

**Introduction:**

**LEA:** Gerber Union Elementary School District **Contact (Name, Title, Email, Phone Number):** Jenny Marr, Superintendent/Principal, jmarr@gerberschool.org, 530-385-1041  
**LCAP Year:** 2016-2017, 2017-2018, 2018-2019

***Local Control and Accountability Plan and Annual Update Template***

*Gerber Union Elementary School serves approximately 430 students in grades TK-8. A state funded Pre-School is located on campus which feeds into the Gerber School population.*

*The Gerber School District is characterized as a rural unincorporated area of approximately 70 square miles in the center of Tehama County. Gerber is one of 14 school districts within the county and feeds into the Red Bluff High School District.*

*School enrollment has grown steady over the past two years. The number of limited or non-English speaking students has grown at a faster pace than the general population with approximately 50% of our students classified as English Learners (EL). During the 2015-2016 school year, approximately 90% of the student body qualified for free or reduced priced lunches.*

*The mission of Gerber Union Elementary School District is to team with families to create a college-oriented culture where students are safe, respected, and empowered to contribute in a global community. Our vision statement is "Inspiring students to work hard and dream big".*

*The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.*

*For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.*

*Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.*

*The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.*

*For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.*

## State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

### A. Conditions of Learning:

**Basic:** degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

**Implementation of State Standards:** implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

**Course access:** pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

**Expelled pupils (for county offices of education only):** coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

**Foster youth (for county offices of education only):** coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

### B. Pupil Outcomes:

**Pupil achievement:** performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

**Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

### C. Engagement:

**Parental involvement:** efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

**Pupil engagement:** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

**School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

**Section 1: Stakeholder Engagement**

*Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.*

**Instructions:** Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA’s goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

**Guiding Questions:**

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
1) Parents, students, community members, local bargaining units, and other stakeholder groups have been engaged and involved in developing, reviewing, and supporting implementation of the LCAP through the following advisory groups: School Site Council (SSC), English Language Acquisition Committee (ELAC/DELAC).	Recommendation and development
2) All stakeholders have been included in the LEA's process for engagement in the development of the LCAP through representation on LCAP advisory	Engagement, recommendation and development

committees; SSC and ELAC/DELAC. SSC and ELAC/DELAC meet regularly throughout the year. SSC meetings were held on 10/6/15, 1/12/16, 2/9/16, and 5/31/16. ELAC/DELAC meetings were held on 1/12/16 and 5/31/16. During the SSC and ELAC/DELAC meetings, data was reviewed and recommendations were discussed to reduce and re-prioritize the District's LCAP goals. The three overarching goals are to improve student achievement and implement common core; create a positive school culture that engages students and parents and focuses on supporting social/emotional needs; and upgrade facilities.

3) The data listed below will be presented at least annually to advisory committees for review and will help guide priority recommendations for the LCAP.

- ~School Accountability Report Card (SARC)
- ~CELDT scores/English proficiency rates
- ~local assessment results
- ~state test results (CAASPP)
- ~discipline referrals
- ~School Culture Survey: parent, teacher, student--Healthy Kids survey.
- ~attendance rates
- ~suspension and expulsion rates
- ~counseling and mental health referrals

4) There have been no changes in the LCAP as a result of written comments or other feedback.

5) The specific action that the district is taking to meet statutory requirements for stakeholder engagement is to establish and maintain active SSC and ELAC/DELAC committees that include representation of all stakeholders. The district will follow LCAP implementation procedure timelines and regulations.

6) During each school year and as part of the LCAP annual update, the SSC and ELAC/DELAC committees will review data from the previous school year, analyze progress towards meeting annual goals, and make recommendations that support improved outcomes for students.

Data for recommendation and development

N/A

Approval

Review, recommendation

**Annual Update:**

(1, 2 & 5) During meetings that were held regularly throughout the year, SSC

**Annual Update:**

SSC and ELAC/DELAC met regularly during the year to develop the LCAP.

and ELAC/DELAC reviewed implementation of the LCAP and made recommendations for changes. New goals were established based on the committee's recommendations.

(3 & 6) The data listed below was presented to advisory committees and helped guide recommendations for LCAP goals and priorities.

- ~School Accountability Report Card (SARC)
- ~CELDT scores/English proficiency rates
- ~local assessment results
- ~state test results (CAASPP)
- ~discipline referrals
- ~School Culture Survey: parent, teacher, student--Healthy Kids survey.
- ~attendance rates
- ~suspension and expulsion rates
- ~counseling and mental health referrals

4) There were no public comments to the LCAP during the 2015-2016 school year.

SSC and ELAC/DELAC reviewed data and used the data to revise goals. The goals that were identified drove the development of the revised LCAP. Recommendations to current LCAP include:

- ~Reduce number of LCAP goals to 3
- ~Eliminate CDS program and hire a Behavior Intervention Coordinator
- ~Increase support staff for Learning Center implementation. Hire Intervention Coordinator and .6 EL Support Provider
- ~Continue common core and technology implementation
- ~Continue to offer Rosetta Stone as a language support option for parents and staff
- ~Not hire a PE teacher and as funding permits purchase PE curriculum and upgrade playground to promote active play

N/A

## Section 2: Goals, Actions, Expenditures, and Progress Indicators

### Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

**Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.**

**Goal:** Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

**Related State and/or Local Priorities:** Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

**Identified Need:** Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

**Schools:** Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

**Applicable Pupil Subgroups:** Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

**Expected Annual Measurable Outcomes:** For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

**Action/Services:** For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

**Scope of Service:** Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

**Pupils to be served within identified scope of service:** For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.



**Budgeted Expenditures:** For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

**Guiding Questions:**

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

<p>GOAL 1:</p>	<p>Increase the percentage of students performing at grade level in reading and math and provide extra support for at-risk students; including English learners, low SES, foster youth and homeless.</p>	<p>Related State and/or Local Priorities:            1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>             COE only: 9 _ 10 _             Local : Specify</p>
<p>Identified Need :</p>	<p>Gerber has a high percentage of at-risk students and English learners. Our free and reduced lunch count is 91% and over 50% of our population are English learners (EL).</p>	
<p>Goal Applies to:</p>	<p>Schools: All            Applicable Pupil Subgroups:</p>	<p>All</p>

**LCAP Year 1: 2016-2017**

**Expected Annual  
Measurable  
Outcomes:**

- The overall percentage of all students making growth towards attaining proficiency in Reading and Math will increase by 1% per year as measured by state and local assessments.
- English learners (EL) will make growth towards attaining English language proficiency as measured by state assessments in order to move towards state-defined expectations for proficiency in English Language Development (ELD).

State assessment: CAASPP

Percentage of students meeting or exceeding standard:

ELA	Math	
2015-2016:		
2014-2015	27%	14%

Local assessment: STAR Renaissance--grades 2-8. Will establish iReady baseline during the 2016-2017 school year.

STAR Renaissance (Grades 2-8). Percentage of students scoring proficient or higher:

ELA	Math	
2015-2016	39%	50%
2014-2015	44.7%	54.1%
2013-2014	34%	56.3%

ELD:

AMAO 1 - Percentage of ELs Making Annual Progress in Learning English:

2015-2016	Data has not been released	
2014-2015	63.1%	*state target: 60.5%
2013-2014	62.7%	*state target: 59%

AMAO 2 - Percentage of ELs Attaining the English Proficient Level on the CELDT:

Less than 5 Years Cohort

2015-2016	Data has not been released	
2014-2015	21.5%	*state target: 24.2%
2013-2014	25.9%	*state target: 22.8%

5 Years or More Cohort

2015-2016	Data has not been released	
2014-2015	67.6%	*state target: 50.9%
2013-2014	72.2%	*state target: was 49%

English learners reclassification rate:

2015-2016	39 students
2014-2015	21 students
2013-2014	21 students
2012-2013	17 students

