Action 6: By continuing to fund stipends for classroom teachers to provide sitewide leadership in English Language Development at each elementary site, we are able to establish a trainer of trainers model for instructional best practices, as well as in-class coaching by these teachers for sustainable professional development. This improves instructional services for identified EL students through professional development. Coaching and Collective Teacher Efficacy are cited in research literature as contributing to improved student achievement (Goddard, Hoy & Hoy, 2000; Lockwood, McCombs & Marsh, 2010).

Action 7: By receiving training on ELD standards, assessment, and instructional strategies, teachers are better able to understand the connection between standards, assessment, and instruction, thus using standards and assessment to drive instruction, a strategy shown in the research to improve student achievement (Stiggins & DuFour, 2009; Hattie, 2008).

Action 9: By providing paraprofessionals to deliver primary language support for English Learners, services are improved for English Learners by supporting them in their primary language as they learn their secondary language. This support enables them to receive translation as needed at the beginning levels of language development, a practice supported in the research (O'Malley & Chamot, 1990).

Action 18: By providing additional hours during tutorial and after school for translators to be available to support EL students in their academic classes, services for this group of students is increased. Studies suggest incorporating additional supports that more accurately assist English Language Learners with regard to their specific classroom needs (Zimmerman, 2014).

Action 19: By providing additional hours for homework clubs/ support at each school site before or after school, services are increased for UDP's by increasing the time given to them for homework support for students who may not have such support at home.

Goal 2

Action 4: By encouraging participation of parents of EL students in school and district events through the provision of parent education and

notification materials and letters in the primary language of the parents, using formatting that increases parent access and understanding, and by informing Spanish Speaking parents that oral translation is available at the district office, services for EL students are improved. Increased parent involvement is shown in the research to have positive correlation to student achievement (Henderson & Mapp, 2002).

II. Actions/Services Contributing to meeting the increased or improved services and identified as **LEA-wide**.

Goal 1:

Action 4: Our own enrollment data for AE shows that the majority of adult students who are accessing the adult education programs for English Language Proficiency and Adult High School Diploma fall into SES, FY and EL groups. These students often are not able to complete their high school diplomas in the scope of 4 years and need additional time and support, or they have entered the country at a later age and require ESL courses before they are able to access secondary education. Thus, this action increases services for these populations who age up, LEA wide.

Action 5: Sustaining a clearly articulated Response-to-Intervention model at each school, in which intervention occurs within and beyond the school day for district targeted populations, increases services for students in the SES, EL and FY student groups, who often have issues accessing intervention that occurs before or after the school day. Either transportation is often not available, or students are needed at home to care for siblings. This model allows students to access the needed intervention with credentialed teachers during the day when they are already at school. Reeves (2003) found that successful high poverty schools used “frequent assessment of progress and multiple opportunities for improvement” to achieve success (p. 4) and also that successful high-poverty school restructured their school days to commit more time for literacy instruction.

Action 8: Our SBAC achievement data shows an achievement gap in the SES and EL student groups. By providing an extended school year for EL students and students at-risk academically K-7, we increase services for these student groups by providing additional opportunities for improvement (Reeves, 2003). Additionally, research on students in poverty shows that these students typically regress during the summer months (Cooper et al., 1996; Payne, 2005).

Action 10: By providing supplemental instructional materials as necessary for the EL student group LEA wide, services for this student group are improved. Although our teachers are able to differentiate core materials on their own, having supplemental materials that are specifically targeted to English Learners enhances this effort.

Action 13: Early reading intervention is shown to have the greatest correlation to reducing achievement gaps in later grades. Research shows that many students in poverty enter school with a literacy deficit (Payne, 2005). By providing reading intervention teachers to our elementary schools, beginning with the schools highest in UDP student count, we can increase services to SES, EL and FY student group by increasing literacy instruction time, specifically targeted to address gaps according to assessment (Stiggins & DuFour, 2009; Hattie, 2008).

Action 14: The Barton Reading System is a structured language approach to intensive reading intervention that is multi-sensory, direct, explicit, and sequential. This program is research and evidenced based. Research from 15 independent studies can be found at their website link (<https://bartonreading.com/the-barton-system-is/#eve>). We have been able to systematize this intervention program across all five elementary schools by designating instructional aides to oversee and manage the program at each site. This program increases services for students in the UDP groups LEA-wide at the grade span K-5, but addressing the literacy deficits in these students.

