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

2018-2019

2018-19 Gilroy Unified School District
Local Control and Accountability Plan (LCAP) and Annual Update

LEA Name	Contact Name and Title	Email and Phone
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GUSD LCAP Bookmarks/Pages

2018-19 Plan Executive Summary

THE STORY

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

Gilroy Unified School District is located in the southernmost region of Santa Clara County. Over the two decades, the student population has grown from 8,448 in 1993-1994 to more than 11,000 K - 12 students today. The two major ethnic student groups are Hispanic (69%) and White (18%).

The surrounding Gilroy community has experienced growth in housing and industry. Known for its garlic fields, the agricultural areas that surround Gilroy provide a diverse array of agribusiness opportunities for its occupants. The town has also become home to commuters to Silicon Valley and San Jose. Although over the past decade the district has experienced annual growth, there is now evidence of declining enrollment. As of March 2018, the district showed a decline of 200 students for the 2018-19 school year. The district is currently one of the largest employers in the city of Gilroy.

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

Gilroy Unified School District Staff	
Certificated Management (Superintendent, Assistant Superintendent, Directors, Program Administrators	12
Principals/Assistant Principals	22
Academic Coordinators/Counselors	17
Teachers: regular & special education	531

Other certificated positions (facilitators, TOSAs, psychologists, program specialists, librarian, nurses	55
Total Certificated Staff	637
Total Paraeducators	150
Total Classified Staff	304
Total Staff	**1095**

Gilroy Unified -- LCFF Target Populations:
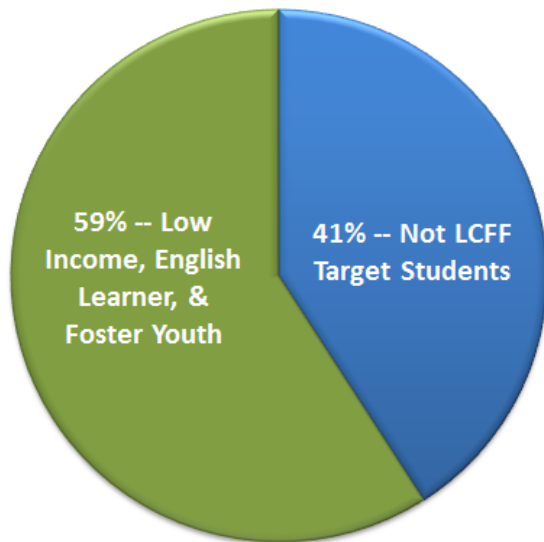
CBEDS October 2017	
LCFF Category	**# of GUSD Students**
Low Income	6291
English Learner	2489
Foster	76
Homeless	60
Migrant	137
Total Enrollment	11290

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

The charts that follow this summary highlight the major changes in the actions that will be taken to address the needs of GUSD students. These actions were based upon the measurable outcomes of the 2017-18 actions as well as stakeholder input. The majority of the changes are based upon the following:

Goal 1: To address the individual needs of students, professional development will be provided in the area of curriculum implementation and differentiation. Enrichment and/or support time will be offered during the regular school day in the areas of English and math. Supplemental materials will be purchased to support differentiation for students. To address the needs of our at risk populations, a new action has been added to research alternative academic pathways for students.

Goal 2: The district will maintain a continued focus on the use of SEAL in the elementary grades. There are also continued actions to increase the focus on integrated ELD and academic language support for our English Learners at all levels. At the middle school level, enrichment/support time will be provided for English and mathematics during the regular school day. At the high school level, a new program guide will be developed to clarify academic pathway options for students to earn a diploma.

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

Goal 4: Recruiting and hiring highly qualified staff remains an emphasis in the district. Staffing ratios at high needs schools had been reduced to support socio-economic disadvantaged, foster and EL youth. Certificated staff new to the profession will be supported through a new induction program working under a Memorandum of Understanding with the district.

Goal 5: Although no new actions are being added to the 2018-19 plan, the focus of the district will remain on ensuring well-maintained facilities.

The actions throughout the plan include SMART goals in order to clearly articulate the measurable outcome of each action. An updated budget is provided in the Budget Summary of the LCAP document. The budget has been aligned

to directly correlate with the five major goals listed in the LCAP. The identified need and the measurable outcomes for the 2018-19 can be found in the LCAP document.

Goal 1 *Provide high quality instruction and 21st century learning opportunities to ensure College & Career Readiness*

    1.1 Develop and Support effective instruction
    1.2 Provide Common Core State Standards (CCSS) Materials and Training
    1.3 Implement Next Generation Science Standards (NGSS)
    1.4 Prepare students for College and Career opportunities
    1.5 Support students in mastering 21st Century skills of collaboration, communication, critical thinking, and creativity

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2018-19 LCAP Updated Actions

1.1 Develop and Support effective instruction
1.1.2 Utilize varied structures for providing professional development that address differentiated needs, as evidenced by professional development plan
- Maintain website for resources and exemplary practices of district staff
- Provide multiple pathways for differentiated professional development
- Use job-alike meetings to determine professional development needs by department, grade level and specializations.

1.1.4. Continue use of observational tool to measure classroom practices. Trend data will be analyzed and shared during APS visits
- Site leaders conduct walkthroughs at least once per quarter
- Support site leaders in analysis and use of data regarding classroom practices
- Elementary principals will conduct collaborative instructional visits twice a year - fall/spring
- Elementary principals will receive training in instructional rounds and engage in collaborative analysis of data

1.1.5 Provide ongoing coaching and support to classroom teachers
- Maintain Academic Coaches/Instructional Specialists
- Provide coaching and other training to Academic Coaches and Instructional Specialists, as delineated by level and content area
- Lead job alike meetings for special education teachers to provide targeted support by grade level

1.1.10 Provide supplemental materials for enrichment and support opportunities throughout the school day in the areas of Math and English at the Middle and High School levels.

1.2 Provide Common Core State Standards (CCSS) Materials and Training
1.2.2 Conduct adoption pilots
- Adopt Biology and ELA textbooks at high school
- Continue to identify and prioritize grade levels/department needs based on state guidelines and Ed Services guidance
- Pilot middle school Science and High School Physics materials

1.3 Implement Next Generation Science Standards (NGSS)
1.3.5 K-12 NGSS Vision Team will meet 3 times in 18-19 to monitor GUSD 3 year NGSS plan. Implementation and adherence of NGSS plan will be evaluated by feedback from administration, academic coaches and instructional specialists.

1.3.6 Through professional development, coaching and modeling, support 4th and 5th grade staff in developing and implementing inquiry-based lessons based on 3 dimensional learning and phenomenon.

1.3.7 Introduce Migrant students at secondary level to STEM careers

1.4 Prepare students for College and Career opportunities
1.4.2 www.CaliforniaColleges.edu will be utilized by every secondary school by counselors (MS) and Academic Counselors (HS) to support career and college readiness as will be documented by student usage reports within the system.

1.4.6 During transition and orientation meetings, acquaint middle school students with A-G requirements and engage them in goal setting and backwards planning

1.4.7 Research alternative intervention programs to support identified students in middle school and throughout 9-12 grades with CTE support.   This will include students with academic as well as behavioral struggles to keep students moving forward to be career and college ready by the end of the 12th grade.

1.5 Support students in mastering 21st Century skills of collaboration, communication, critical thinking, and creativity
1.5.2 Continue to provide professional development for all staff on using technology to enhance CCSS instruction.

1.5.4 Implement District Technology Plan
- District Tech Lead Team will update and evaluate technology curriculum scope and sequence as shown through completed plan.
- Technology Instructional Specialist and Academic coaches will support implementation of curriculum scope and sequence in the district technology plan as evident through classroom observations, instructional specialist/ coaching schedules

Goal 2- *Provide equitable support for all learners*

      2.1 Ensure strong language and literacy foundation for all students
      2.2 Provide effective intervention at all levels
      2.3 Support Students to Complete A-G Requirements
      2.4 Ensure Equitable Student Access
      2.5 Support school personnel to monitor student progress & focus on student outcomes
      2.6 Effectively address the needs of English learners in all classrooms

2018-19 LCAP Updated Actions

2.1 Ensure strong language and literacy foundation for all students
2.1.1 Implement SEAL at designated elementary sites
- Maintain ongoing support for SEAL implementation through coach support and facilitated teacher collaboration
- Implement SEAL in preschool classes- year 1 training for all preschool teachers

2.2 Provide effective intervention at all levels
2.2.1 Provide effective intervention at all levels
- Support teachers in effectively planning and implementing in class intervention and differentiation
- Provide teacher training in small group instruction and differentiated instruction
- Analyze data for Lexia and other interventions
- Review/ evaluate intervention models

2.2.7 Implement Middle School Intervention Plan for math and ELA as demonstrated through the middle school master schedule.

2.3 Support Students to Complete A-G Requirements
- 2.3.3 Implement a blended learning option for credit recovery as a 0/7 period for students which will be evaluated by the number of students recovering credits at the semester and end of the 2018-19 school year

2.3.5 Continue to administer PSAT to all 10th grade students as evidenced by the total number of 10th grade students taking the exam and begin offering PSAT to all 8th grade students in order to use data to help guide students in choosing rigorous high school curriculum.

2.3.6 Create a program guide to clarify the various program options within GUSD (i.e. Advance Path, Independent Study, Credit Recovery) which will include the transfer process between comprehensive and alternative programs

2.3.10 Provide supplemental materials for students with disabilities to ensure access to the core materials as evidenced by the number of students meeting their IEP goals

2.6 Effectively address the needs of English learners in all classrooms

2.6.2 Academic Coaches and secondary EL Specialists will provide models of classroom practices at all levels that exemplify effective student collaboration and discourse. Coaches and Specialists will facilitate peer observations. This will be evident by
activity logs.

2.6.3 Site leaders and specialists will conduct analysis of English Learner achievement data retrieved from EADMS and Aeries during grade reporting periods. Analysis will be recorded on an evidence of progress document.

2.6.6 Provide teachers with training to scaffold depth of knowledge questioning while maintaining rigorous academic response frames

Goal 3 -- School Culture and Engagement

3.1 Positive School Climate

3.2 Student Engagement

3.3 Increase Parent Involvement

2018-19 LCAP Updated Actions

3.1 Positive School Climate

3.1.2 The MTSS model integrating the following research-based school climate improvement plans (Positive Behavior Intervention Systems (PBIS),Olweus, Character Counts, Restorative Justice, Trauma Informed Care, Restore: My Time and Our Time will be shared with all relevant staff.
- Ensure multi-service team (MST) meetings with all sites to address the needs of at-risk students
- The MTSS model will be enhanced through participation in the SUMS Grant through SCCOE.
- Develop evaluation process for resources used within the MTSS.

3.1.5 All eligible PBIS schools will complete a formal Tiered Fidelity Inventory (TFI) with a score of 70% or higher.

3.2 Student Engagement

3.2.3 Continue to implement a district-wide attendance campaign with the intention of educating the community about truancy and chronic absenteeism.
- Provide information through the district website and school websites to support families with resources to

eliminate barriers to attendance.
- Keep parents informed of their child's attendance as evidenced by the use of auto-call messages, personal phone calls and letters.
- Provide on-going training to attendance staff regarding resources available and how to communicate effectively with parents as evidenced by agendas and sign-in sheets.
- At the district level, continue to monitor chronic absenteeism per school and subgroups to identify trends and implement interventions.
- School Linked Services Coordinators will support parents of chronically absent students with resources as evidenced by quarterly data of parent contacts and ability to connect the parent to resources.

3.3 Increase Parent Involvement

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

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

Goal 4 -- Ensure High Quality Teachers, Paraeducators and Classified Staff

2018-19 LCAP Updated Actions
4.3 Maintain support for new teachers through: ● support for induction requirements ● Professional development related to content/grade level curriculum 4.8 Reduced class sizes at targeted sites to support EL, foster and socio-economic disadvantaged youth

Goal 5 -- Ensure equitable and well maintained facilities

2018-19 LCAP Updated Actions

5.2 Analyze current equipment and inventory needs. Review
replacement plan for equipment & vehicles within budgetary constraints.

Review of Performance

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

GREATEST PROGRESS

GREATEST PROGRESS:
- Implementation of new certificated evaluation tool
- Adoption and implementation of new ELA materials K-8
- SEAL professional development and support for cohorts I and II
- Juniors meeting EAP Cond/Ready increased from 45% to 60% in ELA and from 41.5% to 45% in Math
- 1st graders meeting the Spring target for Fountas & Pinnell increased from 56% to 65% in Spring 2017
- Implemented a district Multi-tiered Systems of Support (MTSS) leadership team
- Graduation rate performance level Blue on the California Dashboard Fall 2017

NEXT STEPS:
- Develop alignment with school climate improvement plans into multi tiered systems of support (MTSS) (3.1.2)
- Continue to support positive school climate and attendance efforts (3.1.1)
- Maintain focus on supporting effective instructional program and providing interventions responsive to student needs (2.2.1)
- Maintain expanded summer school to support students meeting A-G requirements (2.3.2)
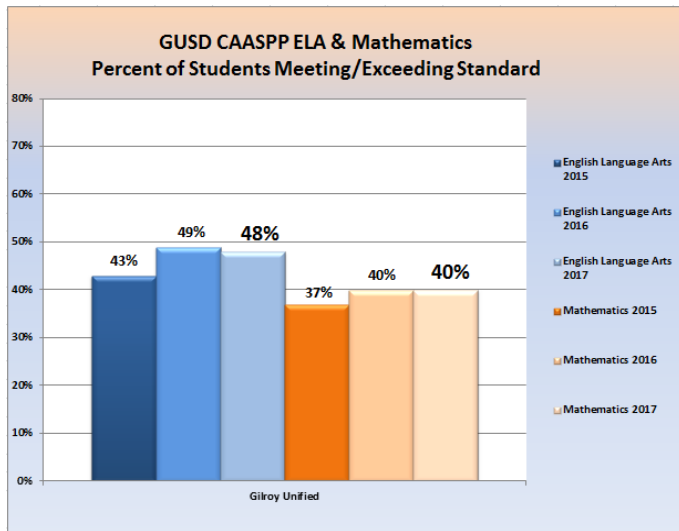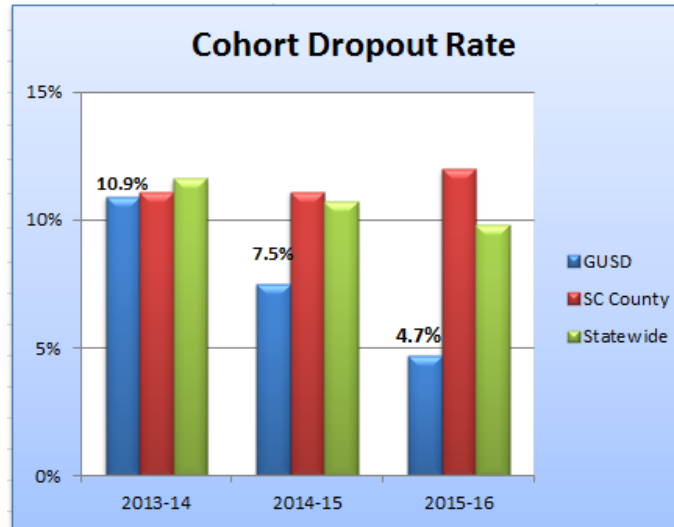
Table 1

GUSD CAASPP ELA & Mathematics
Percent of Students Meeting/Exceeding Standard

- English Language Arts 2015
- English Language Arts 2016
- English Language Arts 2017
- Mathematics 2015
- Mathematics 2016
- Mathematics 2017

43% 49% 48% 37% 40% 40%

Gilroy Unified

Table 2

Cohort Dropout Rate

- GUSD
- SC County
- Statewide

2013-14: 10.9%
2014-15: 7.5%
2015-16: 4.7%

GREATEST NEEDS

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? (a brief description of LCAP actions)

Greatest Needs

- The Fall 2017 California Dashboard release showed that Gilroy Unified was in the Orange overall performance for the Suspension Rate and ELA.
- In ELA, the 2017 CAASPP results for GUSD showed the district maintaining the levels of 2016, staying at a Status of "Low" on the dashboard.
- The district suspension rate increased slightly, to 4.0% in 16-17, but maintained the significant drop from 10.9% and 7.5% in 13-14 and 14-15 respectively.
- In both ELA and Mathematics, the subgroup of Students with Disabilities, continued in the "Red" performance category.
- Chronic Absenteeism rates continue to be high districtwide

Next Steps

- For support of English Learners, we are continuing to fund the position of Secondary EL Coach, and continuing to provide support in the implementation of ELA/ELD t (action 2.6.1)
- With the socio-economically disadvantaged student population making up over 50% of the GUSD student body, many key actions are formulated to support their literacy, academic success and engagement - 1.1.5 Ongoing Coaching and Support for teachers, 2.2.1 literacy training for small group instruction, 3.1.2 Align School Climate Improvement plans
- For A-G Readiness, the class of 2018 will be the first GUSD graduating class under the A-G default graduation requirements. The district continues to implement an expanded summer school and to pursue additional credit recovery options to support students meeting these more rigorous requirements. (2.3.2)

Table 3 -- GUSD State Indicators -- California Dashboard Fall 2017

Gilroy Unified - Santa Clara County

List of all schools in this district

Enrollment: 11,483   **Socioeconomically Disadvantaged:** 58.2%   **English Learners:** 22.3%   **Foster Youth:** 0.7%

Grade Span: P-Adult   **Charter School:** No

Dashboard Release:

Fall 2017   ▼

| Equity Report | Status and Change Report | Detailed Report | Student Group Report |

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism ⧉	N/A	N/A	N/A
Suspension Rate (K-12)	◕	Medium 4%	Increased +0.6%
English Learner Progress (1-12)	◕	High 75.3%	Maintained -1.1%
Graduation Rate (9-12)	◕	Very High 96.3%	Increased +3.3%
College/Career (9-12) Select for one year of available data	N/A	Medium 41.1%	N/A
English Language Arts (3-8)	◕	Low 13.6 points below level 3	Declined -6.3 points
Mathematics (3-8)	◕	Medium 24.9 points below level 3	Maintained -2.3 points

Gilroy Unified - Santa Clara County
List of all schools in this district

Enrollment: 11,483   **Socioeconomically Disadvantaged:** 58.2%   **English Learners:** 22.3%   **Foster Youth:** 0.7%   **Dashboard Re**

Grade Span: P-Adult   **Charter School:** No

| Equity Report | Status and Change Report | Detailed Report | Student Group Report |

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

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	Hispanic	White
Chronic Absenteeism	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Suspension Rate (K-12)	🟠	🟡	🔴	🟠	🟠	🟠	🟠	🟢
English Learner Progress (1-12)	🟢	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Graduation Rate (9-12)	🔵	🔵	*	🔵	🔵	🟡	🔵	🔵
English Language Arts (3-8)	🟠	🟠	🟠	🟡	🟠	🔴	🟠	🟢
Mathematics (3-8)	🟡	🟠	*	🟡	🟠	🔴	🟠	🟢

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

PERFORMANCE GAPS

Performance Gaps

On the Fall 2017 California Dashboard, there were a number of student groups that fell two or more performance levels below the "all student" performance:

- Graduation Rate (9-12) Students with Disabilities were in the yellow band, while the overall group was in the blue

- Mathematics (3-8) Students with Disabilities were in the red, while the overall group was in the yellow
- The district recognizes that there also continues to exist performance gaps for significant subgroups of English Learners and Socio-Economically disadvantaged students (Tables 4 & 5)

LEA Next Steps:

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

- Update course descriptions and materials to support Special Education students. (1.2.2)
- Provide training in newly adopted materials (1.2.1)
- Provide professional development that address differentiated needs and structure for Special Education teachers. (1.2.2)
- Continue to provide support for special education teachers and paraprofessionals throughout the school year. (1.2.1)

Table 4

ELA 2016 & 2017 by Subgroup

Table 5

Math 2016 & 2017 by Subgroup
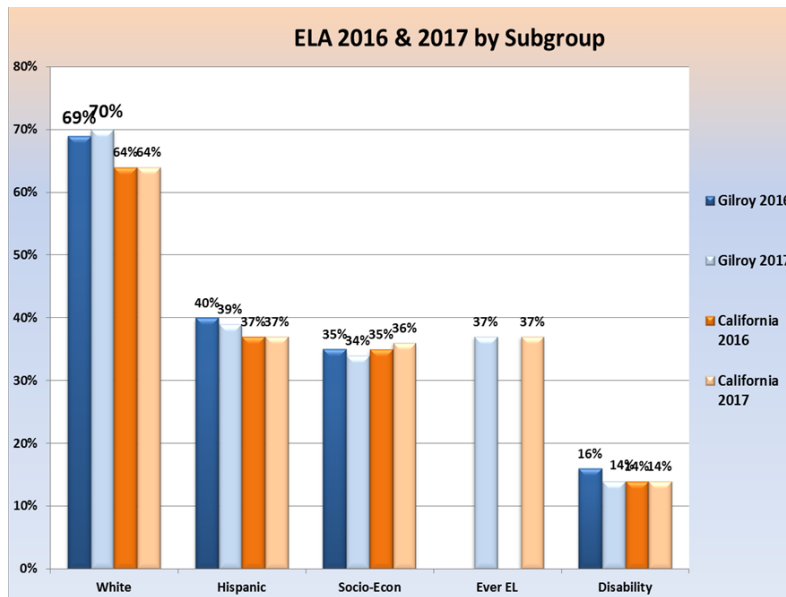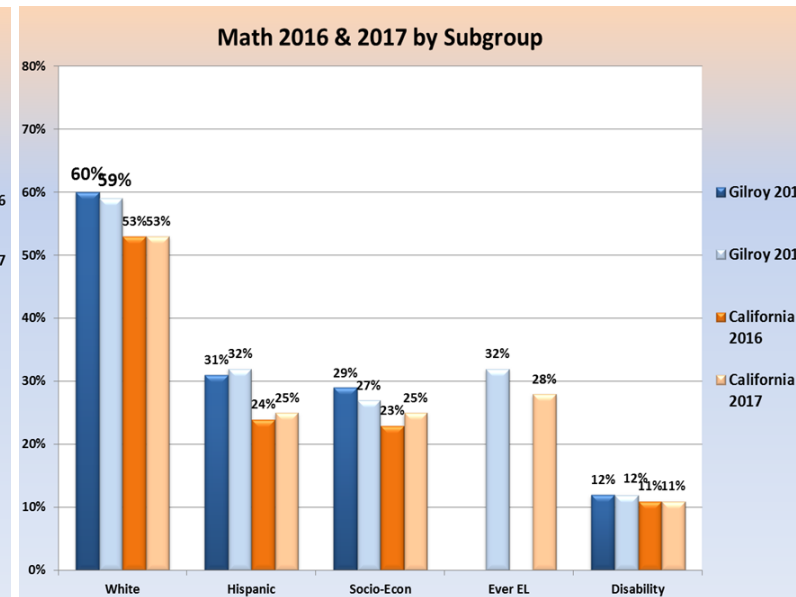
If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

INCREASED OR IMPROVED SERVICES

- Academic Coaches and Instructional Specialists provide professional development and follow-up support to reinforce effective classroom practices.
- The district will contract with the Santa Clara County Office of Education to provide Secondary EL coaching in order to support staff in addressing learning needs of English Learners through staff development , coaching and modeling for teachers.
- EL student placement and monitoring protocol systems and protocol have been updated.
- PBIS Coach provides site support for school climate improvement efforts
- New college and career curriculum and tool provides access for all students, especially students in the targeted populations

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	**$125,141,513**
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	**$ 13,437,446**

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.