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Because the best intervention is strong first instruction, GUESD will maintain an increased instructional day to provide additional learning opportunities. GUESD had no teacher mis-assignments and will maintain the CSR ratio of 24-1.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All                      OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)  <u>At Risk</u></p>	<p>CSR salaries 1000-1999: Certificated Personnel Salaries Supplemental 227001                      CSR benefits 3000-3999: Employee Benefits Supplemental 72413                      Teaching Staff Salaries: Extra Minutes 1000-1999: Certificated Personnel Salaries Concentration 76323                      Teaching Staff Benefits: Extra Minutes 3000-3999: Employee Benefits Concentration 24347                      Increase in Instructional Aide days 2000-2999: Classified Personnel Salaries Supplemental 3386                      Increase in Instructional Aide Days 3000-3999: Employee Benefits Supplemental 597</p>
<p>Implement the Common Core in all content areas TK-8.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All                      OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)  <u>At Risk</u></p>	<p>Curriculum (ELA, math, ELD) 4000-4999: Books And Supplies Base 80000                      Curriculum (science, social studies, other) 4000-4999: Books And Supplies Base 10000                      ELA/ELD adoption 4000-4999: Books And Supplies Base 80000</p>
<p>Provide professional development to staff to implement core curriculum and best practices</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All                      OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)  <u>At Risk</u></p>	<p>Professional development 5000-5999: Services And Other Operating Expenditures Supplemental 7500                      P360 5000-5999: Services And Other Operating Expenditures Supplemental 2530                      Growth Mindset (August 15, 2016) in-service 5000-5999: Services And Other Operating Expenditures Supplemental 5000                      TCDE trainings to support Common Core implementation: Gradual Release of Responsibility (GRR), 5000-5999: Services And Other Operating Expenditures Supplemental 500                      Google Summer Summit: technology, common core, and</p>

			college & career preparation 5000-5999: Services And Other Operating Expenditures Supplemental 2500
<p>Maintain a TK-8 Multi-Tiered System of Supports (MTSS) that includes Response to Intervention (RTI) and English Language Development (ELD) for identified students.</p>	District	<p><u>All</u> -----  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)  <u>At Risk</u></p>	<p>Hire Intervention Coordinator</p> <p>1000-1999: Certificated Personnel Salaries Concentration 73772</p> <p>Intervention Coord 3000-3999: Employee Benefits Concentration 22773</p> <p>Hire RTI Teacher 1000-1999: Certificated Personnel Salaries Concentration 60700</p> <p>RTI Teacher 3000-3999: Employee Benefits Concentration 21718</p> <p>Hire 1.4 Education Specialist (MOU with TCDE) 1000-1999: Certificated Personnel Salaries Special Education Reimbursement 83357</p> <p>1.4 Education Specialists 3000-3999: Employee Benefits Special Education Reimbursement 29670</p> <p>Hire 1.0 ELD Teacher and .6 EL Support Provider 1000-1999: Certificated Personnel Salaries Federal 97120</p> <p>1.6 EL Staff 3000-3999: Employee Benefits Federal 38357</p> <p>Instructional aides to support MTSS; including ELD and RSP 2000-2999: Classified Personnel Salaries Supplemental 54540</p> <p>MTSS Classified Benefits 3000-3999: Employee Benefits Supplemental 20354</p> <p>Instructional aides to support MTSS; including ELD and RSP 2000-2999: Classified Personnel Salaries Federal 11070</p> <p>MTSS Classified Benefits 3000-3999: Employee Benefits Federal 2636</p> <p>Instructional aides to support MTSS; including ELD and RSP 2000-2999: Classified Personnel Salaries Other 21114</p> <p>MTSS Classified Benefits 3000-3999: Employee Benefits Other 13530</p>
<p>Implement technology, the Next Generation Science Standards (NGSS) and STEAM (Science, Technology, Engineering, Art and Math) TK-8.</p>	District	<p><input checked="" type="checkbox"/> All -----  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent</p>	<p>Hire technology teacher 1000-1999: Certificated Personnel Salaries Supplemental 50202</p> <p>Technology teacher benefits 3000-3999: Employee Benefits Supplemental 22810</p> <p>Technology (hardware). Maintain level of existing hardware (\$10,000 yearly). 4000-4999: Books And Supplies Base</p>

		<p>English proficient  <input checked="" type="checkbox"/> Other Subgroups:                  (Specify)  <u>At Risk</u></p>	<p>10000                  Purchase technology to implement Common Core, NGSS, and STEAM: Chromebooks, support for one-to-one devices, iPads, headphones, projectors, etc. 4000-4999: Books And Supplies Base 40000                  Technology services: Digital Streaming and related tech services (MOU with TCDE for IT services). 5800: Professional/Consulting Services And Operating Expenditures Supplemental 32991</p>
<p>Purchase intervention and enrichment software programs and curriculum to support core instruction, MTSS, and ELD</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:                  (Specify)  <u>At Risk</u></p>	<p>Software programs (varies): Renaissance, Pearson, Imagine Learning, Lexia 5000-5999: Services And Other Operating Expenditures Supplemental 41000                  Intervention curriculum (varies): SIPPS, Reading Mastery 5000-5999: Services And Other Operating Expenditures Supplemental 500                  Data management/assessment for MTSS: iReady, Aimsweb 5000-5999: Services And Other Operating Expenditures Supplemental 21200</p>
<p>Offer extended-day learning opportunities and enrichment learning opportunities through additional instructional minutes, extended TK/K program, Early Back, Latina Leadership, 6th grade environmental camp (emphasis on NGSS), SERRF/Summer SERRF, and school readiness outreach.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:                  (Specify)  <u>At Risk</u></p>	<p>Teaching Staff Salaries: Extra instructional minutes 1000-1999: Certificated Personnel Salaries Concentration 86371                  Teaching Staff Salaries: Extra instructional minutes 3000-3999: Employee Benefits Concentration 25874                  Increase in Instructional Aide time due to extended day-included in Action 1 2000-2999: Classified Personnel Salaries Supplemental                  Summer SERRF: transportation, copies 2000-2999: Classified Personnel Salaries Supplemental 2000                  Early Back transportation, copies 2000-2999: Classified Personnel Salaries Concentration 850                  Early Back transportation, copies 3000-3999: Employee Benefits Concentration 150</p>
<p>Increase college and career awareness</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>College Options (7-8 grades) 5000-5999: Services And Other Operating Expenditures Supplemental 200                  NEU Connect 4000-4999: Books And Supplies Base 129                  NEU resources 5800: Professional/Consulting Services And Operating Expenditures Base 1050                  NEU conference (professional development-network) 5000-5999: Services And Other Operating Expenditures Base 3500</p>

<p>Maintain a Media Resource Center</p>	<p>District</p>	<p>At Risk  <input checked="" type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:                  (Specify)                  At Risk</p>	<p>Media center employee 2000-2999: Classified Personnel Salaries Supplemental 22876                  Media center employee benefits 3000-3999: Employee Benefits Supplemental 5479</p>
	<p>District</p>	<p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	

**LCAP Year 2: 2017-2018**

Expected Annual Measurable Outcomes:

- The overall percentage of all students making growth towards attaining proficiency in Reading and Math will increase by 1% per year as measured by state and local assessments.
- English learners (EL) will make growth towards attaining English language proficiency as measured by state assessments in order to move towards state-defined expectations for proficiency in English Language Development (ELD).

State assessment: CAASPP

Percentage of students meeting or exceeding standard:

Year	ELA	Math
2015-2016:		
2014-2015	27%	14%

Local assessment: STAR Renaissance--grades 2-8. Will establish iReady baseline during the 2016-2017 school year.

STAR Renaissance (Grades 2-8). Percentage of students scoring proficient or higher:

Year	ELA	Math
2015-2016	39%	50%
2014-2015	44.7%	54.1%
2013-2014	34%	56.3%

ELD:

AMAO 1 - Percentage of ELs Making Annual Progress in Learning English:

2015-2016	Data has not been released
2014-2015	63.1% *state target: 60.5%
2013-2014	62.7% *state target: 59%

AMAO 2 - Percentage of ELs Attaining the English Proficient Level on the CELDT:

Less than 5 Years Cohort

2015-2016	Data has not been released
2014-2015	21.5% *state target: 24.2%
2013-2014	25.9% *state target: 22.8%

5 Years or More Cohort

2015-2016	Data has not been released
2014-2015	67.6% *state target: 50.9%
2013-2014	72.2% *state target: was 49%

English learners reclassification rate:

2015-2016	39 students
2014-2015	21 students
2013-2014	21 students
2012-2013	17 students



Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Because the best intervention is strong first instruction, GUESD will maintain an increased instructional day to provide additional learning opportunities. GUESD will maintain the CSR ratio of 24-1.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All                      OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)  <u>At Risk</u></p>	<p>CSR salaries 1000-1999: Certificated Personnel Salaries Supplemental 231132</p> <p>CSR benefits 3000-3999: Employee Benefits Supplemental 80560</p> <p>Teaching Staff Salaries: Extra Minutes 1000-1999: Certificated Personnel Salaries Concentration 77712</p> <p>Teaching Staff Benefits: Extra Minutes 3000-3999: Employee Benefits Concentration 27086</p> <p>Increase in Instructional Aide days 2000-2999: Classified Personnel Salaries Supplemental 3623</p> <p>Increase in Instructional Aide days 3000-3999: Employee Benefits Supplemental 639</p>
<p>Implement the Common Core in all content areas TK-8.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All                      OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)  <u>At Risk</u></p>	<p>Curriculum (ELA, math, ELD) 4000-4999: Books And Supplies Base 12000</p> <p>Curriculum (science, social studies, other) 4000-4999: Books And Supplies Base 50000</p> <p>ELA/ELD adoption 4000-4999: Books And Supplies Base 1000</p>
<p>Provide professional development to staff to implement core curriculum and best practices</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All                      OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)  <u>At Risk</u></p>	<p>Professional development 5000-5999: Services And Other Operating Expenditures Supplemental 7500</p> <p>P360 5000-5999: Services And Other Operating Expenditures Supplemental 2530</p> <p>TCDE trainings to support Common Core implementation: Gradual Release of Responsibility (GRR), 5000-5999: Services And Other Operating Expenditures Supplemental 500</p> <p>Google Summit: technology, common core, and college &amp; career preparation 5000-5999: Services And Other Operating Expenditures Supplemental 2500</p>
<p>Maintain a TK-8 Multi-Tiered System of Supports (MTSS) that includes Response to Intervention (RTI) and English Language Development (ELD) for identified</p>	<p>District</p>	<p><input type="checkbox"/> All                      OR:</p>	<p>Hire Intervention Coordinator</p>

<p>students.</p>		<p><input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)  <u>At Risk</u></p>	<p>1000-1999: Certificated Personnel Salaries Concentration 75114  Intervention Coord 3000-3999: Employee Benefits Concentration 25335  Hire RTI Teacher 1000-1999: Certificated Personnel Salaries Concentration 61805  RTI Teacher 3000-3999: Employee Benefits Concentration 24161  Hire 1.4 Education Specialist (MOU with TCDE) 1000-1999: Certificated Personnel Salaries Special Education Reimbursement 84874  1.4 Education Specialists 3000-3999: Employee Benefits Special Education Reimbursement 33007  Hire 1.0 ELD Teacher and .6 EL Support Provider 1000-1999: Certificated Personnel Salaries Federal 98888  1.6 EL Staff 3000-3999: Employee Benefits Federal 42672  Instructional aides to support MTSS; including ELD and RSP 2000-2999: Classified Personnel Salaries Supplemental 55074  MTSS Classified Benefits 3000-3999: Employee Benefits Supplemental 21722  Instructional aides to support MTSS; including ELD and RSP 2000-2999: Classified Personnel Salaries Federal 11178  MTSS Classified Benefits 3000-3999: Employee Benefits Federal 2813  Instructional aides to support MTSS; including ELD and RSP 2000-2999: Classified Personnel Salaries Other 21321  MTSS Classified Benefits 3000-3999: Employee Benefits Other 14439</p>
<p>Implement technology, the Next Generation Science Standards (NGSS) and STEAM (Science, Technology, Engineering, Art and Math) TK-8.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)  <u>At Risk</u></p>	<p>Hire technology teacher 1000-1999: Certificated Personnel Salaries Supplemental 51115  Technology teacher benefits 3000-3999: Employee Benefits Supplemental 25376  Technology (hardware). Maintain level of existing hardware (\$10,000 yearly). 4000-4999: Books And Supplies Base 10000  Purchase technology to implement Common Core, NGSS, and STEAM: Chromebooks, support for one-to-one devices, iPads, headphones, projectors, etc. 4000-4999: Books And</p>

			Supplies Base 20000 Technology services: Digital Streaming and related tech services (MOU with TCDE for IT services). 5800: Professional/Consulting Services And Operating Expenditures Supplemental 32991
Purchase intervention and enrichment software programs and curriculum to support core instruction, MTSS, and ELD	District	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	Software programs (varies): Renaissance, Pearson, Imagine Learning, Lexia 5000-5999: Services And Other Operating Expenditures Supplemental 41000 Intervention curriculum (varies): SIPPS, Reading Mastery 5000-5999: Services And Other Operating Expenditures Supplemental 500 Data management/assessment for MTSS: iReady, Aimsweb 5000-5999: Services And Other Operating Expenditures Supplemental 21200
Offer extended-day learning opportunities and enrichment learning opportunities through additional instructional minutes, extended TK/K program, Early Back, Latina Leadership, 6th grade environmental camp (emphasis on NGSS), SERRF/Summer SERRF, and school readiness outreach.	District	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	Teaching Staff Salaries: Extra instructional minutes 1000-1999: Certificated Personnel Salaries Concentration 87943 Teaching Staff Salaries: Extra instructional minutes 3000-3999: Employee Benefits Concentration 26165 Increase in Instructional Aide time due to extended day-included in Action 1 2000-2999: Classified Personnel Salaries Supplemental Summer SERRF: transportation, copies 2000-2999: Classified Personnel Salaries Supplemental 2000 Early Back transportation, copies 2000-2999: Classified Personnel Salaries Concentration 850 Early Back transportation, copies 3000-3999: Employee Benefits Concentration 150
Increase college and career awareness	District	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	College Options (7-8 grades) 5000-5999: Services And Other Operating Expenditures Supplemental 200 NEU Connect 4000-4999: Books And Supplies Base 129 NEU resources 5800: Professional/Consulting Services And Operating Expenditures Base 1050 NEU conference (professional development-network) 5000-5999: Services And Other Operating Expenditures Base 1000
Maintain a Media Resource Center	District	<input checked="" type="checkbox"/> All OR:	Media center employee 2000-2999: Classified Personnel Salaries Supplemental 23100

		<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <b>At Risk</b>	Media center employee benefits 3000-3999: Employee Benefits Supplemental 5847
	District	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

**LCAP Year 3: 2018-2019**

- Expected Annual Measurable Outcomes:
- The overall percentage of all students making growth towards attaining proficiency in Reading and Math will increase by 1% per year as measured by state and local assessments.
  - English learners (EL) will make growth towards attaining English language proficiency as measured by state assessments in order to move towards state-defined expectations for proficiency in English Language Development (ELD).

State assessment: CAASPP

Percentage of students meeting or exceeding standard:

	ELA	Math
2015-2016:		
2014-2015	27%	14%

Local assessment: STAR Renaissance--grades 2-8. Will establish iReady baseline during the 2016-2017 school year.

STAR Renaissance (Grades 2-8). Percentage of students scoring proficient or higher:

	ELA	Math
2015-2016	39%	50%
2014-2015	44.7%	54.1%
2013-2014	34%	56.3%

ELD:

AMAO 1 - Percentage of ELs Making Annual Progress in Learning English:

2015-2016	Data has not been released
2014-2015	63.1% *state target: 60.5%
2013-2014	62.7% *state target: 59%

AMAO 2 - Percentage of ELs Attaining the English Proficient Level on the CELDT:

Less than 5 Years Cohort

2015-2016	Data has not been released
2014-2015	21.5% *state target: 24.2%
2013-2014	25.9% *state target: 22.8%

5 Years or More Cohort

2015-2016	Data has not been released
2014-2015	67.6% *state target: 50.9%
2013-2014	72.2% *state target: was 49%

English learners reclassification rate:

2015-2016	39 students
2014-2015	21 students
2013-2014	21 students
2012-2013	17 students