Goal 2:

Action 2: By implementing parent academies in the area of college and career readiness as well as other areas as need is demonstrated through survey or student input, including a K-12 College Night with childcare and oral translation provided, services for UDP student groups are increased, as parents of students in poverty or who speak languages other than English may not have a full understanding of processes and procedures to attain college admission and enrollment. Increased parent

involvement is also shown in the research to have positive correlation to student achievement (Henderson & Mapp, 2002).

Action 3: By continuing to implement family nights and events for the purpose of engaging families and meeting family needs within the local school community, including parent education that addresses what is different about school in the 21st century, with childcare and oral translation made available for parents who need these services, services for students in the UDP student groups are increased. Parents who are better able to understand the school system are better equipped to navigate the system well. This includes understanding parenting at home and providing adequate homework support. Increased parent involvement is also shown in the research to have positive correlation to student achievement (Henderson & Mapp, 2002).

Goal 3

Action 3: By providing ongoing professional development to facilitate the implementation of CCSS and NGSS K-12 with a focus on how to support the UDP groups, and including training in new technologies, ensures that teachers are properly trained to differentiate new standards for all student groups using a universal design for learning (UDL) approach. This design is well-documented in the research literature as increasing achievement for UDP student groups by scaffolding their access to the core (Meyer, Rose & Gordon, 2015).

Action 5: By providing structured time for vertical, horizontal, and cross-curricular articulation, using topics driven by the needs of students in UDP's and other groups, instruction for UDPs are improved, as teachers become more adept at implementing best practices in differentiation as a result of collective teacher efficacy. This is shown in the research to correlate positively to increased student achievement (Goddard, Hoy & Hoy, 2000; Lockwood, McCombs & Marsh, 2010).

Action 6: By providing additional custodial, technical, health services, and clerical support, we ensure that optimal conditions of learning are provided for all students, including UDP student groups, who may not have access to outside services, thus improving such services for UDP students.

Action 10: Our SBAC data shows achievement gaps for UDP student groups in ELA and Mathematics. By providing supplemental targeted curriculum that scaffolds to CCSS for under-achieving populations, services for students in UDP student groups are improved. Although our teachers are able to differentiate core materials on their own, having supplemental materials that are specifically targeted to English Learners enhances this effort.

Action 11: Providing professional development that includes strategies for universal access to CCSS for targeted populations of students, ensures that teachers are properly trained to differentiate new standards for all student groups using a universal design for learning (UDL) approach. This design is well-documented in the research literature as increasing achievement for UDP student groups by scaffolding their access to the core (Meyer, Rose & Gordon, 2015).

Action 12: Our student enrollment data demonstrates that we have English Learners, Foster Youth, and Students in Poverty included in the Gifted and Talented and AVID programs. Abundant research to support the effectiveness of the AVID program for at-risk populations can be found on their website at <http://www.avid.org/research.ashx>. By retaining teachers on special assignment to coordinate and provide leadership for these programs, services for our UDP students are greatly improved and more likely to move them toward college admissions and success.

Action 13: By providing a School Resource Officer (SRO) and crossing guards that provide service LEA wide, the district is able to promote the safety and security of all campuses. These services are principally directed to UDL student groups who are more likely to walk to school, and who are less likely to build positive relationships with law enforcement officers. Research shows that safe campuses are positively correlated to increased student achievement (California Department of Education, 2005).

Action 21: By extending library hours beyond the school day to provide access to students, services for UDP student groups are increased, as they may not have access to reading, research material, or technology services that are a part of our school libraries. Research demonstrates that increased library staffs are linked to higher standardized testing scores (Francis, Lance, & Lietzau, 2010).

Goal 4:

Action 2: By actively providing and recruiting for under-represented students for STEAM pathways and enrichment programs, services are improved for students in the UDP groups, who may not otherwise seek out or enroll in these programs on their own. Increased STEM education is positively correlated with increased earning power over a students' lifetime and has the potential of breaking the cycle of poverty for our UDP students (Bonilla-Santiago, 2011).