The above projected total expenditures of $125,141,513 are recorded in the District's primary operating fund, referenced as the "General Fund." Total Projected Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for this LCAP year total $13,437,446. **An Addendum to this LCAP is included to summarize the expenditures by each goal.**

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	**$109,108,834**

List of Cost Centers & Totals: Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year
(All Supplem & Concentration PLUS any additional restricted funds--Title I, III, CTEIG, etc. included in the plan)

Cost Center	OBJ CODE	MNGR CODE	SITE OR CENTRALIZED	**2018-19 SUMMARY OF SUPPLEMENTAL AND CONCENTRATION FUNDS**	2018-19 Allocation	2019-20 estimate	2019-20 estimate
				LCAP GOALS			
				Goal 1 - Provide high quality instruction and 21st century learning opportunities to ensure College & Career Readiness			
787700	VARIOUS	0001	SITE	Principally directed to provide services to the targeted population	257,681	261,546	265,469
787700	VARIOUS	0001	CENTRALIZED	Principally directed to provide services to the targeted population	230,530	233,988	237,498
787700	44XX	0001	SITE	Tech Allocation - Equitable for low income students who have access to chromebooks	150,000	152,250	154,534
787700	1210	0001	CENTRALIZED	3 FTE - Middle School supplemental counseling services	356,751	362,102	367,534
				2.5 SEAL Coaches 3 full time CC Coaches (Elementary)	502,427	509,963	517,613
				1-(.55 FTE) Lit Facilitator/Luigi	60,000	60,900	61,814
				3-(.83 fte) Middle School (CC/EL Support/Tech TOSAs)	210,610	213,769	216,976
				3-(.17 FTE) MS Science Instructional Specialist	42,380	43,016	43,661
				.8 CC Instructional Specialist	105,075	106,651	108,251
				.4 Science Instructional Specialist HS	40,000	40,600	41,209
				Teacher release/Summer training/Coaches training	20,000	20,300	20,605
				Technology Training (per Ed Tech plan)	20,000	20,300	20,605
				Secondary PD district training	12,000	12,180	12,363
				Elementary PD District training	8,000	8,120	8,242
				Math Adoption training	5,000	5,075	5,151
				ELA adoption training	5,000	5,075	5,151
				Science team PD	10,000	10,150	10,302
				SCCOE contract	25,000	25,375	25,756
				SEAL MOU cohort 1	42,000	42,630	43,269
				SEAL MOU cohort 2	25,000	25,375	25,756
				Additional support for SEAL	12,000	12,180	12,363
				STEM (Brownell)	5,000	5,075	5,151
				NGSS Team resources	4,000	4,060	4,121
				CTE Consumables/equipment	30,000	30,450	30,907
				Science consumables/equipment K-12	20,000	20,300	20,605
				College Readiness Program	30,000	30,450	30,907
				Goal 1 Total	**2,228,454**	**2261880.81**	**2,295,809**

Cost Center	OBJ CODE	MNGR CODE	SITE OR CENTRALIZED	*Goal 2 - Provide equitable support for all learners*	2018-19 Allocation	2019-20 estimate	2019-20 estimate
787700	VARIOUS	0002	SITE	Support the needs of EL's - FTE's	714,702	725,423	736,304
787700	VARIOUS	0002	SITE	Support the needs of EL's	271,137		
787700	1120>3999	0002	CENTRALIZED	Intervention principally directed to the needs of targeted students - Elementary Sites Only	74,363	75,478	76,611
787700	VARIOUS	0002	SITE - 028	Pupil Retention - Students who need tutoring. - CalSOAP	50,000	50,750	51,511
787700	4799	0002	CENTRALIZED	Low income students - All Students provided meals	50,000	50,750	51,511
				1.4 FTE EL Support (3 part-time HS)	56,000	56,840	57,693
				1.0 FTE Ed Services Coordinator	28,000	28,420	28,846
				.2 FTE Mustang Express/credit recovery(GHS)	40,000	40,600	41,209
				.6 Credit Recovery CHS	75,665	76,800	77,952
				Outside Consultants/Training admin training	20,000	20,300	20,605
				Leadership training/coaching	13,000	13,195	13,393
				Summer School - Additional course offerings	70,000	71,050	72,116
				HS Credit Recovery	68,620	69,649	70,694
				PSAT administration to all 10th grade students	15,000	15,225	15,453
				NWEA MAP Reading for 9th/10th	20,000	20,300	20,605
				Foster Youth Tutoring Program (Community)	20,000	20,300	20,605
				AP test support for students	10,000	10,150	10,302
				VPA Equipment/Perofrmance costs K-12	10,000	10,150	10,302
				Read 180 hosting	20,000	20,300	20,605
				Graduation Alliance (formerly Adv. Path)	162,000	164,430	166,896
				Special education supplemental materials	52,500	53,288	54,087
				Goal 2 Total	1,840,987	1593397.75	1,617,299

Cost Center	OBJ CODE	MNGR CODE	SITE OR CENTRALIZED	2018-19 SUMMARY OF SUPPLEMENTAL AND CONCENTRATION FUNDS (pg. 2/2)	2018-19 Allocation	2019-20 estimate	2019-20 estimate
				Goal 3 - School Culture and Engagement			
787700	VARIOUS	0003	SITE	Allocated to Sites for School Culture and Engagement	63,454	64,406	65,372
				1.0 FTE School Linked Service Coordinator	60,000	60,900	61,814
				1.0 FTE Program Administrator of School Climate & Attendance	138,000	140,070	142,171
				PBIS Training	14,000	14,210	14,423
				Olweus Stipends (Site Committees)	10,784	10,946	11,110
				Goal 3 Total	286,238	290,532	294,890
Cost Center	**OBJ CODE**	**MNGR CODE**	**SITE OR CENTRALIZED**	**Goal 4 - High Quality Teachers, Paraeducators and Classified Staff**	2018-19 Allocation	2019-20 estimate	2019-20 estimate
787700	1110>3999	0004	SITE	Increase in Salary (since 2013) to attract and retain teachers, recruit qualified teachers	8,942,927	9,077,071	9,213,227
787700	VARIOUS	0004	SITE	Allocated to Sites for Highly Qualified Teachers and Classified Staff	128,840	130,773	132,734
				Classified PD	5,000	5,075	5,151
				PD for paraeducators	5,000	5,075	5,151
				Goal 4 Total	9,081,767	9217993.505	9,356,263
Cost Center	**OBJ CODE**	**MNGR CODE**	**SITE OR CENTRALIZED**	**Goal 5 - Ensure equitable and well maintained facilities**			
620500 & 8150xx	VARIOUS	005	CENTRALIZED	* The base grant funds the annual budget for Deferred Maintenance, and Routine Restricted Maintenance ($712k, and $3.6 mill repectively)	*	*	*
				Goal 5 Total	0	0	0
				All Goals - Total	13,437,446	13,363,804	13,564,261
				Supplemental and Concentration Total	12,392,761	12,392,761	12,392,761
				Over (under)	1,044,685	971,043	1,171,500

Annual Update

LCAP Year Reviewed: 2017-18

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
CAASPP ELA % Met/Exceeded	52%	48.5%
CAASPP Math % Met/Exceeded	45%	40%
Bright Bytes -- Collaboration	49%	57%
Bright Bytes -- Communication	20%	19%
Bright Bytes -- Critical Thinking	43%	44%
Healthy Kids Survey -- Adults w/High Expectations	N/A	N/A
CC Observation Tool Usage	50%	26%
CC & ELD Material Availability	100% ELA & Math	100%
Course Access for SWD students	Continue to implement pathways	Pathways modified to increase access

Action 1.1 Develop and support effective instruction

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1.1 Plan professional development in alignment with ● LCAP goals ● 2016-17 data analysis ● Stakeholder input	1.1.1 and 1.1.3 2017-18 Professional development was developed after analysis of data and with stakeholder input. The plan is aligned with LCAP goals, and had a significant focus on implementation of newly adopted curriculum,	Ed Services Coordinator $28,000 LCFF, Other funds (Title II,I) $100,000	Ed Services Coordinator $28,000 LCFF, Other funds (Title II,I) $100,000
1.1.2 Research and utilize alternate and varied structures for providing professional development that address differentiated needs ● Maintain website for resources and exemplary practices of district staff	1.1.2 Elementary- At the elementary level, a google classroom site was created by grade level to house resources, PD presentations, and video clips of classroom teachers. In addition, the elementary curriculum website was maintained Secondary- A newsletter entitled "EnglishLearner Lowdown" newsletter shared weekly with staff Several different models of PD were offered, including after school sessions, differentiated staff meetings. The secondary model of differentiated workshops continued. These were provided by a variety of presenters, including outside presenters, SCCOE staff and district teachers and staff. The district continues to research alternate methods of professional development that will increase participation.		
1.1.3 Collaborate with site leaders to develop and support comprehensive professional development plans that address district and site goals/ needs			
1.1.4 Continue use of observational tool to measure classroom practices ● Site leaders conduct walkthroughs at least once per quarter ● Support site leaders in analysis and use of data regarding classroom practices	1.1.4 The classroom observational tool contains focus area for each site. At the high school school level, there was collaboration from leadership teams in identifying focus areas for site and for departments. There was more consistent use of tool at secondary level,(middle and high schools) with analysis of trend data that was shared with leadership team and district At the elementary level, each principal identified a CSTP focus area aligned with evaluation documents The		

	current tool is not used consistently by elementary sites. Based on principal analysis and evaluation, the CTSP focus area provided more specific feedback to staff. Some site leaders worked with staff to define the focus areas and provide examples of classroom practices that reflect the CSTP.		
1.1.5 Provide ongoing coaching and support to classroom teachers ● Maintain Academic Coaches/Instructional Specialists ● Provide coaching and other training to Academic Coaches and Instructional Specialists	1.1.5 Model of Instructional Specialists at secondary level maintained. Elementary Academic Coach vacancies impacted the ability to support all sites at previous levels, necessitating re-prioritization of support.	Elementary Academic Coaches Instructional Specialists: $650,000 Middle School Academic Coaches $280,000 High School Academic Coaches $110,000 Coaches/Summer Training/Teacher Release $30,000 Lit Facilitator/Luigi Aprea(.5 FTE) $50,000 SCCOE consultants included in MOU $20,000	1 full time Academic Coach $104,000 3 part time coaches $5000 SEAL coaches $265,000 Middle School Academic Coaches $280,000 High School Academic Coaches $110,000 Coaches/Summer Training/Teacher Release $10,000 Lit Facilitator/Luigi Aprea(.55 FTE $60,000
1.1.6 Provide professional development via SCCOE and outside consultants	1.1.6 SCCOE consultants and outside presenters provided professional development in the areas of mathematics, literacy foundations, implementation of English Language arts curriculum,	Elementary PD District Training $10,000 LCFF PD release days for elem-Supplemental materials-$5000 Title III Assessment $5000 Title III	Elementary PD District Training $10,000 LCFF PD release days for elem-Supplemental materials-$5000 Title III Assessment $5000 Title III
1.1.7 Provide training and coaching to SEAL teachers at designated elementary sites ● All SEAL teachers participate in module training and unit development ● Implement SEAL Summer Bridge for teacher PD	1.1.7 SEAL training occured for all five SEAL school sites. Summer Bridge was implemented June 2017	SEAL MOU Cohort 1: $10,000 Title III Cohort 2: $ 67,000 LCFF Additional Seal Support $12,000 LCFF	SEAL MOU -yearly cost Cohorts !iand III $42,000 Cohort II additional amount per addendum MOU $25,000 Additional SEAL support $12,000
1.1.8 Support the effective implementation of math standards and practices Provide ongoing professional development and coaching related to mathematical practices and newly adopted math curriculum. Continue partnership with SVMI to support the	1.1.8 Math training occured at all levels The district provided ongoing support for new curriculum at the elementary and middle school. Math coaching and training has been ongoing at the high school level.		SCCOE - $15,000 SVMI -- $5,000

implementation of math practices	Silicon Valley Math Initiative partnership was maintained and expanded to one elementary site. The teacher teams attended SVMi sessions throughout the year.		
1.1.9 Support Dual Immersion program (two elementary sites, one middle school, one high school)	1.1.9 For the Dual Immersion program, there was minimal opportunity for cross school collaboration this year. This was due in large part to the lack of substitutes. In addition, one site had a large number of new staff in the Dual Immersion Program.	Other supplemental materials-targeted stds/DI- $537,000	Other supplemental materials- targeted stds/DI- $537,000
1.1.10 Implement new pathways for Special Education students (diploma, vocational and certificate) which includes the purchase of supplemental materials	1.1.10 Pathway model has been modified to ensure equitable access and support for students to meet graduation requirements Supplemental materials purchased for elementary and for SDC classes. Training provided to staff for implementation and is on going	Supplemental Special Ed materials $150,000	Supplemental Special Ed materials $150,000
1.1.11 Provide site and district leadership with professional development in alignment with LCAP goals and site needs	1.1.11 A variety of professional development was provided to site and district leadership, including support for the new evaluation instrument, cultural proficiency training, providing effective feedback. PBIS, and the Museum of Tolerance leadership training		
1.1.12 Continue providing professional development for Power School After School and Super Power Summer Camp staff based on feedback from Continuous Quality Improvement Process, including observational tool	1.1.12 Ongoing professional development occurred for Power School staff. Partner agencies have provided at least 40 trainings in various topics including Mandated Reporting, PBIS, Restorative Justice, STEAM and Trauma Informed Care. Super Power Summer Camp STEAM staff was invited to participate in GUSD Summer Science Symposium in June.	ASES grant- Power School After School $826,358 Super Power Summer Camp $40,000 21st Century Grant- Power School After School $855,573 Before School- $108,000 Super Power Summer Camp $278,000 Family Literacy $60,000 Equitable Access $75,000	ASES grant- Power School After School $826,358 Super Power Summer Camp $40,000 21st Century Grant- Power School After School $855,573 Before School- $108,000 Super Power Summer Camp $278,000 Family Literacy $60,000 Equitable Access $75,000

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.2.1 Purchase instructional materials aligned with CCSS based on 16-17 pilots ● Provide teacher training for newly adopted materials - Chemistry ● Provide ELA materials and training 6-8 and K-5 according to phased in implementation model	1.2.1 GUSD purchased *Benchmark Curriculum* for elementary English, *Study Sync* curriculum for grades 6-8, *Living by Chemistry* for high school Chemistry courses, *American History - Connecting with the Past* for AP US History and *Ways of the World* for AP World History. Teachers using the curriculum were provided a minimum of three publisher trainings throughout the year as evident by the sign-in sheets for all trainings.		2017-18 instructional materials per adoption cycle $1.8 million estimate (IMF General Fund)
1.2.2 Conduct adoption pilots ● Pilot Biology and ELA textbooks at high school ● Continue to identify and prioritize grade levels/department needs based on state guidelines and Ed Services guidance ● Pilot materials as determined based on prioritization ● Provide updated material for all special education courses	1.2.2 Pilot teams were convened for both high school English and Biology. The teams narrowed their choices to a maximum of three works to pilot and made a recommendation to the Board in May as shown in the Board minutes.	ELA adoption training $5000 Outside consultants Training $10,000	ELA adoption training $5000 Outside consultants Training $10,000

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.3.1 Implement STEM program supported by the Tech Academy at 1 middle school and 1 elementary site	1.3.1 Elementary (El Roble) - All 4th and 5th graders are participating in the Tech Academy Professional Development. Those grade levels are also integrating STEAM projects into their daily schedule. Student groups meet once a week after school to have Tech Challenges. Power School is also included in the afterschool Tech Challenges. Middle (Brownell) - Teachers have attended 3 - COP meetings thus far. The meetings are extra	STEM design year one $7500 LCFF	STEM design year one $7500 LCFF

	instruction in STEM practices. Teachers are implementing one STEM lesson school wide and site is expanding a Maker's Lab. A group of students work every Wednesday after school in the Makers Lab on STEM projects.		
1.3.2 Incorporate NGSS into SEAL units at designated elementary sites	1.3.2 SEAL units are developed using the Science and Social Studies standards.		
1.3.3 NGSS instructional specialists will build/expand labs for grades 6-8.	1.3.3 All Middle School sites have built and expanded labs for grades 6-8. All 6th grade students now have a minimum of three standardized labs. They then worked at their independent sites to add additional lab.	Science consumables and lab support $20,000 LCFF	Science consumables and lab support $20,000 LCFF
1.3.4 Implement year 2 of 3 year plan to roll out NGSS Bio-Chem-Physics pathway at the high school level ● Train teachers in instructional strategies to support NGSS ● Collaborate, design, and agree to a minimum of two common assessments (MS/HS)	1.3.4 Year 2 - All High Schools are continuing to receive professional development on instructional strategies and best practices. Anchoring and investigative phenomena as it relates to lesson planning has also been an integral part of their professional development. Teachers have accessed the CAST assessment blueprint and have begun to develop 3-D assessments. They have continued to explore exemplars for 3D instruction and assessments from Stanford and Achieve. Challenges still exist of collaboration among sites and even within sites. Assessments have not been completed and sites are still using older assessments that were designed years ago. Additionally there needs to be more discussion and brainstorming on Earth and Space Science integration for the 3 course integrated model	Middle School Science Instructional Specialists $50,000 LCFF High School Science Instructional Specialists $42,380 LCFF 2017-18 instructional materials per adoption cycle $1.8 million estimate	Middle School Science Instructional Specialists $50,000 LCFF High School Science Instructional Specialists $42,380 LCFF See 1.2.1 above for instructional materials
1.3.5 Establish a K-12 NGSS implementation team to support cross-articulation	1.3.5 A K-12 Science/NGSS Vision Team was established to support a 3 year Science vision for GUSD. The team consists of members from the District Office, Site Administration and K-12 teachers. The team had 3 meetings in Spring		

	2018. They determined key indicators that would be the focus for GUSD for the next three years. Those indicators include Equity and Access, Professional Learning for Teachers and Administrators, Instructional Materials & Accountability/Monitoring.		
1.3.6 Develop a 3 year NGSS plan for elementary ● Convene an Elementary Science Development Team ● Introduce NGSS to elementary teachers and site leaders through informational meetings ● Support staff in developing and implementing inquiry-based lessons based on 3 dimensional learning and phenomenon. ● Visit STEM school sites in Santa Clara County ● Support teachers through professional development opportunities (SCCOE and other) ● Leverage partnerships with Tech Museum as well as other districts and agencies to develop and support district plan for incorporating STEM.	1.3.6 The Elementary NGSS Team met 4 times in 2017-2018. Each meeting had exposed elementary teachers to different elements of NGSS. Engineering practices, how to read the new NGSS standards and how to incorporate NGSS into Math and ELA were the main focal points of the meetings. - Each elementary site received an overview and information of NGSS standards at a Staff Meeting. The information was presented by members of the Elementary NGSS Team. - Due to time constraints that revolved around the implementation of the new ELA adoption, members of the NGSS team and elementary teachers were not able to implement or incorporate inquiry based lessons within their curriculum. Visitation to a STEM school site and partnerships with agencies did not occur either. - A Summer Symposium for K-5 teachers will be a one day conference based training. It will include a wide range of sessions from NGSS standards, Phenomena, Engineering Practices and the use of Technology in the Elementary classroom.	Elementary Science Leadership Team $5,000 NGSS Training for ES teachers $5000	Elementary Science Leadership Team $5,000 NGSS Training for ES teachers $5000
1.3.7 Introduce Migrant students at secondary level to STEM careers via summer coding sessions ● Collaborate with community agencies to identify resources for students and families ● Provide transportation services when this becomes a barrier to students education	1.3.7 Summer 2017 GUSD offered two (1) week coding class sessions. Attendance was extremely low and looking forward we will determine another plan to serve our secondary migrant students. There was positive response from those who participated. Summer 2018 will offer all elementary teachers a professional development opportunity. A Summer Science Symposium will be offered to all	Migrant STEM $3,000 MEP Funds	Migrant STEM $3,000 MEP Funds

	K-5 teachers. This one day symposium will offer various strands for teachers to be better trained to teach Science.		