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Because the best intervention is strong first instruction, GUESD will maintain an increased instructional day to provide additional learning opportunities. GUESD will maintain the CSR ratio of 24-1.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)  <u>At Risk</u></p>	<p>CSR salaries 1000-1999: Certificated Personnel Salaries Supplemental 235755</p> <p>CSR benefits 3000-3999: Employee Benefits Supplemental 88704</p> <p>Teaching Staff Salaries: Extra Minutes 1000-1999: Certificated Personnel Salaries Concentration 79266</p> <p>Teaching Staff Benefits: Extra Minutes 3000-3999: Employee Benefits Concentration 29824</p> <p>Increase in Instructional Aide days 2000-2999: Classified Personnel Salaries Supplemental 3876</p> <p>Increase in Instructional Aide days 3000-3999: Employee Benefits Supplemental 684</p>
<p>Implement the Common Core in all content areas TK-8.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)  <u>At Risk</u></p>	<p>Curriculum (ELA, math, ELD) 4000-4999: Books And Supplies Base 12000</p> <p>Curriculum (science, social studies, other) 4000-4999: Books And Supplies Base 1000</p> <p>ELA/ELD adoption 4000-4999: Books And Supplies Base 1000</p>
<p>Provide professional development to staff to implement core curriculum and best practices</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)  <u>At Risk</u></p>	<p>Professional development 5000-5999: Services And Other Operating Expenditures Supplemental 7500</p> <p>P360 5000-5999: Services And Other Operating Expenditures Supplemental 2530</p> <p>TCDE trainings to support Common Core implementation: Gradual Release of Responsibility (GRR), 5000-5999: Services And Other Operating Expenditures Supplemental 500</p> <p>Common core, and college &amp; career preparation 5000-5999: Services And Other Operating Expenditures Supplemental 2500</p>
<p>Maintain a TK-8 Multi-Tiered System of Supports (MTSS) that includes Response to Intervention (RTI) and English Language Development (ELD) for identified students.</p>	<p>District</p>	<p><input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners</p>	<p>Hire Intervention Coordinator</p> <p>1000-1999: Certificated Personnel Salaries Concentration 76616</p>

		<p><input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)  <u>At Risk</u></p>	<p>Intervention Coord 3000-3999: Employee Benefits Concentration 27896  Hire RTI Teacher 1000-1999: Certificated Personnel Salaries Concentration 63041  RTI Teacher 3000-3999: Employee Benefits Concentration 26604  Hire 1.4 Education Specialist (MOU with TCDE) 1000-1999: Certificated Personnel Salaries Special Education Reimbursement 86571  1.4 Education Specialists 3000-3999: Employee Benefits Special Education Reimbursement 36344  Hire 1.0 ELD Teacher and .6 EL Support Provider 1000-1999: Certificated Personnel Salaries Federal 100866  1.6 EL Staff 3000-3999: Employee Benefits Federal 46986  Instructional aides to support MTSS; including ELD and RSP 2000-2999: Classified Personnel Salaries Supplemental 55624  MTSS Classified Benefits 3000-3999: Employee Benefits Supplemental 23082  Instructional aides to support MTSS; including ELD and RSP 2000-2999: Classified Personnel Salaries Federal 11290  MTSS Classified Benefits 3000-3999: Employee Benefits Federal 2989  Instructional aides to support MTSS; including ELD and RSP 2000-2999: Classified Personnel Salaries Other 21534  MTSS Classified Benefits 3000-3999: Employee Benefits Other 15342</p>
<p>Implement technology, the Next Generation Science Standards (NGSS) and STEAM (Science, Technology, Engineering, Art and Math) TK-8.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)  <u>At Risk</u></p>	<p>Hire technology teacher 1000-1999: Certificated Personnel Salaries Supplemental 52137  Technology teacher benefits 3000-3999: Employee Benefits Supplemental 25116  Technology (hardware). Maintain level of existing hardware (\$10,000 yearly). 4000-4999: Books And Supplies Base 10000  Purchase technology to implement Common Core, NGSS, and STEAM: Chromebooks, support for one-to-one devices, iPads, headphones, projectors, etc. 4000-4999: Books And Supplies Base 10000  Technology services: Digital Streaming and related tech</p>

			services (MOU with TCDE for IT services). 5800: Professional/Consulting Services And Operating Expenditures Supplemental 32991
Purchase intervention and enrichment software programs and curriculum to support core instruction, MTSS, and ELD	District	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	Software programs (varies): Renaissance, Pearson, Imagine Learning, Lexia 5000-5999: Services And Other Operating Expenditures Supplemental 41000 Intervention curriculum (varies): SIPPS, Reading Mastery 5000-5999: Services And Other Operating Expenditures Supplemental 500 Data management/assessment for MTSS: iReady, Aimsweb 5000-5999: Services And Other Operating Expenditures Supplemental 21200
Offer extended-day learning opportunities and enrichment learning opportunities through additional instructional minutes, extended TK/K program, Early Back, Latina Leadership, 6th grade environmental camp (emphasis on NGSS), SERRF/Summer SERRF, and school readiness outreach.	District	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	Teaching Staff Salaries: Extra instructional minutes 1000-1999: Certificated Personnel Salaries Concentration 89702 Teaching Staff Salaries: Extra instructional minutes 3000-3999: Employee Benefits Concentration 28810 Increase in Instructional Aide time due to extended day-included in Action 1 2000-2999: Classified Personnel Salaries Supplemental Summer SERRF: transportation, copies 2000-2999: Classified Personnel Salaries Supplemental 2000 Early Back transportation, copies 2000-2999: Classified Personnel Salaries Concentration 850 Early Back transportation, copies 3000-3999: Employee Benefits Concentration 150
Increase college and career awareness	District	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	College Options (7-8 grades) 5000-5999: Services And Other Operating Expenditures Supplemental 200 NEU Connect 4000-4999: Books And Supplies Base 129 NEU resources 5800: Professional/Consulting Services And Operating Expenditures Base 1050 NEU conference (professional development-network) 5000-5999: Services And Other Operating Expenditures
Maintain a Media Resource Center	District	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth	Media center employee 2000-2999: Classified Personnel Salaries Supplemental 23331 Media center employee benefits 3000-3999: Employee Benefits Supplemental 6213



		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	
	District	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

<p>GOAL 2:</p>	<p>GUESD will maintain a safe, positive, school culture that supports student and parent engagement, focuses on educating the whole child, and provides student support academically, socially, and emotionally.</p>	<p>Related State and/or Local Priorities:          1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _          COE only: 9 _ 10 _          Local : Specify</p>
<p>Identified Need :</p>	<p>Students need a healthy, safe, learning environment where they are motivated to learn and supported academically, socially, and emotionally. GUESD has a high percentage of students that are low performing and at-risk. We have a high number of counseling and mental health referrals each year and in recent years have had an increase in the number of students referred to special education due to extreme behavior issues or other social/emotional concerns. Our resource program is impacted with a high caseload. We believe that increased services are necessary to ensure students at-risk are receiving appropriate referrals and services.</p>	
<p>Goal Applies to:</p>	<p>Schools: All          Applicable Pupil Subgroups:</p>	<p>All</p>

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes: Maintain a healthy, safe, positive school culture where students and families feel connected and will have access to social and emotional support if needed. Student and parent surveys will help measure school culture and connectedness.

Attendance rate schoolwide will be at least 90% per year as measured by P1&P2 data.

District chronic absenteeism will stay at or below the state average.  
 15-16 42 students  
 14-15 30 students  
 13-14 21 students

Suspension and expulsion rates will stay at or below the state average.  
 Suspension Rate  
 15-16 28 students (Elementary School) / 10 students (CDS) -- CDS program was closed in March 2016

Expulsion Rate  
 15-16 No students

Middle School Dropout Rate  
 15-16 No students

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Hire a full time Psychologist/Counselor to support students and families academically, socially, and emotionally.	District	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	Maintain full-time psychologist/counseling services as finances permit. 1000-1999: Certificated Personnel Salaries Supplemental 80856 psych/counseling services 3000-3999: Employee Benefits Supplemental 25001
Implement Positive Behavioral Interventions and Supports (PBIS).	District	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:	Professional development related to PBIS and other positive supports for school culture and student behavior. (Nurtured Heart, Second Step, Super Flex, GoZen) 5000-5999: Services And Other Operating Expenditures Base 3000

		(Specify) At Risk	
Increase resiliency awareness. Gerber will continue to implement Rusty May and other programs and strategies that promote engagement, anti-bullying and building self-esteem.	District	<input checked="" type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	Rusty May subscription Professional development. Growth Mindset Assemblies. Rusty May, Neil McIntyre, anti-bullying and self-esteem  5000-5999: Services And Other Operating Expenditures Supplemental 3000 Rusty May 5000-5999: Services And Other Operating Expenditures Supplemental 500 Surveys - copy costs 4000-4999: Books And Supplies Base 100
Partner with TCDE, law enforcement, and other agencies to promote a safe, positive school culture and community connectedness.	District	<input checked="" type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	Position related expense 5000-5999: Services And Other Operating Expenditures Base 2084
Provide counseling services and outreach opportunities for students and families in need.	District	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At-Risk	Provide 4 day per week counselor (Grant funded) Provide 5 day per week counselor/social worker (Grant funded)
Promote healthy lifestyle choices. Increase menu options to include more scratch cooking. Continue Fresh Fridays once a month, salad bar for upper grade students twice a week, and fruit bar everyday. Implement Recess Before Lunch Program. Hire Royal King dance production for two weeks. Hire a PE teacher In 2018-2019 If funding permits or the District builds a gym.	District	<input checked="" type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:	Cafe fund related expense for Fresh Friday! Base 1500 Additional supervision staff for Recess Before Lunch Program 2000-2999: Classified Personnel Salaries Base 900 Royal King Dance production 5000-5999: Services And Other Operating Expenditures Base 5000