Action 5: By actively fostering programs that support student connectedness, including WEB, Link Crew, mental wellness programs, the arts, and athletics district wide, services for students in the UDP groups are improved. Student connectedness and engagement is positively correlated to higher rates of school attendance and lower incidents of behavioral discipline (Blum, 2006).

Action 8: By increasing opportunities for students to have access to school counselors and mental health supports at all grade levels for guidance, support and mental well-being, school connectedness and success is increased for UDP student groups, who have a higher need for support in these areas. Student connectedness and engagement is positively correlated to higher rates of school attendance and lower incidents of behavioral discipline (Blum, 2006).

Action 9: By providing professional development related to current mental health trends and conditions as a means of supporting and engaging challenging students, all staff members are better able to support students in the UDP groups who have these issues, thereby improving services for these students.

Action 10: Positive Behavior Interventions and Supports is a systems approach to establishing the social culture and behavioral supports needed for all children in a school to achieve both social and academic success (Horner, Sagai, & Lewis, 2015). Research to support that this is an evidence-based program can be found at www.pbis.org/research. The implementation of this systems approach will improve services for students in the UDP groups by ensuring that strategies are in place to support their social and academic support and reduce overall discipline incidents and out-of-school suspensions.

III. Actions/Services Contributing to meeting the increased or improved services and identified as **Schoolwide**.

Goal 1

Action 2: By ensuring access to Advanced Placement courses for all students, and scaffolding for underrepresented students in these courses, services for UDP students are improved. Research supports that participation and success in the most rigorous coursework is correlated to success in college (Blackburn, 2013).

Action 11: Our high school enrollment data demonstrates that students in the UDP student groups are more likely to become credit deficient and therefore at increased risk of not graduating on time. By providing a program for credit recovery for high school seniors that allows them to retake and earn credits for classes they have previously failed, services for UDP students are increased.

Action 12: Growth Mindset (Dweck, 2006) indicates that students are more likely to have grit and persistence when they adopt a growth mindset over a fixed mindset. By implementing Growth Mindset-based interventions at both middle schools, services for UDP students (who tend to be more likely to lack grit and persistence) are improved and they will experience more success in school.

Action 15: Our high school achievement data for grades demonstrates that students who fall into one or more of the UDP groups are more likely to have a preponderance of Ds and/or Fs on report cards. By maintaining a full-time counselor at GHS to monitor the D/F list and develop improvement plans for progress, counseling services for these students are increased. Reeves (2003) found that successful high poverty schools used “frequent assessment of progress and multiple opportunities for improvement” to achieve success (p. 4).

Action 16: By maintaining a designated Assistant Principal at Glendora High School that oversees and works with staff to support the UDP's at the comprehensive high school in order to provide early intervention and supports, services for these students are improved. This leadership strategy provides accountability both for the students and for the staff in meeting the needs of these students.

Action 17: By maintaining the increase in counselors at the comprehensive high school by 0.5% and the alternative high school to 1 FTE, all students are better supported, but particularly those students most at risk of dropping out of school, experiencing a lack of school connectedness, experiencing a lack of academic success, and/or having an increased need for social and emotional support. Student connectedness and engagement is positively correlated to higher rates of school attendance and lower incidents of behavioral discipline (Blum, 2006).

Action 20: By continuing to provide Naviance licenses for students in grades 6-12, the district is able to foster college and career readiness district wide, allowing students to identify their strengths and exploration of college and career options. This action improves this objective for students in poverty, foster youth, and/or English Learners whose parents are not college graduates. Such parents/guardians are often not as able to help their students navigate the college/career selection and application process. The Naviance Curriculum addresses the college readiness standards outlined by the ASCA (American School Counselor Association), NOSCA (National Office of School Counselor Advocacy), and Common Core National Standards for Students including knowledge of the college process, reaching out to adult supporters, academic preparedness, the financial aid process, guidance through the college application process, and non-cognitive skill development.

Goal 4

Action 7: The District will increase sections in the AVID program as needed for identified middle and high school students and will implement an AVID Elementary Program at two elementary sites in 17-18, increasing to other elementary sites through 19 - 20 as funding allows. Abundant research to support the effectiveness of the AVID program for at-risk populations can be found on their website at <http://www.avid.org/research.ashx>. This program primarily targets students in the UDP student groups who may not otherwise have the resources, skills or support to go to college after high school.

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