Action 1.4 Prepare students for College and Career opportunities

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.4.1 Implement phase one of a three year plan to strengthen and expand career pathways available to students at secondary school. ● Provide professional development for teachers/administrators interested in implementing a new academy in the district. ● Continue to audit the recruitment and retention of students in all specialized programs at the high school level.	1.4.1 Phase One: ● Professional development on strengthening and expanding career pathways, CTE course descriptions, and post-secondary CTE pathways ● Began the process writing all CTE course descriptions by the end of 2018 ● Regular monthly Administration CTE pathway collaboration between GUSD, Morgan Hill and Gavilan College CTE ● Advisory Committee collaboration with Administration and CTE teachers to finalize the GUSD 5 year CTE Plan and review and make suggestions for CTE Pathways through course description language updates and finalization. ● Professional Development on the new Christopher High School Computer Science PLTW Academy ● Visit to Amador High School to see an established PLTW Computer Science Academy. ● Planning meetings took place throughout the school year. ● Continued auditing the recruitment and retention of students in all specialized programs at the high school level through Perkins annual E-2 reports ● Collaboration with Gavilan College CTE on Post Secondary pathways and pathway marketing	$20,000 CTE $30,000 LCFF	$20,000 CTE $30,000 LCFF
1.4.2 Implement the use of career and college readiness software program to support students grades 6-12	1.4.2 ● Instituted the use of www.CaliforniaColleges.edu by every secondary school, by middle school counselors and high school Academic Counselors to support career and college readiness.		
1.4.3 Continue opportunities to expose students to careers ● Implement Career Days,	1.4.3 ● *Rock the Mock (job interviews and training))* was moved from the spring to the fall and coupled with Career Day which resulted in a 36% increase in HS student		

Rock the Mock, career related field trips and other activities	attendance over the previous year. Brownell Middle School Held their semi annual Career Day. ● (GECA) partnership with Gavilan for Career Day and College Day; (All secondary) continued partnership with military for ASVAB testing (Army) and presentations about different academies (Navy, Air Force, Army); (GECA) Academic Prep Curriculum updated to incorporate Resume writing & professionalism units; beginning student exposure to CaliforniaColleges.edu career nights for families. (CHS)- Grade level specific college and career nights for families. ELAC and Parent Club presentations. College fair day. ● All CTE secondary courses continued to include a unit and follow-through course theme on College and Career readiness and Career opportunity. Four Career related field trips were completed at the high schools..		
1.4.4 Continue to support teacher professional development for the Advanced Placement program	1.4.4 Ongoing publisher's training for World History and US History, Saturday training through College Board and summer training: - AP Summer Institutes at CSU Monterey Bay, Stanford University and Marin at the San Domenico School.		
1.4.5 Continue Cal-SOAP services for underrepresented students to focus on college readiness.	1.4.5 ● Continued Cal-SOAP services for underrepresented students to focus on college readiness. ● Super Power Summer Camp partners with Cal-SOAP providing college and career curriculum to students in grades 2-8, and I'm Going to College and College Making it Happen curriculum to grades 5 and 8. ● Brownell Middle School continues - Partnership with CalSoap to have A-G presentations to all students in all grades during Social Science.		
1.4.6 During transition and orientation meetings, acquaint middle school students with A-G requirements and engage them in goal setting and backwards planning	1.4.6 During transition and orientation meetings, middle school students were given information on AG requirements and engagement in goal setting and backwards planning		

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.5.1 Define vision/goals for 21st century classrooms and provide specific training in the area of rigor, relevance and 21st century skills	1.5.1 The Technology Lead team is in the process of working on the vision and goals for a 21st Century Classroom. Some sites have provided training on rigor and relevance.		
1.5.2 Continue to provide professional development for all staff on using technology to enhance CCSS instruction.	1.5.2 GUSD EdTech Coordinator and Tech Lead Team provided 24 after-school EdTech workshops focused on the following topics: GSuite and 4Cs, 21st Century Learning using EdTech tools. ● At some secondary schools Technology Instructional Specialists led professional development at monthly staff meetings focusing on group discussion and interaction with specific engagement strategies using technology. ● At some secondary schools Technology Instructional Specialists led weekly drop-in sessions for staff to learn new technology for engagement and student collection of work as well as collaboration with a focus on GSuite products. ● All GUSD Technology Instructional specialists provided ongoing/weekly support answering of email questions regarding technology troubleshooting from staff ● Tech Lead Team members attended various professional development workshops to share with staff. This included the CUE National Conference and Google Summits. ● All Elementary Teachers received technology training for Benchmark Universe and GOMath during at least one of our three all day Staff Development Days. ● Middle School Math and Science teachers attended STEAM Next Conference for one of the three Staff Development days. In addition they received training on Coding and integrating EdTech tools in relation to the SAMR model.	High School Technology Instructional Specialists $36,000 Technology Professional Development $20,000 LCFF	High School Technology Instructional Specialists $36,000 Technology Professional Development $20,000 LCFF

1.5.3 Continue to use the BrightBytes survey as well as implementing the SAMR (Substitution, Augmentation, Modification, and Redefinition) rubric to assess technology	1.5.3 The BrightBytes survey was administered in the month of December to all students and teachers. BrightBytes data was used to analyzed 4Cs implementation, professional development, online and foundational skills for both teachers and students. In addition, we analyzed student access to technology.		
1.5.4 Develop District Technology Plan ● District technology committee and Tech Lead Team will update and evaluate technology curriculum scope and sequence ● Support implementation and evaluate progress of district technology plan	1.5.4 The Technology Lead Team has developed a scope and sequence for technology curriculum that is integrated with CCSS. The Technology Lead Team is in the process of finalizing the curriculum and professional development portion of the District Technology Plan.		
1.5.5 Students will have regular opportunities to use technology in their learning	1.5.5 Elementary teachers are using new curriculum which has digital components to allow for collaboration, online assessments, writing, and problem solving. (ELA: Benchmark Universe, Math: ThinkCentral). MS Math teachers have been training in Computer program to enhance their math curriculum. Many teachers used GSuite on a regular basis which includes Google Classroom, Docs, Slides, and Sheets.		

Analysis

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

Almost all of Goal 1 actions and services were implemented as outlined. Professional development was provided during staff development days, early release days, after school sessions, staff meetings, and outside workshops. There was alignment between LCAP goals and professional development focus areas .At the secondary level,

professional development was differentiated for a variety of content areas. For elementary teachers, as well as middle school core teachers, there was a focus on supporting teachers in the implementation of new curriculum.

The emphasis on effective instruction was also evident with the implementation of the new evaluation tool. During leadership meetings, administrators reviewed CSTPs and calibrated instructional practices using the rubric.

Each site customized a classroom observation tool to include site focus areas. Use of the observation tool was more consistent at secondary sites.

The district established an NGSS Vision Team and developed a three year plan. An elementary NGSS team received training throughout the year and implemented lessons in their classrooms. NGSS team members provided training to elementary staff in the standards. Secondary specialists provided guidance and support to fellow staff members.

The coaching model continued as a means of supporting effective instructional practices.

The district is strongly committed to providing teachers with standards-aligned materials and has continued to engage in the process of reviewing, piloting and adopting updated material. .For 2018-19, the district purchased new curriculum materials for English Language Arts K-8 and provided training to all staff.

The district convened the Technology Committee with representative across levels and sites.

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

SEAL professional development occurred with module training for cohorts I and II. Based on PD evaluations and surveys, SEAL training and coaching is extremely positively received. Evidence of implementation can be seen across all sites, to varying degrees.Teachers in the second year of implementation show increased levels of implementation and report higher levels of confidence. Observations conducted by site leaders and SEAL staff measure implementation of strategies taught. Training for new staff is included in the model. Site and district leaders participate in training specifically for SEAL leaders. The district also participates in an outside research study in which SEAL has collaborated with Loyola Marymount University to collect and analyze data regarding the implementation of SEAL strategies.

The observation tool was used more consistently at the secondary level. When used most effectively, site administrators collected data on a regular basis, analyzed trends, identified focus areas and reinforced these throughout the year. The tool was not as effectively used at the elementary level. The elementary leaders identified the lack of time in using the tool, as the new evaluations involved increased time to implement. The focus on 1-2 CSTPs, however, did provide an opportunity for site leaders to concentrate on key aspects of the instructional program, and to provide feedback and support regarding these focus areas.

Based on staff surveys and pre-post reflection data, the majority of staff (59% utilized lessons created by coaches) value the support of Academic Coaches and instructional Specialists and indicated that they most value modeling and demonstration lessons, as well the opportunity to reflect on their practice. The Coaches and

Specialists have also provided extensive staff development for staff in identified areas.Coaching is viewed as most effective when there is consistent and regular support provided, when the goals of coaching are clearly defined, and when the specialists are integrated into the staff.

Because of the 3 coaching vacancies at the elementary level, it was necessary to prioritize services to site. Consequently, the amount of intended services did not occur. The lack of substitutes also reduced the opportunities to have release time for collaboration and professional development. The district was able to hire part-time coaches to provide some support to teachers in the absence the full time coaches.

The district conducted evaluations of all professional development sessions. By analyzing the survey data continuously, the district is able to respond to input from teachers and make adjustments to staff development sessions. Annually, the district and the teacher association jointly survey and analyze overall results. A district staff development committee, comprised primarily of teachers, will convene during March and April to plan for the 2018-19 staff development days.

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

The district's transition to the Next Generation Science Standards is on track as evidenced by this year's actions, including the establishment of the NGSS teams, the development of a multi- year plan, ongoing professional development and the increased teacher familiarity with the science standards and practices. Additionally, the involvement and leadership of teachers guiding this work has supported a positive cross-level collaboration and shared accountability for the plan's implementation.

While elementary teachers are primarily at an awareness level for NGSS, we met out first year goal of providing the introductory training to all school staff and providing interested teachers the opportunity to increase their expertise through their participation in the NGSS team. These teacher implemented lessons, served as leaders in disseminating information ,and helped guide the three year NGSS Implementation Plan.

Technology training for staff was positively received, based on evaluations; however, there is a need to support all staff using technology to enhance instruction.

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences in estimated and actual expenditures were due to the vacancies in the Academic Coach position. Some professional development expenditures were paid from the Educator Effectiveness Fund, resulting in a decreased LCFF amount. The PLC training was not provided due to a shift in focus.

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

The district will continue its focus on supporting effective instruction. Adjustments to this goal include:
- Instructional visits for elementary principals (Goal 1.1.4, p.4)
- Professional development for staff on student -centered instruction (Goal 1.5.2, p.14)

Goal 2

Provide equitable support for all learners

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
CAASPP ELA % Met/Exceeded	52%	48.5%
CAASPP Math % Met/Exceeded	45%	40%
% Meeting A-G Requirements	38%	39.7%
% Ready/Cond -- EAP in ELA (Juniors)	48%	60%
% Ready/Cond -- EAP in Math (Juniors)	31%	32%
% of Sophomores Passing Math II 1st Sem or higher	77%	79%
AP Pass Rate	45%	44.8%

F&P 1st grade meeting Spring target	65%	66.7%
STAR Reading 2nd-5th	48%	48.8%
STAR Reading 6th-8th	46%	41.2%
Math Benchmarks Grades 1-5	52%	51.5%
Math Benchmarks Grades 6-8	40%	29%

Action 2.1 Ensure strong language and literacy foundation for all students

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
ELEMENTARY 2.1.1 Implement SEAL: at designated elementary sites	2.1.1 Five elementary school sites implement SEAL and teachers participated in the trainings and collaboration days. The district is in its third year of implementation.	Ed Services Coordinator $28,000 LCFF, Other funds (Title II,I) $100,000 Alternative Support-Title 1 Academic Coordinator training on placement, A-G and career readiness $10,000 LCFF	Ed Services Coordinator $28,000 LCFF, Other funds (Title II,I) $100,000 Alternative Support-Title 1 Academic Coordinator training on placement, A-G and career readiness $10,000 LCFF
2.1.2 Regularly assess students in reading to monitor progress and address needs ● Assess all K/1 students in reading (Fountas and Pinnell) ● Assess 2nd-5th grade students performing below level 2-3 times/year using common measures ● Support classroom teachers in using data to effectively meet the needs of students ○ Literacy Facilitators will support/guide teachers in implementation of F and P/literacy assessment and instruction	2.1.2 All kindergarten and first grade students are assessed throughout the year using Fountas and Pinnell.Students in grades 2-5 performing below grade level are assessed and monitored. Principals as well as Literacy Facilitators support staff with the implementation of assessments, analysis of data and with developing plans to support students.	Facilitator training-$1500 Title 1 SES funds TBD per allocation	Facilitator training-$1500 Title 1 SES funds TBD per allocation
2.1.3 Provide series of Literacy Academies for teachers, beginning with early primary teachers	2.1.3 All district kindergarten and first grade teachers received three days of Literacy Academy training.	Early Literacy training- Title 1 $10,000	Early Literacy training- Title 1 $10,000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.1.4 Support collaboration between elementary and preschool ● Provide early literacy family connection materials for preschool	2.1.4 Home to school materials were provided for preschool	$5000 -Title 1-school/home reading materials	$5000 -Title 1-school/home reading materials

Action 2.2 Provide effective intervention at all levels

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
ELEMENTARY 2.2.1 Provide effective intervention at all levels ● Support teachers in effectively planning and implementing in class intervention and differentiation ● Provide teacher training in small group instruction and differentiated instruction ● Review/ evaluate intervention models	2.2.1 Sites continued the focus on effective intervention and differentiation within the classroom. Training to staff was provided through academic coaches and literacy facilitators and videos of models of small group instruction were included on the elementary website.		
2.2.2 Continue Cal- SOAP for in class and after school support	2.2.2 Cal-SOAP continued support across the district with in-class tutors, parent workshops and college field trips	$186,000 (a) Certificated Salaries, (b) Benefits, (c) Contracts	$186,000 (a) Certificated Salaries, (b) Benefits, (c) Contracts
2.2.3 Review results of data; include data analysis in Single Plan for Student Achievement (SPSA), adjust site goals/actions in response to analysis ● Principals will monitor student progress of Interventions, collectively review data, and support teachers in addressing identified needs	2.2.3 All SPSA plans included an analysis of state and local data to inform the revised actions for the 17-18 school year, which aligned with the LCAP. ● Principals periodically reviewed CAASPP and district benchmark data. Elementary principals engaged in collective review of data following the first trimester. At the site level, principals share student progress data and support teachers in designing intervention plans.		
2.2.4 Maintain a Single Plan for Student Achievement (SPSA) goal for "at risk of and current Long-Term English Learners (LTEL)" at all sites	2.2.4 All SPSA plans included goals/actions to support LTELs.		
2.2.5 Expand Power School Before School Intervention Program to two additional classrooms	2.2.5 Power School Before School Intervention Program opened two new classrooms, one each at Las Animas and Rod Kelley.		

MIDDLE SCHOOL 2.2.6 Review student academic data to evaluate and revise the intervention model within the school	2.2.6 Student achievement data was reviewed at each site during both staff and department meeting time as noted in meeting agendas and minutes. The process of data review and reflection took the majority of the year, requiring a postponement of the revision of an intervention model to the 2018-19 school year.		
2.2.7 Continue providing students intervention once a week for 30 minutes each in ELA and Math	2.2.7 Two of three middle schools implemented intervention through working with teachers to provide in-class small group intervention instruction. One school implemented a model of regrouping students across the school on a weekly basis.		
2.2.8 Investigate ways to expand instructional time, provide interventions and allow for staff collaboration within the daily minutes by reviewing bell schedules at secondary	2.2.8 The middle school sites were not able to address this action in 17-18. This will continue to be an action with specific steps to implement in 18-19.		
2.2.9 Continue partnership with SVMI to support the implementation of math practices	2.2.9 Two of the three middle schools work in partnership with Silicon Valley Math Initiative. Approximately every six weeks teachers were released from the sites to attend trainings. Those teachers then worked with the math departments at each site to implement new strategies, review and revise benchmark exams and calibrate scoring of exams.		
2.2.10 Implement alternative support (supplemental interventions) for eligible K-8 students (formerly Supplemental Educational Services)	2.2.10 For the second year, the district purchased Lexia licenses for approx. 1000 students target for alternative support based on CAASPP, Benchmarks and F&P		
MIGRANT: 2.2.11 Increase the percentage of English learner migrant students who are proficient in English language arts and math by: ● providing seasonal intervention classes during the regular school year to support with the academic gaps due to school interruptions ● provide a four-week academic summer school program for preschool and elementary students	MIGRANT: 2.2.11 Due to declining enrollment and transportation obstacles we adjusted our intervention model. We will have seasonal support at Arturo's Ochoa Camp to provide tutoring and homework support which will occur April through June 2018. In addition, migrant high school support teachers served as case managers and family liaisons to connect struggling students with services. We also provided targeted tutoring support for specific content topics including but not limited to, English Language Development.		
2.2.12- Expand Power School Before and After School at South Valley in order to meet existing student needs.	2.2.12 Power School Before School Intervention Program opened one new classroom at South Valley Middle School. Power School After School expanded at South Valley and now has capacity to serve an additional 110 students. ● Power School Before School and After School both		

	expanded beginning in the 2017-2018 school year and will maintain the funding for five years.
	● Power School Before School Program serves up to 20 students in an intervention program that operates for 90 minutes before school every school day.
	  ○ The instruction is provided by classroom teachers and content is determined based on needs identified at each site.
	● Power School After School program serves up to 170 students in an expanded learning enrichment program that operates from right after school until 6:00 PM every school day.
	  ○ Site based program operation is implemented by non-profit agency partners YMCA, Youth Alliance, and Cal-SOAP.		