<p>Hire a FTE Behavior Intervention Coordinator. This coordinator will oversee PBIS; help create an engaging, positive, school culture; work with students and teachers to help support challenging behaviors; and work with classified and certificated staff to provide professional development for behavior.</p>	<p>District</p>	<p>(Specify) At-Risk  <input checked="" type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At-Risk</p>	<p>Hire FTE Behavior Intervention Coordinator 1000-1999: Certificated Personnel Salaries Supp/Conc 73772  1.0 FTE Behavior 3000-3999: Employee Benefits Supp/Conc 23837</p>
<p>GUESD will provide multiple opportunities for parental involvement and community outreach, such as Back to School Night, Open House, Student Awards Assemblies that recognize both academics and character development, Parent-Teacher Conferences, Graduation, Halloween Carnival, NEU Parent Forums-bilingual, PIQUE (if sponsored by a university), Movie Nights, SSC, ELAC/DELAC, STEM nights, and Nurturing Parenting Classes (in partnership with First 5). Rosetta Stone is available for limited English speaking parents.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At-Risk, Parents</p>	<p>Parent notification system (School Messenger) 5000-5999: Services And Other Operating Expenditures Base 705  Rosetta Stone license 5000-5999: Services And Other Operating Expenditures Supplemental 1200  Evening event supervision 2000-2999: Classified Personnel Salaries Base 200  SOM and Character Counts: materials for assemblies 4000-4999: Books And Supplies Other 2000</p>

**LCAP Year 2: 2017-2018**

<p>Expected Annual Measurable Outcomes:</p>	<p>Maintain a healthy, safe, positive school culture where students and families feel connected and will have access to social and emotional support if needed. Student and parent surveys will help measure school culture and connectedness.  Attendance rate schoolwide will be at least 90% per year as measured by P1&amp;P2 data.  Chronic absenteeism will stay at or below the state average.  Suspension and expulsion rates will stay at or below the state average.</p>
---	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Hire a full time Psychologist/Counselor to support students and families academically, socially, and emotionally.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth</p>	<p>Maintain full-time psychologist/counseling services as finances permit. 1000-1999: Certificated Personnel Salaries Supplemental 82327</p>

		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	psych/counseling services 3000-3999: Employee Benefits Supplemental 27813
Implement Positive Behavioral Interventions and Supports (PBIS).	District	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	Professional development related to PBIS and other positive supports for school culture and student behavior. (Nurtured Heart, Second Step, Super Flex, GoZen)  5000-5999: Services And Other Operating Expenditures Base 1000
Increase resiliency awareness. Gerber will continue to implement Rusty May and other programs and strategies that promote engagement, anti-bullying and building self-esteem.	District	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	Rusty May subscription Professional development. Growth Mindset Assemblies. Rusty May, Neil McIntyre, anti-bullying and self-esteem  5000-5999: Services And Other Operating Expenditures Supplemental 3000 Rusty May 5000-5999: Services And Other Operating Expenditures Supplemental 500 Surveys - copy costs 4000-4999: Books And Supplies Base 100
Partner with TCDE, law enforcement, and other agencies to promote a safe, positive school culture and community connectedness.	District	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	Position related expense 5000-5999: Services And Other Operating Expenditures Base 2084
Provide counseling services and outreach opportunities for students and families in need.	District	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth	Hire full-time counselor 1000-1999: Certificated Personnel Salaries Supp/Conc 52500 Counselor benefits 3000-3999: Employee Benefits Supp/Conc 21000

		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At-Risk	
Promote healthy lifestyle choices. Increase menu options to include more scratch cooking. Continue Fresh Fridays once a month, salad bar for upper grade students twice a week, and fruit bar everyday. Implement Recess Before Lunch Program. Hire Royal King dance production for two weeks. Hire a PE teacher In 2018-2019 If funding permits or the District builds a gym.	District	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At-Risk	Cafe fund related expense for Fresh Friday! Base 1500 Additional supervision staff for Recess Before Lunch Program 2000-2999: Classified Personnel Salaries Base 900 Royal King Dance production 5000-5999: Services And Other Operating Expenditures Base 5000
Hire a FTE Behavior Intervention Coordinator. This coordinator will oversee PBIS; help create an engaging, positive, school culture; work with students and teachers to help support challenging behaviors; and work with classified and certificated staff to provide professional development for behavior.	District	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At-Risk	Hire FTE Behavior Intervention Coordinator 1000-1999: Certificated Personnel Salaries Supp/Conc 75114 1.0 FTE Behavior 3000-3999: Employee Benefits Supp/Conc 26518
GUESD will provide multiple opportunities for parental involvement and community outreach, such as Back to School Night, Open House, Student Awards Assemblies that recognize both academics and character development, Parent-Teacher Conferences, Graduation, Halloween Carnival, NEU Parent Forums-bilingual, PIQUE (if sponsored by a university), Movie Nights, SSC, ELAC/DELAC, STEM nights, and Nurturing Parenting Classes (in partnership with First 5). Rosetta Stone is available for limited English speaking parents.	District	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At-Risk, Parents	Parent notification system (School Messenger) 5000-5999: Services And Other Operating Expenditures Base 705 Rosetta Stone license 5000-5999: Services And Other Operating Expenditures Supplemental 1200 Evening event supervision 2000-2999: Classified Personnel Salaries Base 200 SOM and Character Counts: materials for assemblies 4000-4999: Books And Supplies Other 2000

**LCAP Year 3: 2018-2019**

Expected Annual Measurable Outcomes: Maintain a healthy, safe, positive school culture where students and families feel connected and will have access to social and emotional support if needed. Student and parent surveys will help measure school culture and connectedness.

Attendance rate schoolwide will be at least 90% per year as measured by P1&P2 data.

Chronic absenteeism will stay at or below the state average.

Suspension and expulsion rates will stay at or below the state average.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Hire a full time Psychologist/Counselor to support students and families academically, socially, and emotionally.	District	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	Maintain full-time psychologist/counseling services as finances permit. 1000-1999: Certificated Personnel Salaries Supplemental 83974 psych/counseling services 3000-3999: Employee Benefits Supplemental 30625
Implement Positive Behavioral Interventions and Supports (PBIS).	District	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	Professional development related to PBIS and other positive supports for school culture and student behavior. (Nurtured Heart, Second Step, Super Flex, GoZen) 5000-5999: Services And Other Operating Expenditures Base 1000
Increase resiliency awareness. Gerber will continue to implement Rusty May and other programs and strategies that promote engagement, anti-bullying and building self-esteem.	District	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient	Rusty May subscription Professional development. Growth Mindset Assemblies. Rusty May, Neil McIntyre, anti-bullying and self-esteem 5000-5999: Services And Other Operating Expenditures Supplemental 3000



		<input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	Rusty May 5000-5999: Services And Other Operating Expenditures Supplemental 500 Surveys - copy costs 4000-4999: Books And Supplies Base 100
Partner with TCDE, law enforcement, and other agencies to promote a safe, positive school culture and community connectedness.	District	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	Position related expense 5000-5999: Services And Other Operating Expenditures Base 2084
Provide counseling services and outreach opportunities for students and families in need.	District	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At-Risk	Hire a full-time counselor 1000-1999: Certificated Personnel Salaries Supp/Conc 54000 Counselor benefits 3000-3999: Employee Benefits Supp/Conc 23000
Promote healthy lifestyle choices. Increase menu options to include more scratch cooking. Continue Fresh Fridays once a month, salad bar for upper grade students twice a week, and fruit bar everyday. Implement Recess Before Lunch Program. Hire Royal King dance production for two weeks. Hire a PE teacher In 2018-2019 If funding permits or the District builds a gym.	District	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At-Risk	Cafe fund related expense for Fresh Friday! Base 1500 Additional supervision staff for Recess Before Lunch Program 2000-2999: Classified Personnel Salaries Base 900 Royal King Dance production 5000-5999: Services And Other Operating Expenditures Base 5000
Hire a FTE Behavior Intervention Coordinator. This coordinator will oversee PBIS; help create an engaging, positive, school culture; work with students and teachers to help support challenging behaviors; and work with classified and certificated staff to provide professional development for behavior.	District	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient	Hire FTE Behavior Intervention Coordinator 1000-1999: Certificated Personnel Salaries Supp/Conc 76616 1.0 FTE Behavior 3000-3999: Employee Benefits Supp/Conc 29199