Action 2.3 Support Students to Complete A-G Requirements

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
HIGH SCHOOL 2.3.1 Conduct annual A-G audit to maximize course offerings and completion rates. ● Identify barriers for A-G completion and create a plan to reduce barriers	2.3.1 The annual A-G audit showed that we are offering a wide variety of course offerings in each of the required A-G areas. The work showed a need to update our courses in the areas of Visual-Performing Arts and College Prep Electives. The courses were updated to also designate Honors for our Biomedical courses. In reviewing the barriers for student completion, it was noted that students entering high school below grade level need intervention in order to successfully complete the default A-G requirements. The math sequence is of concern as evidenced by the failure rate in Math 1 and Math 2.		
2.3.2 Maintain expanded summer school program for high school students based on analysis of data	2.3.2 The 2017 summer school expanded from 9 to 10 number of courses and had an increase of 118 students successfully completing at least 1 course, as evident from the attendance and grade reporting.	Additional Summer School $70,000 LCFF	Additional Summer School $70,000 LCFF
2.3.3 Continue to monitor and evaluate current A-G support as well as explore	2.3.3 Christopher High School and Gilroy High School provided a 0 or 7 period option for students in need of credit	GHS Mustang Express $90,000 CHS Credit Recovery	GHS Mustang Express $90,000 CHS Credit Recovery

options and/or modify existing support ● 0 & 7th period credit recovery ● Targeted course for 8th grade non-promotees (i.e. Mustang Express) ● Report the number of students on track for A-G completion. ● Visit schools with effective credit recovery programs that are also A-G district. ● Investigate strategies to increase pass rate in core courses (i.e. strategic lower-enrollment)	recovery. There were a total of 2 offerings (48 students) in the district which were open to all students. The attendance in these programs by students needing credit recovering was low, with 23% of student chronically absent. Some barriers to these options were level of student interest and transportation. Mustang Express was offered at Gilroy High school for students in grades 9-10. This program has been in place for five years and supports approximately 25 students a year. The data for the program shows that 25% of current 10th grade students who have participated in this program were on track for graduation (85 credits). Of the 53 ME 9th graders in 14-15, 41% are on track to graduate from GUSD as 12th graders, though only 22% from a comprehensive high school. There will be a change of focus to emphasize credit recovery. For the 2017-18 school year approximately 96% of comprehensive high school seniors are on track for A-G completion while approximately 41% are on track for high school graduation. The difference was due to students receiving a grade of D in an A-G required course. Due to substitute shortages we were not able to visit other schools during the 2017-18 school year. The administrative teams at all GUSD high schools worked with their respective staff on reviewing grade data; creating a walk-through tool to collect qualitative data on best practices. Substitute shortages made the extensive use of the walk through tools with teacher participation difficult.	$80,000 HS Credit Recovery $70,000	$80,000 HS Credit Recovery $70,000
2.3.4 Implement Benchmark assessments for all 9th and 10th grade students ● NWEA MAP Reading for English I & II ● EADMS Online for Math I & II ● Use data to determine student support	2.3.4 MAP Reading was administered Fall and Spring to all 9th and 10th graders. In Math, the math lead team began the process of administering common assessments in all Math I and II classes through EADMS.	MAP 9-10 --$20,000	MAP 9-10 --$20,000
2.3.5 Continue to administer PSAT to all 10th grade students	2.3.5 The PSAT was administered to all 10th graders throughout the district.	PSAT Administration $12,000	PSAT Administration $12,000
2.3.6 Review the effectiveness of current alternative programs (i.e. Advance	2.3.6 A new administrator was hired to oversee alternative education programs in the district. This person oversees Adult Education, Credit Recovery and works	Advanced Path Contract $160,000	Advanced Path Contract $160,000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Path, Independent Study, Credit Recovery) and transfer process between comprehensive and alternative programs	in conjunction with our other programs. The goal was to clearly define each program and provide updated program overviews to all GUSD counselors and Academic Coordinators. Although the programs began the process they did not complete the process. A change in ownership of our Advanced program to Graduation Alliance slowed down this process.		
2.3.7 Continue the articulation scope and sequence for each department 6-12.	2.3.7 Articulation efforts were documented in all areas as was evidenced by the agendas and sign-in sheets during the articulation meetings throughout the year. Most progress was made with high school math as GUSD contracted with a trainer for Santa Clara County Office of Education to help facilitate the process. The shortage of substitutes in the district hindered the number of departments that were addressed this year.		
2.3.8 Provide materials, equipment and performance opportunities for students participating in Visual/ Performing Arts courses and programs	2.3.8 CHS and GHS purchased curriculum materials for the performing arts with the $10,000 allocated LCFF funds.	VPA materials and performance fees $10,000	VPA materials and performance fees $10,000
2.3.9 Increase the percentage of migrant students who graduate from high school ● Monitor students during the year to ensure they are meeting A-G requirements, have an updated 4 year plan, participate in higher education and career readiness school activities	2.3.9 The Academic Coordinators at the GUSD high schools met with all students to complete four year plans and monitor current academic standing. The GUSD secondary staff with input from administrators, counselors and academic coordinators, reviewed and selected the purchase of California Colleges as a software tool to help students, families and educators in assisting students in making educated decisions regarding college and career pathways.	Migrant funds- ($3,000)	Migrant funds- ($3,000)

Action 2.4 Ensure Equitable Student Access

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

2.4.1 Continue training administrators on equity and cultural proficiency. Identify measures for desired outcomes	2.4.1 GUSD Management team participated in a 2 day educational retreat at the Museum of Tolerance. Based on previous work with Trudy Arriaga, each administrator added a goal to their annual evaluation regarding cultural proficiency. Progress will be monitored by the superintendent based on individual goals developed by each administrator.	Admin training costs: 28,000 LCFF	Admin training costs: 28,000 LCFF
2.4.2 Continue to integrate science and social studies in both math and ELA to ensure all K-5 students have equitable access to all core subject areas	2.4.2 K-5 adopted new ELA curriculum that includes topics in science and social studies and ensures all K-5 students have equitable access to all core subject areas.		

2.4.3 Determine what actions must be taken to provide a comprehensive course of study for all students	2.4.3 Actions identified in order to provide a comprehensive course of study for all students are:
	● Middle Schools adjusted course offerings to provide access to grade level curriculum
	● Middle School STEM training for Science teachers
	● Some secondary schools:
	  ○ Regularly review transcripts for progress toward graduation
	  ○ Ensure enough materials/college textbooks for all students
	  ○ Reduce core content class sizes for ELs
	  ○ Made Bio, Chem, and Physics standard for all students
	  ○ Develop grade specific NGSS labs for all teachers/students		

2.4.4 Create a plan to reach parity between subgroups at each school site and within the AP program.	2.4.4 Academic Coordinators review data from the PSAT, district wide benchmark exams and transcript grades to help guide students into appropriate AP courses. Students were encouraged to challenge themselves to take an AP course in their area of strength. However, the schools did not reach parity across all subgroups based upon the enrollment data and therefore	AP testing support: $10,000 LCFF	AP testing support: $10,000 LCFF

	the action will continue for the 2018-19 school year.		
2.4.5 Maintain compliance with PE requirements. Continue to provide training and resources to staff	2.4.5 Compliance with PE requirements is being met as measured by site schedules collected by Educational Services Department. Training and resources were provided, including sample lesson plans for classroom teachers		

2.4.6 Ensure continued priority enrollment in Power School and Super Power Summer Camp for targeted traditionally underserved students.
● Provide transportation to summer program to ensure participation
	2.4.6 Power School students include a greater percentage of traditionally underserved students than the district average at the same schools.
	● % of students qualifying as EL, FRPM and/or scoring a 1 or 2 on CAASPP-
	  ○ In Power School- 81%
	  ○ Non-Power School- 74%
	● 21st CCLC Equitable Access funds expiring and LCAP funds paying for transportation as needed		

2.4.7 Foster Youth Services: ● Tutoring: continue the tutoring program for foster youth students at the Department of Family and Children Services Office ● Collaboration: continue collaboration between Santa Clara County (SCC) Department of Family and Children Services (DFCS), SCC Juvenile Probation, local college Foster Youth Success Initiative (FYSI) Liaisons ● Post-Secondary Transition: implement a process for Foster Youth post-secondary transition ● Mentoring/Counseling: implement a process for mentoring and counseling services	2.4.7 Foster Youth Services: ● Tutoring: Students attended tutoring sessions at the Gilroy Family Resource Center monthly this school year. 130 tutoring sessions have occurred this school as of February 2018. ● Collaboration:· Part of the Foster Youth Aligned Action Network Task Force which collaborates with Department of Family and Children Services (DFCS), SCC Juvenile Probation. Communicated with high school counselors to enroll students in Children's Fund- TeenForce STEM programs and Youth Education Scholars program (Y.E.S.) through Silicon Valley Children's Fund. Our district also enrolled in Foster Vision to collaborate with agency partners such as Department of Family and Children's Services and probation. ● Post-Secondary Transition: our Foster Youth students were referred to to the FAFSA	Foster Youth Tutoring Program: $20,000	Foster Youth Tutoring Program: $20,000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	challenge which was a statewide campaign to increase the number of foster youth who are prepared for success as they matriculate from high school to college. ● Mentoring/Counseling: Foster Youth are supported by our academic counselors. All our counselors were given resources and have been trained on AB167 facts.Our counselors signed a confidentiality form and have been notified who our Foster Youth students are to better support and link them to services.		
2.4.8 Increase the number of migrant children receiving a preschool education (i.e. Migrant preschool center)	2.4.8 The number of migrant children receiving a preschool education in Gilroy Unified has declined. On the state level, overall numbers across all regions have decreased. We had 13 preschool students enroll this school year. We are evaluating our program model to provide outreach and services for our preschool migrant education students.	MEP Funds: $65,000	MEP Funds: $65,000
2.4.9 Homeless: ● Provide professional development to key stakeholders (principals, secretaries, liaisons, counselors) to promote understanding of guidelines and student needs ● Collaborate with community agencies to identify resources for students and families ● Provide transportation services when this becomes a barrier to students' education	2.4.9 McKinney Vento: ● Professional Development to key stakeholders included: ·Trainings to principals, secretaries, liaisons, counselors were provided to promote understanding of guidelines and student needs ● Resources for students and families identified by community agencies include: Destination Home and Ochoa Camp referrals through St.Joseph's, Referrals to Compassion Center. ● Transportation was provided to 22 students in 2016-2017 as compared to 25 students in 2017-2018.	Title I Funds: $30,000 for transportation	Title I Funds: $30,000 for transportation

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.5.1 Utilize Professional Learning	2.5.1 Throughout the district, sites continue to use the PLC model for collaboration; however, finding dedicated	EADMS ($65,000) (GenFund)	EADMS ($65,000) (GenFund)

Communities (PLC) structure for team/cohort meetings 1-2 times per month at each site 2.5.2 Identify exemplary PLC models within district. Provide reflection on site PLC process once per semester ● Provide targeted support to sites from Educational Services ● Share effective strategies and target professional development to support the PLC structure within departments and sites 2.5.3 Continue to examine and evaluate structures for data review and analysis ● Support PLC leads on facilitation around common formative assessments ● Support sites in effective use of assessment measures 2.5.4 Common Assessments ● All grade levels/dept will administer and analyze a minimum of two common formative assessments ● Grades K-10 will administer 2-3 Benchmark Assessments in ELA & Math (F&P, STAR Reading, MAP Reading, EADMS Online) ● Grades 3-8 & 11 will administer 3-4 CAASPP IAB Interim Assessments per grade level 2.5.5 Train and support administrators/teacher-leaders by level in: formative assessments, effective student feedback, PLC facilitation ● Provide targeted support for identified sites	time to support collaboration continues to be a challenge, particularly at the elementary level. Site principals have made changes to the structure of staff meetings to incorporate dedicated time for collaboration. 2.5.2 During the 2017-18 school year, there was not an opportunity to collaboratively reflect on the PLC process. There was shift in focus for Curriculum and Instruction meetings, and several were dedicated to supporting administrators with the new evaluation instrument. Some sharing of practices did occur during principal meetings. Exemplary models exist throughout the district, and there is a continued need to support administrators and teachers in this work. 2.5.3 The majority of sites incorporated data analysis with department time, early release time or staff meeting time. At the elementary level, many sites also used grade level time for data review. Teachers are becoming familiar with assessment components of the new curricular materials and are using these to measure student progress. 2.5.4 Common Assessments ● F&P was administered Fall and Spring to all 1st grade students ● STAR Reading was administered 3 times a year fo all 2nd-8th grade students ● K-8 Math benchmarks were administered through EADMS at least 2 times. There were some pacing issues, particularly at the middle school level that need to be addressed going into the 18-19 school year. ● MAP Reading was administered Fall and Spring to all 9th and 10th graders. In Math, the math lead team began the process of administering common assessments in all Math I and II classes. ● As of April 2018, all 3rd-5th students have taken an average of 3 IABs, and all 6th-8th and 11th have taken an average of 5 IABs. 2.5.5 This action was not fully implemented. Many site	RenLearn (AR/STAR) $80,000 (TSS) PLC training- $ 13,000	RenLearn (AR/STAR) $80,000 (TSS) PLC training- $ 0

	leaders and department chairs received this training in the past; however, there is a need to provide support to staff and administrators that are new in their roles. Ed Services department did provide support to identified secondary departments in the development of formative assessments.		

2.6 Effectively address the needs of English learners in all classroom

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

2.6.1 Implement year 3 of district ELA/ELD framework training
● On-going professional development provided to administrators, coaches, facilitators and staff: ELA/ELD framework, including all ELD standards, Integrated and designated ELD.
● Provide PD and follow-up coaching to support teachers to effectively implement ELD standards in tandem with content standards.
● Include measures of ELD instruction in observation tool. Collect and analyze data
	2.6.1
	  ELA/ELD Framework training occurred mainly the prior school year. As part of the ELA adoption process, ELA pilot teachers and EL Instructional Specialists received more extensive training. This year, teacher training of the new curricular materials included references to the standards. Teacher training by coaches emphasizes how to address both the ELA/ELD standards in instruction.
	  At the elementary level, SEAL teachers received on-going training in the framework and standards, and instructional units are designed around these standards as well as Science and Social Studies standards.
	Ongoing support in this area is needed.
	
	● The Secondary EL Academic Coach and site EL Specialists participated in trainings regarding data analysis, ELD standards, Integrated ELD, language objectives, and cultural proficiency via four professional development days. Utilizing this information, the site EL Specialists developed and implemented presentations tailored to the needs of their sites, at their four early release days. This was evident by district and site presentations, sign in sheets and each sites' feedback form.
		EL Coach- secondary $50,000 LCFF, $50,000 Title III	EL Coach- secondary $50,000 LCFF, $50,000 Title III

	● The Secondary EL Academic Coach provides following up coaching to support site EL Specialists occurs monthly to discuss the implementation of site EL PD. Site EL Specialists are available daily to support their teachers. This is evident by activity logs and S.M.A.R.T. goals. ● Measures of ELD instruction are consistently evolving. Although all secondary sites have observation tools, only four utilize observation tools with measures of ELD instruction.Three sites have shared this data with staff, as evident in their site presentations, whereas the other sites are working on the implementation and refinement of their tool. ● Next year, professional development will be site specific, as to meet the needs of each site, as each site is at a different stage of implementation		

2.6.2 Focus on accountable student talk, academic discourse and meaningful collaboration in all classrooms.
● Elementary--Implement Academic Vocabulary Toolkit (AVT) instruction in grades 3-5 across all school sites
   ○ Principals will monitor and support AVT implementation
   ○ Academic Coaches will provide coaching and support for AVT
● Continue SEAL implementation- collect student data
● Provide models of classroom practices at all levels that exemplify effective student collaboration and discourse
	2.6.2
	● At the elementary level, I the implementation of the Academic Vocabulary Toolkit (AVT) occurred in grades 3-5, although the effectiveness and consistency of implementation varied across sites. Because of the reduced number of Academic Coaches, additional training and coaching for AVT did not take place. This action is being evaluated, as the new ELA curriculum incorporates the structures for student discourse.
	
	● Also at the elementary level, the Sobrato Early Academic Language (SEAL) model implementation has a strong focus on structured and guided student talk. SEAL is implemented at five school sites, and SEAL coaches regularly provide support and feedback to teachers in the implementation of key strategies. GUSD is also participating in a research study guided by SEAL. The districts collects and analyzes student achievement data as part of district progress monitoring.
	
	● At the secondary level, some student collaboration and discourse were evident as per the observation tools at each site. This is an area is growth and a focus for next year, as we will continue to provide support and training regarding Integrated ELD and		

	use feedback to improve upon our site observation tools.		
2.6.3 Conduct regular analysis of English Learner (EL) data ● Provide support on EL achievement data analysis to administrators, EL Designees,Academic Coaches, Instructional Specialists and counselors	2.6.3 ● The analysis of academic data of English learners isa consistent focus across all schools. Each site's School Plans outline goals and actions to support EL students and principals guide and monitor goals. The district provides data and support to staff, including EL Designers, Literacy facilitators, counselors and administrators. ● Secondary sites analyze their interim assessments, benchmarks, quarter grades, CELDT and observation tool data via four early release days, leadership meetings, site and district EL Specialists meetings. This is evident by early release day presentations and agendas. Teachers of struggling redesignated students are supported by their site EL Specialist in order to establish interventions plans. Catch-up plans are documented in the intervention screen in Aeries. This year, Gilroy and Christopher High Schools piloted an additional process. Teachers completed a Google form regarding these struggling students. The results were analyzed by site EL specialists and administration to determine next steps. Next year will will improve the form and implement it at all secondary sites.		
2.6.4- SECONDARY: Support secondary sites to improve academic outcomes for EL students ● EL Coach, principals and staff routinely analyze EL student data and determine how to intervene with academic support. ● Improve support for EL Specialists via monthly meetings, bi-weekly coaching sessions, joint classroom observations and the analysis of data ● Improve upon and implement the EL Monitoring protocol ● Continue analyzing Professional Development feedback forms in order to determine needed EL professional	2.6.4 ● The Secondary EL Academic Coach, site EL Specialists, principals and staff have routinely analyzed EL students data during early release days, staff meetings, and leadership meetings. Needs were noted and future early release days provided supports for the teachers. This is evident by the four early release day presentations. A routine analysis of data with Academic Coach, site EL Specialists and administration is an area of need. ● The EL Academic Coach continued to meet with site El specialists, however, bi-weekly coaching sessions proved to be challenging as schedules were hard to coordinate. Support was provided via email and site visits. Additionally, joint classroom observations occurred at three of the seven secondary sites.This is		

development	evident by the dates on the monitoring tool submissions. EL Specialists need further support and guidance regarding the implementation of these observations and use of the observation tool. ● CHS piloted a comprehensive EL Monitoring system. The use of data from EADMS and Aeries was compiled and analyzed by the assessment para, EL Specialist, EL Academic Coach and principal. Teachers with EL students earning F grades were sent a Google form to collect information in regards to the strategies in place. Support from the EL Specialists was provided to the teachers. Data collected from the Google form spotlighted the need for training in constructing and implementing a support plan for the EL students. Next year, we will implement this EL Monitoring system as a refined process to all secondary sites with training in constructing and implement support plans. ● Site EL Specialists reviewed feedback after each early release day PD. Support was provided where needed and future early release days addressed the needs stated in the feedback from the previous presentation. This is evident by Google feedback forms, early release day presentations and activity logs. Next year, site EL Specialists will construct their early release days based on this feedback and provide differentiated professional development.		
2.6.5 Continue to provide coherent, high quality ELD/ALD courses ● Convene ELD teachers bimonthly to collaborate and refine program	2.6.5 The summer of 2017, designated ELD teachers developed a pacing plan for year one. Teachers collaborated via email and at our bimonthly meetings to implement the pacing plan and determine supplemental resources. This is evident by agendas and documents in our team Google drive. The teachers found it difficult to contribute documents and resources to the drive as they piloted two designated ELD programs this year. Next year we will have a chosen program in place and continue to refine our year one pacing plan and develop year two. ● GHS is the only site with an ALD class. It has proven to be a support to not only designated ELD students, but also CELDT level 3, 4 and 5 students that struggle in the content areas. We are in need of this class at the other comprehensive high school as well as a level 3 ELD class. We are looking at the program options, staff needed and funding to implement these options for the 2018-2019 school year. Additionally we		

	piloted National Geographic's Inside curriculum and the middle schools and Pearson's iLit at all secondary sites with a designated ELD class. Adoption recommendations will be completed by June.		
2.6.6 Embed academic language instruction/practice in modelled lessons and PD	2.6.6 Coaches have modelled lessons that include academic language instruction, and the elementary website includes sample lessons and videos The new ELA curriculum includes more rigorous content and robust vocabulary and structures to support the use of academic language. This is a new program;however, and more support is this area is needed in the explicit teaching and practice of academic language throughout all content areas, Although secondary teachers received strategies to embed academic language into instruction, more coaching is need to implement effectively. This is evident by feedback forms from the four EL professional development sessions. EL Specialists routinely used academic language strategies in their professional development presentations. This is evident by content in presentations and handouts.		
2.6.7 Continue training and support for all secondary teachers with the implementation of Integrated ELD ● Secondary teachers in all content areas will provide Integrated ELD	**2.6.7** ● All middle and high school EL Specialists implemented three trainings regarding Integrated ELD this past school year. The topics included constructing language targets, Integrated ELD lesson plans and assessments with scaffolds for English Learners. This is evident by their presentations and sign in sheets. Additionally, EL Specialists were available for support to model and modify lessons and construct assessment, using scaffolds and strategies that support comprehension for English Learners. This is evident by the EL Specialist activity logs. ● Although training was provided and support was in abundance, we did not see a consistent implementation of Integrated ELD. This is evident by the data from the observation tools. By August 2018, each site will construct a plan to implement Integrated ELD successfully in the 2018-2019 school year. Additionally, observation tools will be updated to mirror the strategies included in the plan.		

| 2.6.8- Power School- Provide bilingual and bicultural staff to support students during expanded learning time. | 2.6.8
● Power School contracts with non-profit agency partners YMCA and Youth Alliance to manage and operate both the after school and summer expanded learning programs.
● Power School also works with California Student Opportunity and Access Program (Cal-SOAP) which is a non-profit funded by the California Student Aid Commission intended to prepare low-income and first generation students for college. Cal-SOAP provides tutors to lead groups of students during program hours.
● All three partners emphasize the importance of providing bilingual and bicultural staff as evidenced by 60% of Power School expanded learning staff are bilingual and 85% are bicultural.
● Program ends at 6:00 PM and parents are required to come inside and sign students out of program daily. This encourages a strong relationship between staff and parents. The bilingual, bicultural staff are often able to support not only the students during program but also the parents' connection with the school. | | |

Analysis Goal 2

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

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

> All of the actions in Goal 2 continue to be a focus for our district. Secondary teachers received professional development focused on supporting English learners, and some sites began to measure specific EL strategies through the use of observation tools.
>
> In order to ensure a strong literacy foundation, the district provided a mandatory Early Literacy Academy to all kindergarten and first grade teachers. The Academy consisted of three full days for each teacher.
>
> Classroom teachers received two days of professional development on the new English Language Arts curriculum. Literacy Facilitators received additional training on the new curriculum in order to provide on site support to classroom teachers.

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

Assessments were administered as outlined, and administrators and teachers reviewed results. Monitoring is inconsistent, however, and intervention varied within and across sites.At the elementary level, student progress was positively impacted in instances where a strong system was in place for analyzing data and communicating results to staff. This was evidenced by an increase in the number of students reaching expected levels of performance on benchmarks and other assessments. At the secondary level, the math lead team revised the curricular maps and assessment timelines to achieve more consistency for the 18-19 school year.

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

targets. On the winter STAR Reading benchmark, 31.9% of English Learners were at Approaching Standard or higher, an increase from the fall benchmark of 30.6%.

Data from district benchmarks for the first and second trimester indicate that in Reading, on the STAR Reading assessment, 45.4% of 2nd-8th graders scored at the Met/Exceeded Standard level for the winter reading benchmark. This was an increase from the winter 16-17 reading benchmark, at 44%. Elementary students increased from 47.5% to 48.8% at the Met/Exceeded level from 1st to 2nd trimester. Middle school students dropped from 43.3% to 41.2% from 1st to 2nd quarter. On the district math benchmark tests, elementary students increased from 41.2% Met/Exceeded to 51.5% from fall to winter benchmarks.

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

All LCFF budgeted expenditures were implemented as planned to support the actions of this goal. There were some variances in the Title I and Migrant expenditures based on the needs for transportation and credit recovery for students.

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

Based on the analysis of student data and goal 2 actions, the following changes will be made:
- Expand focus of literacy training to address effective small groups instruction grades K-3 (Goal 2.1.3, p.18)
- Expand SEAL to preschool classes (Goal 2.1.1, p.18)

The 17-18 LCAP year 1 reflects adjustments in the actions around middle school interventions, credit recovery options for high school, and academies.

Goal 3

School Culture and Engagement

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Chronic Absenteeism Rate	10%	11.8% as of Month 6
Attendance Rate	95.1%	Not available
Truancy Rate	27%	N/A (No longer State Indicator)
Cohort Dropout Rate	4%	TBD (16-17)

Cohort Graduation Rate	Maintain over 90%	95% (16-17)
Middle School Dropout Rate	0%	TBD (16-17)
Suspension Rate	3.7% (15-16)	3.9% (16-17)
Expulsion Rate	Maintain	0.1% (16-17)
HKS Caring Relationships: Adults in School (High Levels)	N/A	(data pending)
HKS School Connectedness (High Levels)	N/A	(data pending)
Increase Parent Engagement	Increase outreach and leadership opportunities	Identified Measurables School Linked Services & other district Family engagement one-time workshops offered/ # attended School Linked Services & other district Family engagement series offered/ # attended

Actions / Services

Action 3.1 Ensure a Positive School Climate

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.1.1 Provide oversight of School Climate/Culture programs, attendance, expulsions and School Attendance and Review Board (SARB) for K-12 students.	3.1.1 Oversight for School Climate/Culture programs provided by the district administrator and PBIS Coach. Oversight for attendance for K-12 students provided by the district administrator and site-based staff. Oversight of SARB and expulsions provided by the district administrator.	Program Administrator $138,000 LCFF	Program Administrator $138,000 LCFF PBIS Training $9000 LCFF
3.1.2 Align research based school climate improvement plans (Positive Behavior Intervention Systems (PBIS),Olweus, Character Counts, Restorative Justice,	3.1.2 Alignment of school climate plans successfully articulated into a Multi-tiered system of support as outlined in the district MTSS blueprint.	PBIS Training $9000 LCFF 1 FTE Positive School Climate (PBIS)	Program Administrator $138,000 LCFF PBIS Training

Trauma Informed Care, Restore: My Time and Our Time) into a broad Multi-Tiered Systems of Support (MTSS) model. ● Ensure multi-service team (MST) meetings with all sites	● MST team meetings occurred monthly for 5/7 secondary sites. GECA does not use the MST structure as they have their own student-led "Tribunal" that meets regularly. The Principal is also using the School Linked Services referral system for individual counseling supports. South Valley Middle School does not use the MST structure. For the elementary sites, a monthly MST team meeting is offered at the district office.	Coach $95,000 LCFF School Linked Services Coordinator $54,000 LCFF	$9000 LCFF
3.1.3 Plan for sustainability of school climate initiatives through leadership team meetings, on-going professional development and community partnerships.	3.1.3 The District School Climate Leadership meets bi-annually. The Restorative Justice Leadership team meets monthly. The PBIS Tier 1 Team Lead meetings occur every other month. On-going professional development is offered in PBIS, Restorative Justice, Equity, Bully Prevention, Cyber Safety, Suicide Prevention, Trauma Informed Care, Function of Behavior, and Insights to Behavior. Community partnerships have been strengthened and formalized through collaboration with the South County Youth Task Force and School Linked Services. Further efforts to increase sustainability include the district providing three, $500 stipends to each school to address bully prevention at the school site. Funds from both School Linked Services and Neighborhood Safety Unit initiatives have been utilized strategically to enhance current programs.		Program Administrator $138,000 LCFF PBIS Training $9000 LCFF
3.1.5 Continue to conduct School-Wide Information System (SWIS) readiness surveys and PBIS apps surveys for all schools. Begin conducting the Tiered Fidelity Inventory.	3.1.5 SWIS readiness surveys were completed for 6 schools. Tiered Fidelity Inventory assessments were completed for 7/10 eligible schools. Both El Roble and Mt. Madonna are scheduling time to complete the TFI by March 30th. South Valley completed an alternative assessment, the Schoolwide Evaluation Tool (SET) so the school could identify its needs to rebuild their PBIS structure.	SWIS license per school-$300 (site funded) x 5= $1500 Olweus (Positive School Climate) stipends $10,500- $18,000 LCFF	Program Administrator $138,000 LCFF PBIS Training $9000 LCFF

3.1.6 Support on-going inter-agency collaboration to reduce truancy, improve school climate and decrease school suspensions	3.1.6 We made an intentional shift in our focus from truancy to chronic absenteeism. We utilized support from Rebekah's Children's Services, Neighborhood Safety Unit, and School Linked Services to support parents/students with resources to reduce chronic absenteeism. The District Attorney's office, along with South County Youth Task Force agencies, provided support with Parent Project, Meditation for parents, parenting classes at school sites, workshops, and Restorative Justice circles.	Interagency collaboration $21,000	Program Administrator $138,000 LCFF PBIS Training $9000 LCFF
3.1.7 Power School - Continue implementing restorative practices, Meditation, PBIS, Character Counts	3.1.7. Power School continued to build capacity of its service providers by offering training in Meditation and PBIS to partner-agency staff from all schools. Youth Alliance trained all staff in Restorative Justice which included staff from four Power School sites. Power School Administrator attended a 4-day Restorative Justice training. Character Counts specific training did not occur on a large scale.		

Action 3.2 Improve Student Engagement

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.2.1 Continue to follow attendance best practices outlined by Attendance Works and the California Department of Education with a focus on prevention and intervention. ● Continue to partner with outside agencies to promote best practices related to attendance	3.2.1 Attendance Works best practices for reducing chronic absenteeism are implemented district-wide. School sites monitor student attendance monthly and the district administrator uses the data to identify trends and plan interventions. The district administrator monitors chronically absent students by school site, using the District Attendance Tracking Tool (DATT) provided by Attendance Works. Data is shared with district and site administrators, as well as attendance staff.		Program Administrator $138,000 LCFF School Linked Services Coordinator at South Valley/GHS= $30,000 School Linked Services Coordinator $54,000 LCFF
3.2.2 Create a School Attendance and Review Board (SARB) to support students K-12.	3.2.2 SARB was created and met twice in 2017-2018 by Feb. 26th. Two more dates in the spring will be identified. Mediation is scheduled for March and April.		

	3.2.3 Truancy and chronic absenteeism information has been added to the district website, as well as school websites. The District Parent Handbook and school Handbooks include information about truancy for parents. Our district auto-call system further informs parents about truancy for each missed school day. We generate weekly truancy letters that are mailed home. The district administrator and Deputy District Attorney completed presentations to elementary sites at Kinder Orientation and Back to School Nights in the fall, emphasizing the importance of strong attendance and the academic impact of chronic absenteeism. School staff have been trained to monitor chronic absenteeism and have been given resources to share with parents to support a reduction in chronic absenteeism. A multi-tiered structure is used to support parents and all school sites. Chronic absenteeism data is utilized by sites to identify chronically absent students. School teams support families with identifying barriers to attendance and accessing supports. The School Linked Services Coordinators manage the referrals for family support. At the district level we monitor chronic absenteeism rates by school, month, and sub-groups to identify trends and implement interventions. In partnership with Rebekah Children's Services (RCS), the district attendance administrator, and a community liaison meet weekly to identify chronically absent students at the two elementary schools with the greatest number of chronically absent students. The RCS liaison then provides outreach to families.		
3.2.3 Continue to implement a district-wide attendance campaign geared at educating the community about truancy and chronic absenteeism			
3.2.4 Continue to conduct monthly mediation sessions at elementary and secondary levels. Work collaboratively with the District Attorney's office to increase mediation efforts at the elementary level.	3.2.4 With the shift from truancy to chronic absenteeism, we have moved away from monthly mediation and have scheduled two mediation sessions in the spring to support students who are chronically absent and truant. We worked closely with the DAs office to file cases for the most severe truancy cases. The DAs office offered field trips to all elementary school sites with the Law Related Education program. Five out of our eight elementary school have taken 5th grade classes to the South County courthouse to learn about the judiciary branch. Parent Project was offered in Gilroy to Spanish-speaking parents from		

	November -January.		

Action 3.3 Increase Parent Involvement

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.3.1 Provide resources aligned with current education topics to sites to support current parent involvement goals	3.3.1 The district supported the school sites regarding ELAC, DELAC, School Site Council, ASB. Parent Clubs, School Linked Services, Neighborhood Safety Unit, the LCAP process.		
3.3.2 Strengthen existing parent committees and education programs	3.3.2 The district provided parent committees and was able to strengthen them through increased coordination of services and dissemination of information through School Linked Services, Schoolloop messaging, and district office communication. The Campus Collaboratives at Gilroy High School and South Valley were able to increase in enrollment by 100% with active engagement and enrollment from the coordinators on those sites. School Linked Services offered 20 parent workshops and/or series on a wide-range of education programs ranging from parenting classes to college information, to meditation training.		
3.3.3 Provide parent leadership opportunities (Project2Inspire, Los Dichos, English Learner Advisory Committee (ELAC)/ District English Learner Advisory Committee (DELAC), Migrant Education Parent Advisory Committee (Migrant PAC)	**3.3.3** Seven out of eight elementary Sites, all middle school stes and both comprehensive high schools have an English Learner Advisory Committee (ELAC). It is responsible for advising the principal and staff on programs and services for English Learners. The district provided many opportunities for parent leadership. The English Learner Advisory Committee exists at the majority of sites. The District English Learner Advisory Committee (DELAC) is another venue for parent leadership. Each site representative acts as a liaison between the district and the sites.DELAC is a key stakeholder group for the development and evaluation of the district's LCAP. The district provided Project2Inpsire leadership training for the third year at identified sites. Graduates of the program are offered the opportunity to receive further training as parent trainers. Although Project2Inpire was discontinued at two	Parent training $30,000 Title I/Title III	Parent training $30,000 Title I/Title III School Linked Services Parent Engagement: Approximately 75,000 to date yet we are on track to spend $150,00 by June 8, 2018 Neighborhood Safety Unit (GHS, South Valley, Glen View, Eliot): $2000 as of 3/2018.

	sites because of low attendance, the sites that completed the program had consistent participation of between 8 and 20 parents. Los Dichos was provided at several sites and is enthusiastically embraced by those school communities. The Migrant Parent Advisory Committee is another opportunity for parent leadership. Parent leadership opportunities were furthered by School Linked Services facilitating the Gilroy High School and South Valley Middle School Campus Collaboratives. The Parent Project was offered to GUSD parents in Spanish through the District Attorney's office. Neighborhood Safety Unit is designed to allow up to $10,000 for GHS, South Valley, Glen View, and Eliot to create plans to increase pro-social activities based on parent input. South Valley, Glen View, and Eliot submitted plans to spend $10,000 each. Gilroy High School submitted a plan to spend $2000 on their PBIS program. *What we've realized is that we have a plentitude of resources and opportunities for parent engagement and leadership, but we have to determine how to best measure the effectiveness of those programs through measurable outcomes and parent enrollment. We would benefit from an internal process to assess our resources and align them in a way that strengthens the parent programs we offer and increases parent enrollment.		
3.3.4- Power School- Provide parent workshops in Meditation and other program	3.3.4 Power School Family Literacy program included trainings for parents in Meditation at Eliot and Rucker. Family Literacy funding will no longer be available after 2017-2018 so efforts to train staff to be able to maintain parent trainings has also occurred.		

Analysis Goal 3

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

School Climate

- Formalized PBIS Tier 1 supports throughout the district.
- Provided on-going support to sites to increase data-based decision making.
- Coordinated assessment of school climate systems to evaluate implementation and fidelity.
- Utilized district-wide PBIS implementation data to identify site needs and improve interventions and supports available to sites.

Attendance:

- Implemented a plan to lower chronic absenteeism rates by shifting our focus from addressing truancy to supporting families with resources to reduce chronic absenteeism.
- Regular data collection of chronically absent students.
- School Linked Services Coordinators created a matrix of resources available to the district and a site by site inventory of services. This data supported the implementation of an enhanced multi-tiered truancy support plan fully aligned to reduce chronic absenteeism rates.
- Ensured that all agencies supporting GUSD through the South County Youth Task Force will be measuring their effectiveness in part by measuring chronic absenteeism data for the youth they serve.

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

School Climate:

- Tier 1 Team Lead Support Meetings - 73% attendance rate
- Aeries Data = 12% decrease in ODRs from 16-17 to 17-18 (an average of All PBIS school sites)
- School-wide Assessment Survey = 71% District Average. (10% increase from 16-17) Goal = 70% or higher
- Tiered Fidelity Inventory = 63% District Average (9% decrease) Goal = 70% or higher
- District-wide PBIS Implementation Average = 33% (baseline)

Attendance:

- Chronic absenteeism is at 11.8% at month 6. We increased over 1% from month 5 (10.7%). We attribute much of this growth in chronic absenteeism to the flu season.

Parent Involvement

- Across sites, attendance at parent meetings and workshops was lower than in previous years.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budget expenditures were higher on PBIS training as we added Rod Kelley elementary.

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 changes made to this goal reflect building capacity of schools and staff to implement programs to increase positive school climate and decrease chronic absenteeism. The other change is a shift that focuses around alignment of all programs into a multi-tiered system of support to positively impact school climate and attendance goals. (Goal 3.1.2) We are adding data points for positive school climate systems and are seeking ways to measure parent engagement more effectively by tracking programs, types of programs, and the number of parents that attend. (Goal 3.3.2)

- Project 2Inspire Parent led training will be implemented (Goal 3.3.3, p. 42)

Goal 4

High Quality Teachers, Paraeducators and Classified Staff

State and/or Local Priorities addressed by this goal:

State Priorities: **1, 4**

Local Priorities:

Annual Measurable Outcomes

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

Actions / Services

Action 4.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.1 Provide training on a continuing basis regarding the evaluation process for both certificated and classified staff.	4.1 The District provided general evaluation training at the beginning of the year, as well as during regularly-scheduled meetings.		
4.2 Implement new certificated staff evaluation form Include in the pilot the evaluation process for non-teaching certificated	4.2 The District fully implemented its new certificated staff evaluation and is currently working on developing non-teaching certificated evaluations		

staff.			
4.3 Continue to Implement Educator Effectiveness Plan for new teachers including special education staff and paraeducators.	4.3 As part of the Educator Effectiveness Plan,the district provided support to 60 new teachers through the New Teacher Academy sessions and support from 40 site mentors. Challenges are still faced with the attendance of new teachers at the New Teacher Academy. Only 15-25% of new teachers and mentors attend the monthly academies. The district was able to provide many opportunities for professional development with the Educator Effectiveness Funds. The district collaborated with the Gilroy Teachers association to fund conferences such as the Good Teaching Conference and New Teacher Educator Weekend, hosted by CTA In addition, special education teachers and paraeducators received specialized training in areas such as behavior management. This is the final year of funding, and we are evaluating the program to determine how we may continue to address key components of the plan.	$281,000	$281,000
4.4 Continue to improve salary and benefit packages for all employees to help with recruitment and retention of all employees.			
4.5 Continue to offer compensation to new certificated staff to assist in obtaining a clear teaching credential.			
4.6 Continue compliant trainings for both certificated and classified staff.		Training Classified $10,000 LCFF Training Paraprofessionals $10,000 LCFF	Training Classified $10,000 LCFF Training Paraprofessionals $10,000 LCFF
4.7 Continue with specific legal trainings for both certificated and classified staff.			

4 .8 Additional staff will be provided to increase staffing in order to provide more support in classrooms across the district in addition to the base funding		1,513,519	$1,513,519

Analysis Goal 4

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

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

The Educator Effectiveness was fully implemented with 40 site mentors and 60 new teachers. Mentors supported new teachers through weekly meetings for a total of two hours of support a month. Monthly teacher academies were held to support new teachers. Attendance varied between 20% to 40% of the new teachers participating. SPED implemented ReThink Autism was implemented and training continues throughout the district.

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

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

Surveys provided positive feedback from the mentors as well as the new teachers. New teachers used the supports that they received to better their craft, especially around classroom discipline and engagement strategies. There was also an new emphasis on 21st Century classrooms at the Teacher Academy. Principals provided continued support for the program through leadership meetings and positive interactions with site mentors and new teachers.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Educator Effectiveness Funds were used for classified and para-educators.

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 changes to the goal are focused on the implementation of the evaluation pilot.   The plan for new teacher support will be modified to reflect the new BTSA requirements. We will need to expand the mentor program to include teachers working under intern credentials to become fully certificated teachers. The district will discontinue monthly Teacher Academies; however, provide targeted support for new teachers with   BTSA, curriculum support, professional development and site mentors (Goal 4.3, p.44)

Goal 5

Ensure equitable and well maintained facilities

State and/or Local Priorities addressed by this goal:

State Priorities: **1**

Local Priorities:

Annual Measurable Outcomes

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

Actions / Services

Action 5.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5.1 Maintain 3% match for Routine Restricted Maintenance (RRM)	The RRM budget was established at $3.6 million; representing 3% of the total expenditures for the 2017-18 Adopted Budget.	$3,666,610	$3,666,610
5.2 Analyze current equipment and inventory needs. Review replacement plan for equipment & vehicles within budgetary constraints.	Given budgetary restrictions, the replacement of vehicles, buses are planned after the safety and security priorities below have been addressed. The District is pursuing grant opportunities for bus replacement on an ongoing basis. The following list demonstrates key safety related items that support this goal of providing well maintained facilities: 1. Playground engineered wood infill (all elementary sites) $30,833 2. Playground Equipment Repairs (multiple sites) $88,373 3. Replace old outdoor wood lunch tables w/ coated metal tables (Rucker & Brownell) $52,692 4. Gas system repairs & seismic gas valve installations (ASMS, ADB, Las Animas, Brownell & SVMS) $201,265 5. Emergency elevator lowering system and roll up fire door system upgrade (CHS) $61,626 6. Roof replacement and repairs (Luigi & District Office) $379,048 7. Restroom repairs, sewage ejection pump replacement (Glen View) $74,754 8. Trip hazard repairs (El Roble, Glen View, District Office $121,490 9. Security Cameras (multiple sites) $100,323 10. Flooring replacements (multiple sites, classrooms and offices) $88,508 11. Weedtechnics steam weed control equipment and training (Organic alternative to Round Up) $24,145 12. Gym bleacher and retractable basketball backboard repairs and service (GHS, CHS, ASMS, Brownell, SVMS) $16,570 13. 13) Clorox Total 360 disinfectant equipment $8,142		
5.3 Evaluate staff needs annually	Staff have been provided additional hours on a needed basis to maintain the basic facilities. This includes both overtime, and weekend work		

	assigned to specifically address the needs of our schools.		
5.4 Increase Deferred Maintenance match based on District needs	The on-going contribution to Deferred Maintenance remains at $380,000 from the General Fund. However, there was a planned carryover of $832k into Deferred Maintenance this year to address major projects has noted above. Priority is given to safety related repairs		
5.5 Evaluate work order system for improved efficiency.	The work order system is used for internal use. Maintenance Staff were provided tablets this year to expedite the recording of the work orders and reduce the paperflow and time associated with closing work orders.		

Action 5.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5.2.1 The ongoing contribution towards Deferred Maintenance is $380,000	The ongoing contribution to Deferred Maintenance remains at $380k. However, Measure E has allocated a $1 million for Def Maint.		
5.2.2 The Board will have at least one Facility Study Session Dedicated to analyzing the facilities needs and have an opportunity to modify the contribution to Deferred Maintenance using one-time funding.	The Board has held two study sessions to discuss Measure E priorities (Nov 2017, Dec 2017), and a third is scheduled for March 2018. While the discussion is about Measure E funds, Deferred Maintenance allocation is maintained and discussed as part of funding the facilities needs of the District.		
5.2.3 Facility Sub Committee reviews and makes recommendations to Board on facility matters	The Facility Sub Committee meets monthly and schedules tours with its members to view the construction projects.		
5.2.4 Begin the process to update the Facilities Master Plan	The Master Plan has been completed!		

Analysis Goal 5

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

As approved by the GUSD Board of Education, additional one- time funds were allocated to meet Deferred Maintenance needs. There was a planned carryover of $832k coming into 2017-18 to address some costly roof replacements at Luigi and the District Office.

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.

After two Special Study Sessions with the Governing Board, and one regular Board meeting focused on analyzing the birth rates, and enrollment trends, cost of constructing the new elementary school; the District has prioritized Measure E funds to address its two middle schools. The decline in elementary enrollment was 166 from last year. The 5-year and 10-year enrollment forecast indicates flat growth for the District as a whole. The District facilities that need the most help are the two middle schools. The District has already started the various approval process related to modernizing/renovating Brownell and South Valley.