		<input checked="" type="checkbox"/> Other Subgroups: (Specify) At-Risk	
GUESD will provide multiple opportunities for parental involvement and community outreach, such as Back to School Night, Open House, Student Awards Assemblies that recognize both academics and character development, Parent-Teacher Conferences, Graduation, Halloween Carnival, NEU Parent Forums-bilingual, PIQUE (if sponsored by a university), Movie Nights, SSC, ELAC/DELAC, STEM nights, and Nurturing Parenting Classes (in partnership with First 5). Rosetta Stone is available for limited English speaking parents.	District	<input checked="" type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At-Risk, Parents	Parent notification system (School Messenger) 5000-5999: Services And Other Operating Expenditures Base 705 Rosetta Stone license 5000-5999: Services And Other Operating Expenditures Supplemental 1200 Evening event supervision 2000-2999: Classified Personnel Salaries Base 200 SOM and Character Counts: materials for assemblies 4000-4999: Books And Supplies Other 2000
Hire a music teacher	District	<input checked="" type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At-risk	Hire music teacher 1000-1999: Certificated Personnel Salaries Base 50000

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 3:	GUESD will Improve, support, and sustain student learning and safety by maintaining and improving district facilities.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
---------	--	--

Identified Need :	GUESD facilities will be maintained in good repair pursuant to EC 17002(d).
-------------------	---

Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

**LCAP Year 1: 2016-2017**

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>• Good or excellent review on Facility Inspection Tool (FIT) to maintain accurate record of facility needs.</li> <li>• Establish and implement 5-year Facilities Plan.</li> </ul>
--------------------------------------	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain facilities and grounds.	District	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>At Risk</u>	Maintenance and grounds salaries 2000-2999: Classified Personnel Salaries Base 150760 Maintenance and grounds benefits 3000-3999: Employee Benefits Base 69883 Maintenance supplies 4000-4999: Books And Supplies Base 25000 Facilities 5000-5999: Services And Other Operating Expenditures Base 115000 Annual contribution to Deferred Maintenance Fund to maintain structural integrity and eventual (necessary) replacements. 7000-7439: Other Outgo Base 50000

**LCAP Year 2: 2017-2018**

- |                                      |  |
|--------------------------------------|--|
| Expected Annual Measurable Outcomes: | <ul style="list-style-type: none"> <li>• Good or excellent review on Facility Inspection Tool (FIT) to maintain accurate record of facility needs.</li> <li>• Establish and implement 5-year Facilities Plan.</li> </ul> |
|--------------------------------------|--|

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain facilities and grounds.	District	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>At Risk</u>	Maintenance and grounds salaries 2000-2999: Classified Personnel Salaries Base 152237 Maintenance and grounds benefits 3000-3999: Employee Benefits Base 74579 Maintenance supplies 4000-4999: Books And Supplies Base 25000 Facilities 5000-5999: Services And Other Operating Expenditures Base 115000 Annual contribution to Deferred Maintenance Fund to maintain structural integrity and eventual (necessary) replacements. 7000-7439: Other Outgo Base 50000

**LCAP Year 3: 2018-2019**

- |                                      |  |
|--------------------------------------|--|
| Expected Annual Measurable Outcomes: | <ul style="list-style-type: none"> <li>• Good or excellent review on Facility Inspection Tool (FIT) to maintain accurate record of facility needs.</li> <li>• Establish and implement 5-year Facilities Plan.</li> </ul> |
|--------------------------------------|--|

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain facilities and grounds.	District	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) (Specify)	Maintenance and grounds salaries 2000-2999: Classified Personnel Salaries Base 153759 Maintenance and grounds benefits 3000-3999: Employee Benefits Base 79248 Maintenance supplies 4000-4999: Books And Supplies Base 25000 Facilities 5000-5999: Services And Other Operating Expenditures Base 115000 Annual contribution to Deferred Maintenance Fund to maintain structural integrity and eventual (necessary) replacements. 7000-7439: Other Outgo Base 25000

		<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
--	--	--	--

**Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.**

## Annual Update

**Annual Update Instructions:** For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

### Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	All students will achieve academically and have access to high quality instruction, rigor and a college-career preparatory path. Common core and the Smarter Balanced assessments will be implemented school-wide over the next several years.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify
Goal Applies to:	Schools: All Applicable Pupil Subgroups:	All
Expected Annual Measurable Outcomes:	<p>The percentage of students attaining proficiency in Reading/Language Arts will increase by 5% per year as measured by Gerber Elementary School District's local assessments and/or benchmark assessments.</p> <p>The percentage of students attaining proficiency in Math will increase by 5% per year as measured by Gerber Elementary School District's local assessments and/or benchmark assessments.</p> <p>The percentage of English learners (EL) attaining growth in language proficiency will increase and/or meet state targets each year as measured by the CELDT.</p>	<p>Actual Annual Measurable Outcomes:</p> <p>The percentage of students attaining proficiency in Reading/Language Arts according to STAR assessments: 2015-2016 39% 2014-2015 44.7%</p> <p>The percentage of students attaining proficiency in Math according to STAR assessments: 2015-2016 50% 2014-2015 54.1%</p> <p>ELD: AMAO 1 - Percentage of ELs Making Annual Progress in Learning English: 2015-2016 Data has not been released 2014-2015 63.1% *state target: 60.5% 2013-2014 62.7% *state target: 59%</p> <p>AMAO 2 - Percentage of ELs Attaining the English Proficient Level on the CELDT: Less than 5 Years Cohort 2015-2016 Data has not been released 2014-2015 21.5% *state target: 24.2% 2013-2014 25.9% *state target: 22.8%</p> <p>5 Years or More Cohort 2015-2016 Data has not been released</p>

	2014-2015 67.6% *state target: 50.9% 2013-2014 72.2% *state target: was 49%  English learners reclassification rate: 2015-2016 39 students 2014-2015 21 students 2013-2014 21 students 2012-2013 17 students
--	---

**LCAP Year: 2015-2016**

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
GUESD will maintain the CSR ratio of 24-1.	CSR salaries 1000-1999: Certificated Personnel Salaries Supplemental 209030  CSR benefits 3000-3999: Employee Benefits Supplemental 80267	GUESD maintained the CSR ratio of 24-1.	CSR salaries 1000-1999: Certificated Personnel Salaries Supplemental 220605  CSR benefits 3000-3999: Employee Benefits Supplemental 73903
Scope of Service: District  _ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk		Scope of Service: District  _ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)	
Adopt Common Core curriculum at all grade levels and in all core subjects. Provide professional development opportunities for all staff members.	Curriculum (ELA, math, ELD) 4000-4999: Books And Supplies Other 50000  Professional development 5000-5999: Services And Other Operating Expenditures Supplemental 14622	Adopted Common Core curriculum at all grade levels and in all core subjects. Purchased newly state adopted Common Core math curriculum and began implementation. Provided professional development opportunities for all staff members.	Curriculum (ELA, math, ELD) 4000-4999: Books And Supplies Other 15000  Professional development 5000-5999: Services And Other Operating Expenditures Supplemental 7337
Scope of Service: District		Scope of Service: District	



<p><u>  </u> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p>At Risk</p>		<p><u>  </u> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Maintain student data management system to monitor academic progress.</p>	<p>State testing 1000-1999: Certificated Personnel Salaries Other 3000</p> <p>CELDT testing subs 5000-5999: Services And Other Operating Expenditures Base 17000</p> <p>Data management systems</p> <p>~Renaissance</p> <p>~Aeries</p>	<p>Maintained student data management system to monitor academic progress.</p>	<p>State testing 1000-1999: Certificated Personnel Salaries Other 3200</p> <p>CELDT testing subs 1000-1999: Certificated Personnel Salaries Other 2200</p> <p>Data management systems</p> <p>~Renaissance</p> <p>~Aeries</p> <p>5000-5999: Services And Other Operating Expenditures Base 10755</p>
<p>Scope of Service   District</p>		<p>Scope of Service   District</p>	
<p><u>  </u> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p>At Risk</p>		<p><u>  </u> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Offer positive student incentives and celebrate achievements.</p>	<p>Student awards</p> <p>0000: Unrestricted Base 4000</p>	<p>Offered positive student incentives to celebrate successes both academically and behaviorally.</p>	<p>Student awards</p> <p>0000: Unrestricted Base 3038</p>
<p>Scope of Service   District</p>		<p>Scope of Service   District</p>	
<p><u>  </u> All</p>		<p><u>  </u> All</p>	