Stakeholder Engagement

LCAP Year: **2018-19**

Involvement Process for LCAP and Annual Update

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

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

A first step in the revision of the Local Control Accountability Plan was to engage staff in a thorough review and analysis of progress made towards 2017-18 LCAP goals. This collection of data resulted in a formal Mid-Year Review presentation delivered to the Board of Education. To engage stakeholders in this year's revision, meetings were scheduled during the months of February and March for each of the following groups/committees: District English Learner Advisory Committee (DELAC), Angeles Sin Fronteras, Principal meetings, Superintendent/Parent Advisory Committee (SPAC), Gilroy Teacher's Association, California School Employee Association, Gilroy Federation of Paraeducators, School Site Councils, Staff and Parent Club groups from each site and Parent Advisory Council (Migrant). An LCAP overview Powerpoint presentation was delivered to each stakeholder group. The Powerpoint provided all stakeholders a status report highlighting progress toward each of the eight priorities and also provided a springboard for discussions to address other specific needs that emerged both at the site and district level. Attendees to stakeholder meetings were asked to provide suggestions and refinements of current goals and actions to reflect needs. In addition to stakeholder input sessions, over 4,600 stakeholders completed the LCAP survey. The following table shows the timeline used for stakeholder input:

Date (2017)	Group/Committee	Topic
October-November	Parents, community members, students, staff	LCAP Survey window
December 14	Board Presentation	LCAP survey results
January 12 (2018)	Principal Meeting	LCAP Mid Year Data Review
February 1	Board Presentation	2017-18 LCAP Mid Year Review
Feb 15 - Mar 26	School site stakeholder meetings- ELAC/SSC/HSG Stakeholder survey	LCAP Data Review and Input Session

March 12	Superintendent's Parent Advisory Committee	LCAP Data Review and Input Session
March 13	District English Learner Advisory Committee	LCAP Data Review and Input Session
March 20, 21	Principal meetings	Review of LCAp draft
March 29	Parent meetings- ● Angeles Sin Fronteras ● Migrant PAC -- 6:30pm	LCAP Overview and Input Session
April 10	General Meeting: Gilroy Teacher Association, Gilroy Federation of Para-Educators, CSEA	LCAP Review/ proposed goals
May 31	GUSD Board of Education	Present Draft Plan for 2017-18 Public Hearing
June 14	GUSD Board of Education	Adopt 2018-19 LCAP

Impact on LCAP and Annual Update

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

The process provided members of the GUSD community the opportunity to better understand the goals and actions included in the LCAP. The stakeholder feedback provided crucial information as to how well we are meeting our goals. Based upon their feedback from actions currently in place, the LCAP goals and actions were either continued, modified or removed in the 2018-19 plan. The new actions are highlighted in the LCAP highlights section of this document. The following are major trends from the stakeholder input sessions and surveys:

Goal 1:
● 71% of staff, 75% of parents and 77% of students agree that GUSD is preparing students to be college and career ready.
● 81% of students agree that teachers have high expectations for all students
● 67% of students agree that common core standards are being implemented in all classes
● 94% of staff have incorporated knowledge learned during staff development days into their practice yet want more options on delivery methods for professional development

Goal 2:
● 80% of students agree that there are opportunities for support at their schools
● 73% of parents and 85% of students agree that the English Learner program is helping students learn English as quickly as possible.

- 96% of staff have incorporated knowledge learned during staff development days into their practice yet want more options on delivery methods for professional development

Goal 3:

- 77% of parents and 61% of students agree that they receive information from teachers about student's progress
- 76% of students agree that they feel safe at school
- 84% of parents agree that they feel welcome at the school site
- 52% of students agree that student input is valued

Goal 4:

- 76% of staff agree that teachers are highly qualified for their grade/subject area
- 73% of students feel engaged while in class
- 64% of students believe the concepts being taught are relevant to their lives/goals

Goal 5:

- 77% of parents, 71% of students and 68% of staff agree that the schools look clean, and have the equipment needed (middle school results were the lowest of the three levels)

Additional input included:

More technology in the classrooms Support for science labs and NGSS/STEAM Academic support and Intervention Enrichment and after school programs Bilingual Staff	Smaller class sizes CTE Academies and career pathways Electives at middle school College readiness programs Summer school	Cleaner Facilities Professional development Classes for parents Salaries and Incentives Repairs

GUSD LCAP -- 2018-19 (Year 2 of 2017-2020 3 year plan)

Goals, Actions, & Services

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

Unchanged Goal

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Identified Need:

CAASPP (Grades 3-8,11)
- 2017 CAASPP ELA -- 48.5% Met/Exceeded Standard
- 2017 CAASPP Math -- 40% Meet/Exceed Standard

UC/CSU A-G

- A-G requirements (2016-17) -- 39.7% meeting A-G

21st Century Learning (Bright Bytes Survey 2017-18)
- Bright Bytes Survey 4C's -- 21st Century Learning
  - Communication -- 19% of students in 2017-18 report writing online at least monthly
  - Collaboration -- 57% of students report collaborating online with other students at least monthly
  - Critical Thinking -- 44% of students report solving problems using technology at least monthly

Other Local Measures
- Healthy Kids Survey -- In 2015-16, 48% of students report that adults in school have high expectations
- All teachers need to be fully equipped to implement the CCSS, NGSS, ELD standards in order to prepare students for college and career readiness.
- Inconsistent use of observation tools to monitor CC and PD implementation

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP ELA % Met/Exceeded	49%	48.5%	52%	55%
CAASPP Math % Met/Exceeded	40%	40%	44%	48%
UC/CSU A-G Ready	35.7%	39.7%	44%	48%
Bright Bytes -- Collaboration	46%	49%	54%	59%
Bright Bytes -- Communication	17%	20%	25%	30%
Bright Bytes -- Critical Thinking	40%	43%	48%	53%
Healthy Kids Survey -- Adults w/High Expectations	48%	N/A	53%	N/A
CC Observation Tool Usage	12%	50%	100%	100%

CC & ELD Material Availability	100% Math	100% ELA & Math	100% All	100% All
Course Access for SWD students	Initial implementation of alternate high school completion pathways for SWD	Continue to implement pathways	Review data to create a baseline of students currently on a Certificate of Completion pathway	Create actions to reach parity with the SELPA in regard to %of students on a Certificate of Completion pathway.

Planned Actions / Services

Action   **1.1 Develop and support effective instruction**

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

Students to be Served:

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

Location(s):

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

All	All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Low Income	LEA-wide	All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.1.1 Plan professional development in alignment with ● LCAP goals ● 2016-17 data analysis ● Stakeholder input	1.1.1 Plan professional development in alignment with ● LCAP goals ● 2017-18 data analysis ● Stakeholder input	See description for 2018-19
1.1.2 Research and utilize alternate and varied structures for providing professional development that address differentiated needs ● Maintain website for resources and exemplary practices of district staff	1.1.2 Utilize varied structures for providing professional development that address differentiated needs, as evidenced by professional development plan ● Maintain website for resources and exemplary practices of district staff ● Provide multiple pathways for differentiated professional development ● Use job-alike meetings to determine professional development needs by department, grade level and specializations.	See description for 2018-19
1.1.3 Collaborate with site leaders to develop and support comprehensive professional development plans that address district and site goals/ needs	1.1.3 Collaborate with site leaders to develop and support comprehensive professional development plans that address district and site goals/ needs	See description for 2018-19
1.1.4 Continue use of observational tool to measure classroom practices ● Site leaders conduct walkthroughs at least once per quarter ● Support site leaders in analysis and use of data regarding classroom practices	1.1.4 Continue use of observational tool to measure classroom practices. Trend data will be analyzed and shared during APS visits ● Site leaders conduct walkthroughs at least once per quarter ● Support site leaders in analysis and use of data regarding classroom practices ● Elementary principals will conduct collaborative instructional visits twice a year - fall/spring ● Elementary principals will receive training in instructional rounds and engage in collaborative analysis of data	See description for 2018-19
1.1.5 Provide ongoing coaching and support to classroom teachers ● Maintain Academic Coaches/Instructional Specialists	1.1.5 Provide ongoing coaching and support to classroom teachers ● Continue support through Academic Coaches/Instructional Specialists	See description for 2018-19

● Provide coaching and other training to Academic Coaches and Instructional Specialists	● Provide coaching and other training to Academic Coaches and Instructional Specialists, as delineated by level and content area ● Lead job alike meetings for special education teachers to provide targeted support by grade level	
1.1.6 Provide professional development via SCCOE and outside consultants	1.1.6 Provide professional development via SCCOE and outside consultants, as evidenced by MOUs	See description for 2018-19
1.1.7 Provide training and coaching to SEAL teachers at designated elementary sites ● All SEAL teachers participate in module training and unit development ● Implement SEAL Summer Bridge for teacher PD-	1.1.7 Provide training and coaching to SEAL teachers at designated elementary sites, per release calendar ● All SEAL teachers participate in module training and unit development ● Implement SEAL Summer Bridge for teacher PD	See description for 2018-19
1.1.8 Support the effective implementation of math standards and practices ● Provide ongoing professional development and coaching related to mathematical practices and newly adopted math curriculum. ● Continue partnership with SVMI to support the implementation of math practices	1.1.8 Support the effective implementation of math standards and practices ● Provide ongoing professional development and coaching related to mathematical practices and newly adopted math curriculum. ● Continue partnership with SVMI to support the implementation of math practices	See description for 2018-19
1.1.9 Support Dual Immersion program (two elementary sites, one middle school, one high school)	1.1.9 Support Dual Immersion program (two elementary sites, one middle school, one high school) by providing targeted professional development and resources	See description for 2018-19
1.1.10 Implement new pathways for Special Education students (diploma, vocational and certificate) which includes the purchase of supplemental materials	1.1.10 Provide supplemental materials for enrichment and support opportunities throughout the school day in the areas of math and English at the Middle and High School levels.	See description for 2018-19
1.1.11 Provide site and district leadership with professional development in alignment with LCAP goals and site needs	1.1.11 Provide site and district leadership with professional development in alignment with LCAP goals and site needs, as evidenced by PD calendar	See description for 2018-19
1.1.12 Continue providing professional development for	1.1.12 Continue providing professional	See description for 2018-19

Power School After School and Super Power Summer Camp staff based on feedback from Continuous Quality Improvement Process, including observational tool.	development for Power School After School and Super Power Summer Camp staff based on feedback from Continuous Quality Improvement Process, including observational tool. This will be evidenced by PD agendas and staff sign-in sheets.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Ed Services Coordinator $28,000 LCFF, Other funds (Title II,I) $100,000 Elementary Academic Coaches Instructional Specialists: $650,000 Middle School Academic Coaches $280,000 High School Academic Coaches $110,000 Coaches/Summer Training/Teacher Release $30,000 Lit Facilitator/Luigi Aprea(.5 FTE) $50,000 SCCOE consultants included in MOU $20,000 SEAL MOU Cohort 1: $10,000 Title III Cohort 2: $ 67,000 LCFF Additional Seal Support $12,000 LCFF Elementary PD District Training $10,000 LCFF PD release days for elem- Supplemental materials- $5000 Title III Assessment $5000 Title III ASES grant- Power School After School $826,358 Super Power Summer Camp $40,000 21st Century Grant- Power School After School $855,573 Before School- $108,000 Super Power Summer Camp $278,000 Family Literacy $60,000 Equitable Access $75,000	$2,010,844 (See Budget Summary in Executive Summary for details)	See Amount for 2018-19

	Other supplemental materials- targeted stds/DI- $537,000 Supplemental Special Ed materials $150,000		
Source	LCFF, Title III	LCFF	See Source for 2018-19
Budget Reference	787700 - 4203	787700-0001	See Budget Reference for 2018-19

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

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

Students to be Served:

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

Location(s):

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

All	All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

1.2.1 Purchase instructional materials aligned with CCSS based on 16-17 pilots
   ● Provide teacher training for newly adopted materials - Chemistry
   ● Provide ELA materials and training 6-8
	1.2.1 Purchase instructional materials aligned with CCSS based on 17-18 pilots as is evidenced by district purchases.
	   ● Provide teacher training for newly adopted materials - High School
		See description for 2018-19

and K-5 according to phased in implementation model	English and Biology ● Provide ongoing training for curriculum adopted over the past two years	
1.2.2 Conduct adoption pilots ● Pilot Biology and ELA textbooks at high school ● Continue to identify and prioritize grade levels/department needs based on state guidelines and Ed Services guidance ● Pilot materials as determined based on prioritization ● Provide updated material for all special education courses	1.2.2 Conduct adoption pilots which will lead to new materials and course descriptions presented to the Board in Spring of 2019 ● Pilot Middle School Science Curriculum with a particular focus on Sexual Education Standards ● Update course descriptions and materials for all special education courses	See description for 2018-19

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	ELA adoption training $5000 Outside consultants Training $10,000	$20,000 (See Budget Summary in Executive Summary for details)	See Amount for 2018-19
Source	LCFF, Title III	LCFF	See Source for 2018-19
Budget Reference	787700 - 4203	787700-0001	See Budget Reference for 2018-19

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

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

Students to be Served:

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

Location(s):

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

All	All Schools

OR

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

Students to be Served:

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.3.1 Implement STEM program supported by the Tech Academy at 1 middle school and 1 elementary site	1.3.1 Implement STEM program supported by the Tech Academy at 1 middle school and 1 elementary site. Principals at Tech Academy sites will evaluate STEM programs. Power School continues to support Tech Challenges, as evidenced by schedule.	See description for 2018-19
1.3.2 Incorporate NGSS into SEAL units at designated elementary sites	1.3.2 Incorporate NGSS into SEAL units at designated elementary sites	See description for 2018-19
1.3.3 NGSS instructional specialists will build/expand labs for grades 6-8.	1.3.3 NGSS instructional specialists will continue to build/expand a minimum of 3 labs for grades 6-8 as evidenced by teacher lesson plans, feedback from Instructional Specialist and Administration.	See description for 2018-19
1.3.4 Implement year 2 of 3 year plan to roll out NGSS Bio-Chem-Physics pathway at the high school level ● Train teachers in instructional strategies to support NGSS ● Collaborate, design, and agree to a minimum of two common assessments (MS/HS)	1.3.4 Implement year 3 of 3 year plan to roll out NGSS Bio-Chem-Physics pathway at the high school level ● Train teachers in instructional strategies to support NGSS ● Collaborate, design, and agree to a	See description for 2018-19

	minimum of two common assessments (MS/HS)	
1.3.5 Establish a K-12 NGSS implementation team to support cross-articulation	1.3.5 K-12 NGSS Vision Team will meet 3 times in 18-19 to monitor GUSD 3 year NGSS plan. Implementation and adherence of NGSS plan will be evaluated by feedback from administration, academic coaches and instructional specialists.	See description for 2018-19
1.3.6 Develop a 3 year NGSS plan for elementary ● Convene an Elementary Science Development Team ● Introduce NGSS to elementary teachers and site leaders through informational meetings ● Support staff in developing and implementing inquiry-based lessons based on 3 dimensional learning and phenomenon. ● Visit STEM school sites in Santa Clara County ● Support teachers through professional development opportunities (SCCOE and other) ● Leverage partnerships with Tech Museum as well as other districts and agencies to develop and support district plan for incorporating STEM.	1.3.6 Implement Year 1 of 3 of GUSD NGSS plan for elementary. ● Summer Science Symposium will be focused on K-5 teachers. ● Professional Development of NGSS focused on 4th and 5th grade teachers and Administrators. ● Science begins to be implemented at all sites within 4th and 5th grade classrooms. ● Purchase Site Licenses for K-5 Science curriculum. ● Begin to develop lessons that integrate science with ELA and Math practices. ● Through professional development, coaching and modeling, support 4th and 5th grade staff in developing and implementing inquiry-based lessons based on 3 dimensional learning and phenomenon. ● Visit STEM school sites in Santa Clara County ● Leverage partnerships with Tech Museum as well as other districts and agencies to develop and support district plan for incorporating STEM.	See description for 2018-19
1.3.7 Introduce Migrant students at secondary level to STEM careers via summer coding sessions	1.3.7 Introduce Migrant students at secondary level to STEM careers	See description for 2018-19

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Middle School Science Instructional Specialists $50,000 LCFF	$65,000	See Amount for 2018-19

	High School Science Instructional Specialists $42,380 LCFF STEM design year one $7500 LCFF 2017-18 instructional materials per adoption cycle $1.8 million estimate Science consumables and lab support $20,000 LCFF Elementary Science Leadership Team $5,000 NGSS Training for ES teachers $5,000 Migrant STEM $3,000 MEP Funds	(See Budget Summary in Executive Summary for details)	
Source	LCFF, MEP	LCFF	See Source for 2018-19
Budget Reference	7877 - 3061	787700-0001	See Budget Reference for 2018-19

Action   1.4 Prepare students for College and Career opportunities

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

Students to be Served:

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

Location(s):

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

Specific Student Groups	All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners, Low Income	LEA-wide	All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.4.1 Implement phase One of a Three year plan to strengthen and expand career pathways available to students at secondary schools ● Provide professional development for teachers/administrators interested in implementing a new academy in the district. ● Continue to audit the recruitment and retention of students in all specialized programs at the high school level.	1.4.1 Implement phase Two of a Three year plan to strengthen and expand career pathways available to students at secondary schools ● Provide professional development for teachers/administrators interested in implementing a new academy in the district. ● Continue to audit the recruitment and retention of students in all specialized programs at the high school level. ● Finalize all CTE Pathways and approve all CTE course descriptions ● Finalize GUSD CTE 5 year Plan ● Align CTE Course Offerings Booklets with pathways, graduation requirements and four year plans	See description for 2018-19
1.4.2 Implement the use of career and college readiness software program to support students grades 6-12	1.4.2 www.CaliforniaColleges.edu will be utilized by every secondary school by counselors (MS) and Academic Counselors (HS) to support career and college readiness as will be documented by student usage reports within the system.	See description for 2018-19
1.4.3 Continue opportunities to expose students to careers ● Implement Career Days, Rock the Mock, carer related field trips and other activities	1.4.3 Continue opportunities to expose students to careers ● Implement Career Days, Rock the Mock, career related field trips and other activities	See description for 2018-19
1.4.4 Continue to support teacher professional development for the Advanced Placement program	1.4.4 Continue to support teacher professional development for the Advanced Placement program	See description for 2018-19
1.4.5 Continue Cal-SOAP services for underrepresented students to focus on college readiness.	1.4.5 Continue Cal-SOAP services for underrepresented students to focus on college readiness.	See description for 2018-19

1.4.6 During transition and orientation meetings, acquaint middle school students with A-G requirements and engage them in goal setting and backwards planning	1.4.6 During transition and orientation meetings, acquaint middle school students with A-G requirements and engage them in goal setting and backwards planning	See description for 2018-19
This action was not implemented in 2017-18.	1.4.7 Research alternative intervention programs to support identified students in middle school and throughout 9-12 grades with CTE support. This will include students with academic as well as behavioral struggles to keep students moving forward to be career and college ready by the end of the 12th grade.	1.4.7 Implementation of selected alternative intervention programs to support identified students in middle school and throughout 9-12 grades with CTE support. This will include students with academic as well as behavioral struggles to keep students moving forward to be career and college ready by the end of the 12th grade

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$20,000 CTE $30,000 LCFF	60,000	See Amount for 2018-19
Source	CTE, LCFF	LCFF	See Source for 2018-19
Budget Reference	0000 - 7877	787700-0001	See Budget Reference for 2018-19

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

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

Students to be Served:

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

Location(s):

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

All	All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.5.1 Define vision/goals for 21st century classrooms and provide specific training in the area of rigor, relevance and 21st century skills	1.5.1 Define vision/goals for 21st century classrooms and provide specific training in the area of rigor, relevance and 21st century skills. With the help from the iSchool Initiative develop a sustainable technology integration model ● Determine best practices ● Define which technology best meets our needs ● Define a roadmap to create a culture for change All vision and goal statements will be shown in vision statement developed by management team.	See description for 2018-19
1.5.2 Continue to provide professional development for all staff on using technology to enhance CCSS	1.5.2 Continue to provide professional development for all staff on using technology to enhance CCSS instruction.	See description for 2018-19

instruction.	● Grades 4 and 5 will receive training on staff development days that will support student centered learning as will be evident by staff attendance. ● District Educational Technology workshops will be evident by attendance sign in sheets. ● Elementary Academic Coaches will provide educational technology support and professional development as evident by staff meeting agendas, coaches' SMART goals, and other training agendas. ● Technology Lead Teachers (1 per site) will provide professional development at 2-3 staff meetings throughout the school year. Tech Lead Teachers will lead after-school professional development or provide training at district-wide staff development days.	
1.5.3 Continue to use the BrightBytes survey as well as implementing the SAMR (Substitution, Augmentation, Modification, and Redefinition) rubric to assess technology	1.5.3 Continue to use the BrightBytes survey as well as implementing the SAMR (Substitution, Augmentation, Modification, and Redefinition) rubric to assess technology annually.	See description for 2018-19
1.5.4 Develop District Technology Plan ● District technology committee and Tech Lead Team will update and evaluate technology curriculum scope and sequence ● Support implementation and evaluate progress of district technology plan	1.5.4 Implement District Technology Plan ● District Tech Lead Team will update and evaluate technology curriculum scope and sequence as shown through completed plan. ● Technology Instructional Specialist and Academic coaches will support implementation of curriculum scope and sequence in the district technology plan as evident through classroom observations, instructional specialist/ coaching schedules	See description for 2018-19
1.5.5 Students will have regular opportunities to use technology in their learning	1.5.5 Students will have regular opportunities to use technology in their learning. Students will use technology to use adopted curriculum as measured through usage logs.	See description for 2018-19

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	High School Technology Instructional Specialists	$79,000	See Amount for 2018-19

	$36,000 Technology Professional Development $20,000 LCFF		
Source	LCFF	LCFF	See Source for 2018-19
Budget Reference	787700	787700-0001	See Budget Reference for 2018-19

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

Unchanged Goal

Goal 2

Provide equitable support for all learners

State and/or Local Priorities addressed by this goal:

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

Identified Need:

CAASPP (Grades 3-8,11)
- 2017 CAASPP ELA -- 48.5% Met/Exceeded Standard
- 2017 CAASPP Math -- 40% Meet/Exceed Standard

UC/CSU A-G
- A-G requirements (2016-17) -- 39.7% meeting A-G
- 2017 EAP ELA -- 60% of juniors Ready/Conditionally Ready
- 2017 EAP Math -- 32% of juniors Ready/Conditionally Ready
- Math II (High School) -- 79% of sophomores passing Math II 1st Sem

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

Advanced Placement
- AP Pass Rate -- 2017 AP Test pass rate of 44.8%

Local Measures -- Literacy & Mathematics
- F&P (Fountas & Pinnell) Kinder -- 67% of students meeting Spring target (2017)
- F&P (Fountas & Pinnell) 1st grade -- 67% of students meeting Spring target (2017)
- STAR Reading -- 2nd-5th grade - 49% of students At/Above grade level
- STAR Reading -- 6th-8th grade - 41% of students At/Above grade level
- Math Benchmarks 1&2 Grades 1-5 -- 51.5% of students scoring Met/Exceeded Standard
- Math Benchmarks 1&2 Grades 6-8 -- 29% of students scoring Met/Exceeded Standard

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

Expected Annual Measurable Outcomes

Metrics/Indicators	2016-17	2017-18 (New Baseline)	2018-19	2019-20
CAASPP ELA % Met/Exceeded	49%	48.5%	53%	58%
CAASPP Math % Met/Exceeded	40%	40%	44%	48%
% Meeting A-G Requirements	35.4% (15-16)	39.7% (16-17)	44%	42%
% Ready/Cond -- EAP in ELA (Juniors)	45%	60%	64%	68%
% Ready/Cond -- EAP in Math (Juniors)	28%	32%	35%	38%
% of Sophomores Passing Math II 1st Sem or higher	75%	79%	82%	85%
AP Pass Rate	41.5% (2016)	44.8% (2017)	48%	50%
F&P 1st grade meeting Spring target	66.7%	TBD%	68%	70%
STAR Reading 2nd-5th	45%	48.8%	51%	54%
Math Benchmarks Grades 1-5	49%	51.5%	56%	60%

Math Benchmarks Grades 6-8	31%	29%	44%	48%

Planned Actions / Services

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

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Students to be Served	Scope of Services	Location(s)
English Learners, Low Income	LEA-wide	**ELEMENTARY**

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

2.1.1 Implement SEAL: at designated elementary sites	2.1.1 Implement SEAL at designated elementary sites ● Maintain ongoing support for SEAL implementation through coach support and facilitated teacher collaboration ● Implement SEAL in preschool classes-year 1 training for all preschool teachers	See description for 2018-19
2.1.2 Regularly assess students in reading to monitor progress and address needs ● Assess all K/1 students in reading (Fountas and Pinnell) ● Assess 2nd-5th grade students performing below level 2-3 times/year using common measures ● Support classroom teachers in using data to effectively meet the needs of students ○ Literacy Facilitators will support/guide teachers in implementation of F and P/literacy assessment and instruction	2.1.2 Regularly assess students in reading to monitor progress and address needs ● Assess all K/1 students in reading (Fountas and Pinnell) ● Assess 2nd-5th grade students performing below level 2-3 times/year using common measures ● Support classroom teachers in using data to effectively meet the needs of students ○ Literacy Facilitators will support/guide teachers in implementation of F and P/literacy assessment and instruction	See description for 2018-19
2.1.3 Provide series of Literacy Academies for teachers, beginning with early primary teachers	2.1.3 Continue professional development in the area of literacy, with emphasis on early literacy. ● Provide training to K-3 teachers in effective small group instruction	See description for 2018-19
2.1.4 Support collaboration between elementary and preschool ● Provide early literacy family connection materials for preschool	2.1.4 Support collaboration between elementary and preschool ● Provide early literacy family connection materials for preschool	See description for 2018-19

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$28,000	See Amount for 2018-19

Source	LCFF,	LCFF	See Source for 2018-19
Budget Reference		787700-0002	See Budget Reference for 2018-19

Action   2.2 Provide Common Core State Standards (CCSS) Materials and Training

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Low Income	LEA-wide	All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.2.1 Provide effective intervention at all levels • Support teachers in effectively planning and implementing in class intervention and differentiation • Provide teacher training in small group instruction and differentiated instruction	2.2.1 Provide effective intervention at all levels • Support teachers in effectively planning and implementing in class intervention and differentiation • Provide teacher training in small group	See description for 2018-19

• Review/ evaluate intervention models	instruction and differentiated instruction • Analyze data for Lexia and other interventions • Review/ evaluate intervention models • Support before/after school intervention	
2.2.2 Continue Cal- SOAP for in class and after school support	2.2.2 Continue Cal-SOAP for in class and after school support	See description for 2018-19
2.2.3 Review results of data; include data analysis in Single Plan for Student Achievement (SPSA), adjust site goals/actions in response to analysis • Principals will monitor student progress of Interventions, collectively review data, and support teachers in addressing identified needs	2.2.3 Review results of data; include data analysis in Single Plan for Student Achievement (SPSA), adjust site goals/actions in response to analysis • Principals will monitor student progress of Interventions, collectively review data, and support teachers in addressing identified needs	See description for 2018-19
2.2.4 Maintain a Single Plan for Student Achievement (SPSA) goal for "at risk of and current Long-Term English Learners (LTEL)" at all sites	2.2.4 Maintain a Single Plan for Student Achievement (SPSA) goal for "at risk of and current Long-Term English Learners (LTEL)" at all sites	See description for 2018-19
2.2.5 Expand Power School Before School Intervention Program to two additional classrooms	2.2.5 Continue to provide Power School Before School Intervention at Las Animas, Rod Kelley, and Rucker Elementary Schools and South Valley Middle School, as evidenced by daily attendance rosters.	See description for 2018-19
2.2.6 Review student academic data to evaluate and revise the intervention model within the school	Discontinued action in 2018-19	See description for 2018-19
2.2.7 Continue providing students intervention once a week for 30 minutes each in ELA and Math	2.2.7 Implement Middle School Intervention Plan for math and ELA as demonstrated through the middle school master schedule.	See description for 2018-19
2.2.8 Investigate ways to expand instructional time, provide interventions and allow for staff collaboration within the daily minutes by reviewing bell schedules at secondary	2.2.8 Continue partnership with SVMI to support the implementation of math practices	See description for 2018-19
2.2.9 Continue partnership with SVMI to support the implementation of math practices	2.2.9 Continue to implement alternative support (supplemental interventions) for eligible K-8 students (formerly Supplemental Educational Services)	See description for 2018-19
2.2.10 Implement alternative support (supplemental interventions) for eligible K-8 students (formerly Supplemental Educational Services)	2.2.10 Implement alternative support (supplemental interventions) for eligible K-8 students (formerly Supplemental Educational Services)	See description for 2018-19
MIGRANT: 2.2.11 Increase the percentage of English learner migrant	MIGRANT: 2.2.11 Increase the percentage of English learner	See description for 2018-19

students who are proficient in English language arts and math by: ● providing seasonal intervention classes during the regular school year to support with the academic gaps due to school interruptions ● provide a four-week academic summer school program for preschool and elementary students	migrant students who are proficient in English language arts and math by: ● providing seasonal intervention classes during the regular school year to support with the academic gaps due to school interruptions ● provide a four-week academic summer school program for preschool and a two week elementary program	
2.2.12 Expand Power School Before and After School at South Valley in order to meet existing student needs.	2.2.12 Expand Power School Before and After School at South Valley in order to meet existing student needs.	See description for 2018-19

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	See Amount for 2018-19
Source	N/A	N/A	See Source for 2018-19
Budget Reference	N/A	N/A	See Budget Reference for 2018-19

Action 2.3 Support Students to Complete A-G Requirements

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

Students to be Served:

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

Location(s):

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

All	All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	LEA-wide	**High Schools**

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
HIGH SCHOOL 2.3.1 Conduct annual A-G audit to maximize course offerings and completion rates. ● Identify barriers for A-G completion and create a plan to reduce barriers	HIGH SCHOOL 2.3.1 Conduct annual A-G audit to maximize course offerings and completion rates by reviewing transcript data and determining students on track for A-G completion ● Identify barriers for A-G completion and create a plan to reduce barriers	See description for 2018-19
2.3.2 Maintain expanded summer school program for high school students based on analysis of data	2.3.2 Maintain expanded summer school program for high school students based on analysis of course grade data	See description for 2018-19
2.3.3 Continue to monitor and evaluate current A-G support as well as explore options and/or modify existing support ● 0 & 7th period credit recovery ● Targeted course for 8th grade non-promotees (i.e. Mustang Express) ● Report the number of students on track for A-G completion. ● Visit schools with effective credit recovery programs that are also A-G district. ● Investigate strategies to increase pass rate in core courses (i.e. strategic lower-enrollment)	2.3.3 Implement a blended learning option for credit recovery as a 0/7 period for students which will be evaluated by the number of students recovering credits at the semester and end of the 2018-19 school year	See description for 2018-19
2.3.4 Implement Benchmark assessments for all 9th and 10th grade students ● NWEA MAP Reading for English I & II	2.3.4 Review and modify curriculum based upon the data compiled from the Benchmark assessments for all 9th and 10th grade students	See description for 2018-19

● EADMS Online for Math I & II ● Use data to determine student support	● NWEA MAP Reading for English I & II ● EADMS Online for Math I & II ● Use data to determine student support	
2.3.5 Continue to administer PSAT to all 10th grade students	2.3.5 Continue to administer PSAT to all 10th grade students as evidenced by the total number of 10th grade students taking the exam and begin offering PSAT to all 8th grade students in order to use data to help guide students in choosing rigorous high school curriculum.	See description for 2018-19
2.3.6 Review the effectiveness of current alternative programs (i.e. Advance Path, Independent Study, Credit Recovery) and transfer process between comprehensive and alternative programs	2.3.6 Create a program guide to clarify the various program options within GUSD (i.e. Advance Path, Independent Study, Credit Recovery) which will include the transfer process between comprehensive and alternative programs	See description for 2018-19
2.3.7 Continue the articulation scope and sequence for each department 6-12.	Discontinued action for 2018-19	See description for 2018-19
2.3.8 Provide materials, equipment and performance opportunities for students participating in Visual/ Performing Arts courses and programs	2.3.8 Provide materials, equipment and performance opportunities for students participating in Visual/ Performing Arts courses and programs as measured by the GUSD budget report.	See description for 2018-19
2.3.9 Increase the percentage of migrant students who graduate from high school ● Monitor students during the year to ensure they are meeting A-G requirements, have an updated 4 year plan, participate in higher education and career readiness school activities	2.3.9 Increase the percentage of migrant students who graduate from high school as measured by the graduation data ● Monitor students during the year to ensure they are meeting A-G requirements, have an updated 4 year plan, participate in higher education and career readiness school activities	See description for 2018-19
This action was not implemented in 2017-18	2.3.10 Provide supplemental materials for students with disabilities to ensure access to the core materials as evidenced by the number of students meeting their IEP goals	See description for 2018-19

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	Additional Summer School $70,000 LCFF GHS Mustang Express $90,000 CHS Credit Recovery $80,000 HS Credit Recovery $70,000 MAP 9-10 --$20,000 PSAT Administration $12,000 Advanced Path Contract $160,000 VPA materials and performance fees $10,000 Migrant funds- ($3,000)	$555,620	See Amount for 2018-19
Source	LCFF	LCFF	See Source for 2018-19
Budget Reference	787700	787700-0002	See Budget Reference for 2018-19

Action   2.4 Ensure Equitable Student Access

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

Students to be Served:

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

Location(s):

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

All	All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and Low Income	LEA-wide	All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.4.1 Continue training administrators on equity and cultural proficiency. Identify measures for desired outcomes	2.4.1 Continue training administrators on equity and cultural proficiency. Continue including cultural proficiency goal requirement in annual evaluations. Progress will be monitored by the superintendent and evaluators based on individual goals developed by each administrator.Expand on previous cultural proficiency training and begin focus on diversity training for staff.	See description for 2018-19
2.4.2 Continue to integrate science and social studies in both math and ELA to ensure all K-5 students have equitable access to all core subject areas	2.4.2 Continue to implement new K-5 ELA curriculum that includes topics in science and social studies and ensures all K-5 students have equitable access to all core subject areas. This will be evidenced by classroom observations.	See description for 2018-19

2.4.3 Determine what actions must be taken to provide a comprehensive course of study for all students	2.4.3 Continue to implement actions to provide a comprehensive course of study for all students. This will be evidenced by the following:
	● Middle Schools:
	  ○ course offerings provide access to grade level curriculum
	  ○ STEM training for Science teachers
	● Secondary Schools:
	  ○ review transcripts for progress towards graduation
	  ○ Ensure enough materials/college textbooks for all students
	  ○ Maintain smaller core content class sizes for ELs
	  ○ Maintain Bio, Chem, and Physics as standard for all students
	  ○ Continue to develop and implement grade specific NGSS labs for all teachers/students
		See description for 2018-19

2.4.4 Create a plan to reach parity between subgroups at each school site and within the AP program.	2.4.4 Academic Coordinators and Counselors will review the PSAT data to find students not currently registered for an AP courses. Data will be collected to determine how many new AP students are recruited.	See description for 2018-19
2.4.5 Maintain compliance with PE requirements. Continue to provide training and resources to staff	2.4.5 Maintain compliance with PE requirements as evidenced by site daily schedules.	See description for 2018-19

	Continue to provide training and resources to staff as evidenced by training agenda and lists of resources shared.	
2.4.6- Ensure continued priority enrollment in Power School and Super Power Summer Camp for targeted traditionally underserved students. ● Provide transportation to summer program to ensure participation	2.4.6 Ensure continued priority enrollment in Power School and Super Power Summer Camp for targeted traditionally underserved students as evidenced by percentage of traditionally underserved students in Power School as compared to students not in Power School. ● Provide transportation for expanded learning programs to ensure participation as evidenced by bus schedules and invoices.	See description for 2018-19
2.4.7 Foster Youth Services: ● Tutoring: continue the tutoring program for foster youth students at the Department of Family and Children Services Office ● Collaboration: continue collaboration between Santa Clara County (SCC) Department of Family and Children Services (DFCS), SCC Juvenile Probation, local college Foster Youth Success Initiative (FYSI) Liaisons ● Post-Secondary Transition: implement a process for Foster Youth post-secondary transition ● Mentoring/Counseling: implement a process for mentoring and counseling services	2.4.7 Foster Youth Services: ● Tutoring: continue the tutoring program for foster youth students at the Department of Family and Children Services Office ● Collaboration: continue collaboration between Santa Clara County (SCC) Department of Family and Children Services (DFCS), SCC Juvenile Probation, local college Foster Youth Success Initiative (FYSI) Liaisons ● Post-Secondary Transition: implement a process for Foster Youth post-secondary transition ● Mentoring/Counseling: implement a process for mentoring and counseling services	See description for 2018-19
2.4.8 Increase the number of migrant children receiving a preschool education (i.e. Migrant preschool center)	2.4.8 Increase the number of migrant children receiving a preschool education (i.e. Migrant preschool center)	See description for 2018-19
2.4.9 Homeless: ● Provide professional development to key stakeholders (principals, secretaries, liaisons, counselors) to promote understanding of guidelines and student needs ● Collaborate with community agencies to identify resources for students and families ● Provide transportation services when this becomes a barrier to students' education	2.4.9 Homeless: ● Provide professional development to key stakeholders (principals, secretaries, liaisons, counselors) to promote understanding of guidelines and student needs ● Collaborate with community agencies to identify resources for students and families ● Provide transportation services when this becomes a barrier to students' education	See description for 2018-19

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	Admin training costs: 28,000 LCFF AP testing support: $10,000 LCFF Foster Youth Tutoring Program: $20,000 MEP Funds: $65,000 Title I Funds: $30,000 for transportation	$30,000	See Amount for 2018-19
Source	LCFF	LCFF	See Source for 2018-19
Budget Reference	787700	787700-0002	See Budget Reference for 2018-19

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

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

Students to be Served:

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

Location(s):

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

All	All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

2.5.1 Utilize Professional Learning Communities (PLC) structure for team/cohort meetings 1-2 times per month at each site	2.5.1 Utilize Professional Learning Communities (PLC) structure for team/cohort meetings 1-2 times per month at each site	See description for 2018-19
2.5.2 Identify exemplary PLC models within district. Provide reflection on site PLC process once per semester ● Provide targeted support to sites from Educational Services ● Share effective strategies and target professional development to support the PLC structure within departments and sites	2.5.2 Identify exemplary PLC models within district. Provide reflection on site PLC process once per semester ● Provide targeted support to sites from Educational Services ● Share effective strategies and target professional development to support the PLC structure within departments and sites	See description for 2018-19
2.5.3 Continue to examine and evaluate structures for data review and analysis ● Support PLC leads on facilitation around common formative assessments ● Support sites in effective use of assessment measures	2.5.3 Continue to examine and evaluate structures for data review and analysis ● Support PLC leads on facilitation around common formative assessments ● Support sites in effective use of assessment measures	See description for 2018-19
2.5.4 Common Assessments ● All grade levels/dept will administer and analyze a minimum of two common formative assessments ● Grades K-10 will administer 2-3 Benchmark Assessments in ELA & Math (F&P, STAR Reading, MAP Reading, EADMS Online) ● Grades 3-8 &11 will administer 3-4 CAASPP IAB Interim Assessments per grade level	2.5.4 Common Assessments ● All grade levels/dept will administer and analyze a minimum of two common formative assessments ● Grades K-10 will administer 2-3 Benchmark Assessments in ELA & Math (F&P, STAR Reading, MAP Reading, EADMS Online) ● Grades 3-8 and 11 will administer 3-4 CAASPP IAB Interim Assessments per grade level	See description for 2018-19
2.5.5 Train and support administrators/teacher-leaders by level in: formative assessments, effective student feedback, PLC facilitation ● Provide targeted support for identified sites	2.5.5 Train and support administrators/teacher-leaders by level in: formative assessments, effective student feedback, PLC facilitation ● Provide targeted support for identified sites	See description for 2018-19

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	EADMS ($65,000) (GenFund) RenLearn (AR/STAR) $80,000 (TSS) PLC training: $13,000 LCFF	$40,000	See Amount for 2018-19

Source	LCFF	LCFF	See Source for 2018-19
Budget Reference	7877- 4203	787700	See Budget Reference for 2018-19

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

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	LEA-wide	All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

2.6.1 Implement year 3 of district ELA/ELD framework training ● On-going professional development provided to administrators, coaches, facilitators and staff: ELA/ELD framework, including all ELD standards, Integrated and designated ELD. ● Provide PD and follow-up coaching to support teachers to effectively implement ELD standards in tandem with content standards. ● Include measures of ELD instruction in observation tool. Collect and analyze data	2.6.1 ● On-going professional development provided to administrators, coaches, facilitators and staff: use of newly adopted ELA designated and integrated ELD components, This will be evident based on agendas, sign in sheets ● Provide PD and follow-up coaching to support teachers to effectively implement ELD standards in tandem with content standards. EL Specialists will deliver PD on early release days, and provide ongoing coaching as evident by activity logs. ● Measures of ELD Instruction will be further defined and shared with staff in observation tools. Site leadership teams will review data evaluate the impact of professional development on classroom practices.	See description for 2018-19

2.6.2 Focus on accountable student talk, academic discourse and meaningful collaboration in all classrooms.
● Elementary--Implement Academic Vocabulary Toolkit (AVT) instruction in grades 3-5 across all school sites
  ○ Principals will monitor and support AVT implementation
  ○ Academic Coaches will provide coaching and support for AVT
● Continue SEAL implementation- collect student data
● Provide models of classroom practices at all levels that exemplify effective student collaboration and discourse
	2.6.2 Academic Coaches and secondary EL Specialists will provide models of classroom practices at all levels that exemplify effective student collaboration and discourse. Coaches and Specialists will facilitate peer observations. This will be evident by activity logs.	See description for 2018-19

2.6.3 Conduct regular analysis of English Learner (EL) data ● Provide support on EL achievement data analysis to administrators, EL Designees,Academic Coaches, Instructional Specialists and counselors	2.6.3 Site leaders and specialists will conduct analysis of English Learner achievement data retrieved from EADMS and Aeries during grade reporting periods. Analysis will be recorded on an evidence of progress document.	See description for 2018-19
2.6.4- SECONDARY: Support secondary sites to improve academic outcomes for EL students ● EL Coach, principals and staff routinely analyze EL student data and determine how to intervene with academic support. ● Improve support for EL Specialists via monthly	2.6.4- Secondary ● After analysis of data, teachers will create growth plan with struggling students. This will be evident by documentation in the data system. ● Improve support for EL Specialists via monthly	See description for 2018-19

meetings, bi-weekly coaching sessions, joint classroom observations and the analysis of data ● Improve upon and implement the EL Monitoring protocol ● Continue analyzing Professional Development feedback forms in order to determine needed EL professional development	meetings and coaching sessions, joint classroom observations and the analysis of observation data. This will be evident by activity logs and observation tool usage. ● Ensure consistent implementation of the EL Monitoring protocol. This will be evident by routine review of growth plans and student progress. ● Site EL Specialists will continue analyzing professional development feedback forms after each EL Early Release Day in order to determine needed EL professional development in the future. This will be evident by feedback forms and EL Specialist activity logs.	
2.6.5 Continue to provide coherent, high quality ELD/ALD courses ● Convene ELD teachers bimonthly to collaborate and refine program	2.6.5 Secondary sites will continue to provide coherent, high quality ELD/ALD courses. Training in curriculum will be provided during staff development. This will be evident by sign in sheets, agendas.	See description for 2018-19
2.6.6 Embed academic language instruction/practice in modelled lessons and PD	2.6.6 Provide teachers with training to scaffold depth of knowledge questioning while maintaining rigorous academic response frames	See description for 2018-19
2.6.7 Continue training and support for all secondary teachers with the implementation of Integrated ELD ● Secondary teachers in all content areas will provide Integrated ELD	2.6.7 Elementary Provide training and support to teachers in providing designated and integrated ELD. Secondary ● Facilitate collaborative planning for integrated ELD across grade levels and content areas as evidenced by completed lesson plans ads agendas for PD.	See description for 2018-19
2.6.8 Power School- Provide bilingual and bicultural staff to support students during expanded learning time.	2.6.8 Continue to work with non-profit Power School partner agencies to provide support to targeted students during expanded learning time, as evidenced by annual contracts and/or invoices.	See description for 2018-19

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	EL Coach- secondary $50,000 LCFF, $50,000 Title III	$1,126,902	See Amount for 2018-19
Source	LCFF, Title III (4035)	LCFF	See Source for 2018-19
Budget Reference	7877 - 4203	787700-0002	See Budget Reference for 2018-19

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

Unchanged Goal

Goal 3

School Culture and Engagement

State and/or Local Priorities addressed by this goal:

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

Identified Need:

Attendance
- Attendance Rate - 95.0% in 2016-17
- Chronic Absenteeism Rate -- 11.6% in 2016-17

Graduation & Dropout
- Middle School dropout rate (Gr 7-8) TBD% (16-17)
- Cohort dropout rate (high school) TBD% (16-17)
- Cohort graduation rate TBD% (16-17)

Suspension & Expulsion

- Suspension rate – 3.7% (15-16), 3.9% (16-17)
- Expulsion rate – 0.1% (16-17)

Other Local Measures
- Caring Relationships: Adults in School (High Levels) -- 40% of students report (15-16)
- School Connectedness (High Levels) -- 52% of students report (15-16)
- Inconsistent parent participation at school sites especially from underrepresented groups

Expected Annual Measurable Outcomes

Metrics/Indicators	2016-17	2017-18 (New Baseline)	2018-19	2019-20
Attendance Rate	95.0% (16-17)	TBD%	95.2%	95.3%
Chronic Absenteeism Rate	10.9% (15-16)	11.6% (16-17)	10%	9%
Cohort Dropout Rate	4.7% (15-16)	TBD% (16-17)	3.5%	3%
Cohort Graduation Rate	92.1% (15-16)	TBD%	Maintain over 90%	Maintain over 90%
Middle School Dropout Rate	0%	TBD%	0%	0%
Suspension Rate	3.7% (15-16)	3.9% (16-17)	3.4%	3.1%
Expulsion Rate	0.01% (15-16)	TBD	Maintain	Maintain
HKS Caring Relationships: Adults in School (High Levels)	40%	N/A	45%	N/A
HKS School Connectedness (High Levels)	52%	N/A	57%	N/A
Parent Engagement	Continue current Parent outreach activities to increase participation School Linked Services= 30 one-time events/workshops School Linked Services= 19 series offered	Increase outreach and leadership opportunities	Identified Measurables School Linked Services, Neighborhood Safety Unit & other district Family engagement one-time workshops offered/ # attended School Linked Services & other district Family	

			engagement series offered/ # attended	
School-wide PBIS Implementation Average - Self-Assessment Survey	61% (16-17)	70%	71%	
School-wide PBIS Implementation Average - Tiered Fidelity Inventory	72% (16-17)	70%	63%	
District-wide PBIS Implementation Self-Assessment		70%	33%	

Planned Actions / Services

Action 3.1 Ensure a Positive School Climate

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

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

<div align="center">OR</div>

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

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

Modified	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.1.1 Provide oversight of School Climate/Culture programs, attendance, expulsions and School Attendance and Review Board (SARB) for K-12 students.	3.1.1 Continue to provide oversight of School Climate/Culture programs, attendance, expulsions and School Attendance and Review Board (SARB) for K-12 students.	See description for 2018-19
3.1.2 Align research based school climate improvement plans (Positive Behavior Intervention Systems (PBIS),Olweus, Character Counts, Restorative Justice, Trauma Informed Care, Restore: My Time and Our Time) into a broad Multi-Tiered Systems of Support (MTSS) model. ● Ensure multi-service team (MST) meetings with all sites	3.1.2 The MTSS model integrating the following research-based school climate improvement plans (Positive Behavior Intervention Systems (PBIS),Olweus, Character Counts, Restorative Justice, Trauma Informed Care, Restore: My Time and Our Time will be shared with all relevant staff. ● Ensure multi-service team (MST) meetings with all sites to address the needs of at-risk students ● The MTSS model will be enhanced through participation in the SUMS Grant through SCCOE. ● Develop evaluation process for resources used within the MTSS.	See description for 2018-19
● 3.1.3 Plan for sustainability of school climate initiatives through leadership team meetings on-going professional development and community partnerships ●	3.1.3 Continue to plan for sustainability of school climate initiatives through leadership team meetings on-going professional development and community partnerships. ● District School Climate Leadership team will set measurable goals to improve school climate utilizing data from PBIS assessments, attendance, discipline, and CHKS data. ● Provide training in PBIS, Trauma-Informed Care, and Restorative Justice to all district management. ● Professional development will be provided reflecting specific site needs. ● Restorative Justice Leadership Team will support administrators in their own practice and supporting staff as measures by surveys. ● Develop Restorative Justice readiness checklist for school sites. ● Develop process for evaluation of Restorative Justice programs. ● Continue partnership with South County Youth Task Force, School Linked Services, and Neighborhood	See description for 2018-19

	Safety Unit to enhance current programs and measure effectiveness by meeting goals set in the strategic plan. ● Continue PBIS Tier 1 Team Lead meeting structure to support the maintenance of school-wide behavior systems and measure effectiveness by surveys of participants. ● Develop a system of support for PBIS Tier 2 site teams. ● Continue to provide three $500 stipends, per site to support the maintenance of school-wide behavior systems.	
3.1.4 Continue to conduct School-Wide Information System (SWIS) readiness surveys and PBIS apps surveys for all schools. Begin conducting the Tiered Fidelity Inventory	3.1.4 All eligible PBIS schools will complete a formal Tiered Fidelity Inventory (TFI) with a score of 70% or higher.	See description for 2018-19
3.1.5 Support on-going inter-agency collaboration to reduce truancy, improve school climate and decrease school suspensions	3.1.5 Continue to focus on chronic absenteeism utilizing support from all community partners and resources to address barriers to student attendance and measure effectiveness by chronic absenteeism rates. ● Chronic absenteeism will be monitored per school on a monthly basis by district administration. ● Develop a year-long calendar of supports and resources that are available to everyone in the community.	See description for 2018-19
3.1.6 Power School - Continue implementing restorative practices, Meditation, PBIS, Character Counts	3.1.6 Power School will continue to build capacity of its partner agencies to create a positive environment for learning by offering training as needed, as evidenced by agendas and sign-in sheets.	See description for 2018-19

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Program Administrator $138,000 LCFF PBIS Training $9000 LCFF 1 FTE Positive School Climate (PBIS) Coach $95,000 LCFF School Linked Services Coordinator $54,000 LCFF	$305,249	See Amount for 2018-19

	SWIS license per school-$300 (site funded) x 5= $1500 Olweus (Positive School Climate) stipends $10,500- $18,000 LCFF Interagency collaboration $21,000		
Source	LCFF	LCFF	See Source for 2018-19
Budget Reference	7877	787700-0003	See Budget Reference for 2018-19

Action   3.2 Improve Student Engagement

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

Students to be Served:

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

Location(s):

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

All	All Schools

<div align="center">**OR**</div>

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

3.2.1 Continue to follow attendance best practices outlined by Attendance Works and the California Department of Education with a focus on prevention and intervention. ● Continue to partner with outside agencies to promote best practices related to attendance	3.2.1 Continue to follow attendance best practices outlined by Attendance Works and the California Department of Education with a focus on prevention and intervention to improve chronic absenteeism rates. As measured by chronic absenteeism rates and evidenced by the following actions. ● Continue to partner with outside agencies to promote best practices related to attendance ● Continue to use the DATT tool to monitor attendance monthly and share with stakeholders	See description for 2018-19
3.2.2 Create a School Attendance and Review Board (SARB) to support students K-12.	3.2.2 Continue to utilize School Attendance and Review Board (SARB) and mediation to support students/parents K-12.	See description for 2018-19
3.2.3 Continue to implement a district-wide attendance campaign geared at educating the community about truancy and chronic absenteeism	3.2.3 Continue to implement a district-wide attendance campaign with the intention of educating the community about truancy and chronic absenteeism. ● Provide information through the district website and school websites to support families with resources to eliminate barriers to attendance. ● Keep parents informed of their child's attendance as evidenced by the use of auto-call messages, personal phone calls and letters. ● Provide on-going training to attendance staff regarding resources available and how to communicate effectively with parents as evidenced by agendas and sign-in sheets. ● At the district level, continue to monitor chronic absenteeism per school and subgroups to identify trends and implement interventions. ● School Linked Services Coordinators will support parents of chronically absent students with resources as evidenced by quarterly data of parent contacts and ability to connect the parent to resources.	See description for 2018-19
3.2.4 Continue to conduct monthly mediation sessions at elementary and secondary levels . ● Work collaboratively with the District Attorney's office to increase mediation efforts at the elementary level.	3.2.4 Continue to conduct quarterly mediation sessions at elementary and secondary levels. ● Work collaboratively with the District Attorney's office to increase mediation efforts at the elementary level to reduce chronic absenteeism.	See description for 2018-19

Budgeted Expenditures

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

Action 3.3 Increase Parent Involvement

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

Students to be Served:

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

Location(s):

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

All	All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.3.1 Provide resources aligned with current education topics to sites to support current parent involvement goals	3.3.1 The district will continue to support the school sites regarding ELAC, DELAC, School Site Council, ASB. Parent Clubs, School Linked Services, Neighborhood Safety Unit, the LCAP process as evidenced by a table of parent engagement opportunities offered.	See description for 2018-19
3.3.2 Strengthen existing parent committees and education programs	3.3.2 The district will continue to provide programs, events, and workshops and strengthen them through increased coordination of services and dissemination of information through School Linked Services, Schoolloop messaging, and district office communication. ● The Campus Collaboratives at Gilroy High School and South Valley Middle School will increase in enrollment by 100% with active engagement and enrollment from the coordinators at those sites. ● Develop system to identify parent engagement opportunities district-wide. ● Establish measurable outcomes for parent engagement programs, events, and workshops. ● Measure parent participation in programs, events, and workshops as evidenced by sign-in sheets. ● Develop methods for soliciting parent feedback.	See description for 2018-19
3.3.3 Provide parent leadership opportunities (Project2Inspire, Los Dichos, English Learner Advisory Committee (ELAC)/ District English Learner Advisory Committee (DELAC), Migrant Education Parent Advisory Committee (Migrant PAC)	3.3.3 ● Continue to provide parent leadership opportunities (Project2Inspire, Los Dichos, English Learner Advisory Committee (ELAC)/ District English Learner Advisory Committee (DELAC), and Migrant Education Parent Advisory Committee (Migrant PAC) as evidenced by sign-in sheets meeting minutes. ● Implement parent trainings and workshops led by parent leaders who are graduates of Project2Inpsire	See description for 2018-19
3.3.4- Power School- Provide parent workshops in Meditation and other program	3.3.4 Power School will continue to host family events at school sites to engage parents in expanded learning programs and the opportunities they provide to students as evidenced by parent event schedule and sign-in sheets.	See description for 2018-19

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Parent training $30,000 Title I/Title III	N/A	See Amount for 2018-19
Source	LCFF	N/A	See Source for 2018-19
Budget Reference	Parent training $30,000 Title I/Title III	N/A	See Budget Reference for 2018-19

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

Unchanged Goal

Goal 4

High Quality Teachers, Paraeducators and Classified Staff

State and/or Local Priorities addressed by this goal:

State Priorities: **1, 4**

Identified Need:

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

Expected Annual Measureable Outcomes

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

Planned Actions / Services

Action   4.1 Ensure the hiring and training of effective staff

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

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4.1 Provide training on a continuing basis regarding the evaluation process for both certificated and classified staff. 4.2 Implement new certificated staff evaluation form Include in the pilot the evaluation process for non-teaching certificated staff. 4.3 Continue to Implement Educator Effectiveness Plan for new teachers including special education staff and paraeducators. 4.4 Continue to improve salary and benefit packages for all employees to help with recruitment and retention of all employees. 4.5 Continue to offer compensation to new certificated staff to assist in obtaining a clear teaching credential. 4.6 Continue compliant trainings for both certificated and classified staff. 4.7 Continue with specific legal trainings for both certificated and classified staff. 4 .8 Additional staff will be provided to increase staffing in order to provide more support in classrooms across the district in addition to the base funding	4.1 Provide training on a continuing basis regarding the evaluation process for both certificated and classified staff. 4.2 Implement new certificated staff evaluation form. Include in the pilot the evaluation process for non-teaching certificated staff. 4.3 Maintain support for new teachers through: - support for induction requirements - Professional development related to content/grade level curriculum 4.4 Continue to improve salary and benefit packages for all employees to help with recruitment and retention of all employees. 4.5 Continue compliant trainings for both certificated and classified staff. 4.6 Continue with specific legal trainings for both certificated and classified staff. 4 .7 Additional staff will be provided to increase staffing in order to provide more support in classrooms across the district in addition to the base funding 4.8 Reduced class sizes at targeted sites to support EL, foster and socio-economic disadvantaged youth	See description for 2018-19

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Training Classified $10,000 LCFF Training Paraprofessionals $10,000 LCFF Educator Effectiveness Funds $281,000 Additional staff- $1,513,519 LCFF	$9,081,767	See Amount for 2018-19
Source	LCFF, Educator Effectiveness	LCFF	See Source for 2018-19
Budget Reference	7877 - 6264	787700-0004	See Budget Reference for 2018-19

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

Unchanged Goal

Goal 5

Ensure equitable and well maintained facilities

State and/or Local Priorities addressed by this goal:

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

Identified Need:

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Williams report	No complaints regarding facilities	No complaints regarding facilities	No complaints regarding facilities	No complaints regarding facilities
Routine Restricted Maintenance Match- LCFF Base funding	3%	3%	3%	3%

Planned Actions / Services

Action 5.1 Ensure well-maintained facilities

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

Students to be Served:

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

Location(s):

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

All	All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

	LEA-wide	All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
5.1 Maintain 3% match for Routine Restricted Maintenance (RRM) 5.2 Analyze current equipment and inventory needs. Review replacement plan for equipment & vehicles within budgetary constraints. 5.3 Evaluate staff needs annually 5.4 Increase Deferred Maintenance match based on District needs 5.5 Evaluate work order system for improved efficiency.	5.1 Maintain 3% match for Routine Restricted Maintenance (RRM) 5.2 Analyze current equipment and inventory needs. Review replacement plan for equipment & vehicles within budgetary constraints. 5.3 Evaluate staff needs annually 5.4 Increase Deferred Maintenance match based on District needs 5.5 Evaluate work order system and use tablets for improved efficiency	See description for 2018-19

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,666,610	N/A	N/A
Source	Routine Restricted Maintenance LCFF Base funding	N/A	N/A
Budget Reference	8150	N/A	N/A

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

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

<div align="center">OR</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
5.2.1 The ongoing contribution towards Deferred Maintenance remains $380,000. 5.2.2 The Board will have at least one Facility Study Session Dedicated to analyzing the facilities needs and have an opportunity to modify the contribution to Deferred Maintenance using one-time funding. *The Governing Board had 2 study sessions; one in November and another in December. The outcome ultimately focused the Bond priorities to the aging middle schools.* 5.2.3 Facility Sub Committee reviews and makes	5.2.1 The ongoing contribution towards Deferred Maintenance remains $380,000. 5.2.2 The Board will have at least one Facility Study Session Dedicated to analyzing the facilities needs and have an opportunity to modify the contribution to Deferred Maintenance using one-time funding. 5.2.3 Facility Sub Committee reviews and makes recommendations to Board on facility matters 5.2.4 The Facilities Master Plan has been finalized	See description for 2018-19

recommendations to Board on facility matters 5.2.4 The Facilities Master Plan has been finalized and will be a key component of the Brownell and South Valley renovations.	and will be a key component of the Brownell and South Valley renovations.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$380,000	$380,000	See Amount for 2018-19
Source	LCFF Base Funding	LCFF Base Funding	See Source for 2018-19
Budget Reference	78770	787700	See Budget Reference for 2018-19

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year	☐ 2017–18 ☐ **2018–19** ☐ 2019–20

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

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a school-wide or LEA-wide basis. Include the required descriptions supporting each school-wide or LEA-wide use of funds (see instructions).

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

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

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

Goal 2: The following actions support the effort to provide equitable support for all learners
- EL coach to support designated and integrated EL services at Gilroy, Christopher, Brownell, Solorsano and South Valley schools ($60,700)
- Support elementary before/after school interventions- ($74,363)
- Provide interventions during the school year and in the summer to support students specifically with credit recovery ($352,000)-
- Provide EL interventions at all levels with reduced class sizes at the middle and high school levels 714,702)
- Fund provided to sites to support the needs of English learners ($271,137)
- Assist students in gaining access to college and career in the form of PSAT and MAP testing and reporting at the high school level and STAR testing at the

elementary level ($87,000)
- Provide diversity training for staff ($20,000)

Goal 3: The following actions support the effort to improve school culture and increase engagement
- Funds allocated to sites to support school culture and engagement ($128,840)
- Support coordination of services and resources to families ($60,000)
- Provide coaching for all sites by funding a program administrator and coach for PBIS ($250,625)

Goal 4: The following actions support the effort to ensure high quality teachers, paraeducators and classified staff
- Provide induction support for new teachers ($20,000 LCFF, $40,000 Title II)
- Funds to increase salary to recruit and retain qualified teachers ($8,942,927 2013- present)

LCAP Year	☐ **2017–18** ☐ 2018–19 ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds:	$ 9,701,731	Percentage to Increase or Improve Services:	11.13%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a school-wide or LEA-wide basis. Include the required descriptions supporting each school-wide or LEA-wide use of funds (see instructions).

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

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

Goal 1: The following actions support the effort to provide high Quality instruction and 21st century learning opportunities to ensure College and Career Readiness
- Provide coaching support to staff at all grade levels (pp. 52-55, $888,000)
- Continue SEAL (Sobrato Early Academic Language) program at Glen View, Eliot, Antonio Del Buono, Rucker and El Roble (p. 54, $89,000)
- Supplemental materials support for the dual immersion program located at Las Animas, Rod Kelley, South Valley and Gilroy High schools. This line also includes supplemental materials for interventions for targeted students at all other district schools (p. 54-55, $537,000)
- Support 21st Century Skills by providing funds for improved technology at each school site (rr. 60-61, $150,000)
- Provide materials to help develop and support effective instruction to address the Common Core Standards and NGSS (pp. 55-58, $170,000)

Goal 2: The following actions support the effort to provide equitable support for all learners
- EL coach to support designated and integrated EL services at Gilroy, Christopher, Brownell, Solorsano and South Valley schools (p. 76, $50,000)
- Provide interventions during the school year and in the summer to support students specifically with credit recovery (pp. 68-70, $582,000)
- Provide EL interventions at all levels with reduced class sizes at the middle and high school levels (p. 79, $3,150,000)
- Fund targeted support for EL, migrant, foster and homeless youth at all school sites (p. 66-72, $1,925,212)
- Assist students in gaining access to college and career in the form of PSAT and MAP testing and reporting at the high school level and STAR testing at the elementary level (pp. 70-76, $87,000)

Goal 3: The following actions support the effort to improve school culture and increase engagement
- Continue to work with Cal-SAFE to support the School Link Services coordinator position to support engagement efforts district-wide(pp. 78-80, $220,000)
- Support the efforts to reduce pupil retention at the elementary and middle school levels (pp. 80-81, $90,000)
- Provide coaching for all sites by funding a program administrator and coach for PBIS (pp. 80-82, $250,000)

Goal 4: The following actions support the effort to ensure high quality teachers, paraeducators and classified staff
- Additional staff will be provided to increase staffing in order to provide more support in classrooms across the district in addition to the base funding (pp. 84-85, $1,513,519)