<p>OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)  <u>At Risk</u></p>		<p>OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>GUESD will maintain its current level of curriculum purchases related to math, ELA, ELD, social studies, science and other core subjects. The district will adopt and purchase new common core curriculum in each content area as the state approves new adoptions.</p>	<p>Curriculum (science, social studies, other) 4000-4999: Books And Supplies Other 11250          Curriculum (science, social studies, other) 4000-4999: Books And Supplies Supplemental 40000</p>	<p>GUESD maintained its current level of curriculum purchases related to math, ELA, ELD, social studies, science and other core subjects. The district will adopt and purchase new common core curriculum in each content area as the state approves new adoptions. Common core math curriculum was purchased and implemented TK-8.</p>	<p>Curriculum (science, social studies, other) 4000-4999: Books And Supplies Other 3776          Curriculum (science, social studies, other) 4000-4999: Books And Supplies Supplemental 0</p>
<p>Scope of Service   District</p> <hr/> <p>__ All          -----          OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)  <u>At Risk</u></p>		<p>Scope of Service   District</p> <hr/> <p>__ All          -----          OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>GUESD will maintain curriculum enhancing software to supplement the core curriculum being taught in the classroom.</p>	<p>Software programs (varies): Renaissance, Imagine Learning, Reflex, Lexia, TimezAttack, Spelling City 5000-5999: Services And Other Operating Expenditures Supplemental 25000</p>	<p>GUESD maintained curriculum enhancing software to supplement the core curriculum being taught in the classroom.</p>	<p>Software programs (varies): Renaissance, Imagine Learning, Reflex, Lexia, TimezAttack, Spelling City, Moby Max 5000-5999: Services And Other Operating Expenditures Supplemental 28559</p>

<table border="1"> <tr> <td>Scope of Service</td> <td>District</td> </tr> </table>	Scope of Service	District		<table border="1"> <tr> <td>Scope of Service</td> <td>District</td> </tr> </table>	Scope of Service	District	
Scope of Service	District						
Scope of Service	District						
<p>__ All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p>At Risk</p>		<p>__ All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p>					
<p>The district will achieve student improvement through maintenance of the Media Resource Center staff, books and software.</p>	<p>Media center 2000-2999: Classified Personnel Salaries Supplemental 21145</p> <p>media center 3000-3999: Employee Benefits Supplemental 4556</p>	<p>The district maintained a Media Resource Center.</p>	<p>Media center 2000-2999: Classified Personnel Salaries Supplemental 21404</p> <p>media center 3000-3999: Employee Benefits Supplemental 4692</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td>District</td> </tr> </table>	Scope of Service	District		<table border="1"> <tr> <td>Scope of Service</td> <td>District</td> </tr> </table>	Scope of Service	District	
Scope of Service	District						
Scope of Service	District						
<p>__ All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p>At Risk</p>		<p>__ All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p>					
<p>Professional Development through P360</p>	<p>P360 5800: Professional/Consulting Services And Operating Expenditures Supplemental 2530</p>	<p>The district offered professional Development through P360/Edivate</p>	<p>P360 5800: Professional/Consulting Services And Operating Expenditures Supplemental 2530</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td>District</td> </tr> </table>	Scope of Service	District		<table border="1"> <tr> <td>Scope of Service</td> <td>District</td> </tr> </table>	Scope of Service	District	
Scope of Service	District						
Scope of Service	District						
<p>__ All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English</p>		<p>__ All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English</p>					

proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk		proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	GUESD will continue to purchase common core curriculum and provide professional development to staff. We adopted new math curriculum during the 2015-2016 school year and will purchased ELA/ELD in 2016-2017. In addition, we will upgrade our data management system to align to the new common core expectations as well as the state testing system (CAASPP).		

**Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.**

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	GUESD will maintain a safe, positive school culture that supports student and parent engagement and provides student and parent support academically, socially and emotionally.		Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<p>Maintain a safe, positive school culture where students and families feel connected and will have access to social and emotional support if needed. Student and parent surveys will help measure school culture and connectedness. District will track attendance, suspension, expulsion and chronic absenteeism rates. Our goal is to increase attendance rates and decrease chronic absenteeism rates.</p> <p>Implement a positive behavior support system (Nurtured Heart) that teaches anti-bullying strategies and resiliency awareness. Use Rusty May (anti-bullying message) daily for all students TK-8.</p> <p>As funding permits, provide age appropriate Rachel's Challenge assemblies for students and community members.</p>		Actual Annual Measurable Outcomes:	<p>The district maintained a safe and positive school culture. According to a parent survey, parents felt that their children enjoy school and feel safe at school. In 14-15 93% of parents surveyed felt that their child enjoyed school, in 15-16, 94.2% of parents responded that they feel their child enjoyed school. In 2014-2015 94.3% of parents felt that their child feels safe at school. In 2015-2016, 97.4% of parents surveyed felt that their child feels safe at school.</p> <p>The district implemented Rusty May and Nurtured Heart schoolwide and offered a number of self-esteem and anti-bullying assemblies to promote student engagement and support students' social and emotional needs.</p> <p>The district employed a full-time psychologist and through a grant with TCDE, has been provided a full-time counselor/family resource teacher 5-days a week and part time counselor 2 days a week. The amount of students that received services has more than doubled from 2014-2015.</p>
<b>LCAP Year: 2015-2016</b>				
<b>Planned Actions/Services</b>			<b>Actual Actions/Services</b>	
		<b>Budgeted Expenditures</b>	<b>Estimated Actual Annual Expenditures</b>	
Hire a full time Psychologist/Counselor to support students and families academically, socially, and emotionally.	<p>Maintain full-time psychologist/counseling services as finances permit. 1000-1999: Certificated Personnel Salaries Supplemental 77000</p> <p>psych/counseling services 3000-</p>		Hired a full time Psychologist/Counselor to support students and families academically, socially, and emotionally.	<p>Maintain full-time psychologist/counseling services as finances permit. 1000-1999: Certificated Personnel Salaries Supplemental 75868</p> <p>psych/counseling services 3000-3999:</p>

	3999: Employee Benefits Supplemental 29568		Employee Benefits Supplemental 22566
<p>Scope of Service   District</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p>At Risk</p>		<p>Scope of Service   District</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Implement a positive behavior discipline system.</p>	<p>Positive behavior supports. (Nurtured Heart, Second Step, Super Flex)</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental 5000</p>	<p>Implemented a positive behavior discipline system.</p>	<p>Positive behavior supports. (Nurtured Heart, Second Step, Super Flex)</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental 52</p>
<p>Scope of Service   District</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p>At Risk</p>		<p>Scope of Service   District</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Increase resiliency awareness. Gerber will continue implementing Rusty May, Rachel's Challenge (as funding permits), and other programs and strategies that promote anti-bullying and building self-esteem.</p>	<p>Rusty May and Rachel's Challenge</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental 8200</p> <p>Rusty May 5000-5999: Services And Other Operating Expenditures</p>	<p>Increased resiliency awareness. Gerber continued to implement Rusty May, Rachel's Challenge (as funding permits), and other programs and strategies that promote anti-bullying and building self-esteem.</p>	<p>Rusty May and Rachel's Challenge</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental 10100</p> <p>Rusty May 5000-5999: Services And Other Operating Expenditures</p>

		Supplemental 500 Surveys - copy costs 4000-4999: Books And Supplies Base 100			Supplemental 500 Surveys - copy costs 4000-4999: Books And Supplies Base 100
Scope of Service	District		Scope of Service	District	
_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk			_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)		
Partner with TCDE, law enforcement, and other agencies to promote a safe, positive school culture and community connectedness.			Partnered with TCDE, law enforcement, and other agencies to promote a safe, positive school culture and community connectedness.		No cost
Scope of Service	District		Scope of Service	District	
_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk			_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)		
Fiscal outlook permitting, the district would like to restore the music program and hire a part-time music teacher in 2016-2017.			Funding prohibited the addition of a music teacher at this time.		No cost
Scope of Service	District		Scope of Service	District	
_ All			_ All		

<p>OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)                  At Risk</p>		<p>OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The district will continue to implement positive discipline strategies and techniques to resolve behavior issues and create a positive school culture throughout the campus.</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.



Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 3 from prior year LCAP:	GUESD will create and maintain a Multi-Tiered System of Supports (MTSS) that includes Response to Intervention (RTI) and English Language Development (ELD) for all students TK-8. This system will address the needs of students' academic performance as well as social/emotional/behavior performance. GUESD will provide extended day learning opportunities and will operate a Community Day School (CDS) for students in grades 4-8.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Implement and maintain a MTSS that includes RTI and ELD for all students that need support. Offer extended-day learning opportunities through additional instructional minutes, SES, SERRF, and TK., which will result in increased opportunities and services for students that are struggling with acquiring a second language, academics or social/emotional/behavior.	Actual Annual Measurable Outcomes:	GUESD maintained a MTSS that included RTI and ELD. The district hired support staff to implement MTSS; which included but is not limited to ELD teacher, RTI teacher, and RSP teacher. The district maintained the additional instructional minutes and provided SES tutoring to 22 students that were identified at-risk. SERRF and extended TK and kindergarten programs were also offered. The CDS program was closed mid-year. The District will hire a Behavior Intervention Teacher to assist implementation of a positive discipline approach, assist students that are struggling with behavior and social/emotional needs, and increase student and parent engagement.
<b>LCAP Year: 2015-2016</b>			
Planned Actions/Services		Actual Actions/Services	
Because the best intervention is strong first instruction, GUESD will maintain an increased instructional day to provide additional learning opportunities.	Budgeted Expenditures	GUESD maintained an increase to the instructional day to provide additional learning opportunities.	Estimated Actual Annual Expenditures
	Teaching Staff Salaries: Extra Minutes 1000-1999: Certificated Personnel Salaries Concentration 81872 Teaching Staff Benefits: Extra Minutes 3000-3999: Employee Benefits Concentration 31439 Increase in Instructional Aide days 2000-2999: Classified Personnel Salaries Supplemental 3100		Teaching Staff Salaries: Extra Minutes 1000-1999: Certificated Personnel Salaries Concentration 89296 Teaching Staff Benefits: Extra Minutes 3000-3999: Employee Benefits Concentration 35718 Increase in Instructional Aide days 2000-2999: Classified Personnel Salaries Supplemental 4140
Scope of Service	District	Scope of Service	District

<p><u>  </u> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk</p>		<p><u>  </u> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Hire a TK teacher to provide early learning opportunities for students.</p>	<p>Transitional Kindergarten Teacher 1000-1999: Certificated Personnel Salaries Supplemental 77726 TK benefits 3000-3999: Employee Benefits Supplemental 22791</p>	<p>Hired a TK teacher to provide early learning opportunities for students.</p>	<p>Transitional Kindergarten Teacher 1000-1999: Certificated Personnel Salaries Supplemental 81612 TK benefits 3000-3999: Employee Benefits Supplemental 23355</p>
<p>Scope of Service   TK</p>		<p>Scope of Service   TK</p>	
<p><u>  </u> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk</p>		<p><u>  </u> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Offer SES services if required by federal government.</p>	<p>Tutoring for SES 5800: Professional/Consulting Services And Operating Expenditures Federal 30000</p>	<p>Offered SES services to identified students.</p>	<p>Tutoring for SES 5800: Professional/Consulting Services And Operating Expenditures Federal 26000</p>
<p>Scope of Service   District</p>		<p>Scope of Service   District</p>	
<p><u>  </u> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)</p>		<p><u>  </u> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)</p>	

At Risk			
Hire an ELD teacher to support English learners, RTI and MTSS	ELD teacher 1000-1999: Certificated Personnel Salaries Concentration 54625 ELD benefits 3000-3999: Employee Benefits Concentration 23295	Hired an ELD teacher to support English learners, RTI and MTSS.	ELD teacher 1000-1999: Certificated Personnel Salaries Concentration 57356 ELD benefits 3000-3999: Employee Benefits Concentration 23853
Scope of Service   District <hr/> _ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service   District <hr/> _ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Hire RSP and RTI teachers to support RTI and MTSS	RSP teacher 1000-1999: Certificated Personnel Salaries Special Education Reimbursement 57671 RSP benefits 3000-3999: Employee Benefits Special Education Reimbursement 18485 RTI teacher 1000-1999: Certificated Personnel Salaries Concentration 53161 RTI benefits 3000-3999: Employee Benefits Concentration 19334	Hired RSP and RTI teachers to support RTI and MTSS.	RSP teacher 1000-1999: Certificated Personnel Salaries Special Education Reimbursement 57356 RSP benefits 3000-3999: Employee Benefits Special Education Reimbursement 18799 RTI teacher 1000-1999: Certificated Personnel Salaries Concentration 57356 RTI benefits 3000-3999: Employee Benefits Concentration 19949
Scope of Service   District <hr/> _ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)		Scope of Service   District <hr/> _ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)	

At Risk			
Hire a CDS teacher to work with students in grades 4-8 that have not been successful in regular education.		CDS teacher 1000-1999: Certificated Personnel Salaries Base 79862 CDS benefits 3000-3999: Employee Benefits Base 23148	Hired a CDS teacher to work with students in grades 4-8 that have not been successful in regular education. CDS teacher 1000-1999: Certificated Personnel Salaries Base 81868 CDS benefits 3000-3999: Employee Benefits Base 23449
Scope of Service	CDS grades 4-8		Scope of Service CDS grades 4-8
_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk			_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)
Hire instructional assistants to support RTI, MTSS, and CDS		RTI and CDS instructional aides 2000-2999: Classified Personnel Salaries Supplemental 50948 Aides benefits 3000-3999: Employee Benefits Supplemental 9750	Hired instructional assistants to support RTI, MTSS, and CDS RTI and CDS instructional aides 2000-2999: Classified Personnel Salaries Supplemental 49114 Aides benefits 3000-3999: Employee Benefits Supplemental 9325
Scope of Service	District		Scope of Service District
_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk			_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The district will continue to maintain a Multi-Tiered System of Supports (MTSS) that includes Response to Intervention (RTI) and English Language Development (ELD) for all students TK-8. This system will address the needs of students' academic performance as well as social/emotional/behavior performance. Due to numbers and need, the district has eliminated the CDS program and will hire a Behavior Intervention Coordinator who will be able to work with students TK-8 and help support PBIS. In addition, the district will continue to provide extended day learning opportunities. This independent goal has been		

[Redacted] rolled into Goal 1 for the 2016-2017 school year.

**Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.**

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 4 from prior year LCAP:	Increase Parental Involvement districtwide: The Gerber Union Elementary School District (GUESD) will promote the involvement of parents/guardians and community members in the education of all students.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	GUESD will increase parental involvement each year as measured by attendance rates at parent conferences and Back to School Night (BTSN) events. The district's goal is to increase the overall attendance rate at parent conferences and BTSN events by at least 5% each year until we have met at least a 70% overall parent/guardian attendance rate for BTSN and a 100% overall parent/guardian attendance rate for parent conferences.	Actual Annual Measurable Outcomes:	The district did not meet our target rate for parent/guardian attendance for BTSN. The district's attendance rate for Parent Conferences was 88%; this far exceeds our 70% target for year.
<b>LCAP Year: 2015-2016</b>			
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
Provide multiple communication opportunities between school and home, such as parent notification system, newsletters, BTSN (NEU Forum/Title 1 meeting), Open House, and parent teacher conferences.	<b>Budgeted Expenditures</b>	Provide multiple communication opportunities between school and home, such as parent notification system, newsletters, BTSN (NEU Forum/Title 1 meeting), Open House, and parent teacher conferences.	<b>Estimated Actual Annual Expenditures</b>
	Parent notification system 5000-5999: Services And Other Operating Expenditures Base 600		Parent notification system 5000-5999: Services And Other Operating Expenditures Base 705
	Parent education-language 5800: Professional/Consulting Services And Operating Expenditures Base 2400		Parent education-language 5800: Professional/Consulting Services And Operating Expenditures Base 200
	BTSN, NEU Forum, Title 1 meeting and other parent meetings 4000-4999: Books And Supplies Base 100		BTSN, NEU Forum, Title 1 meeting and other parent meetings 4000-4999: Books And Supplies Base 100
	Parent Outreach		Parent Outreach
	Community Outreach		Community Outreach
	Online report cards		Online report cards Online reporting systems and

	Online reporting systems and communication Parent Involvement		communication Parent Involvement
Scope of Service   District		Scope of Service   District	
<p>__ All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p>At Risk</p>		<p>__ All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p>	
Maintain an active School Site Council (SSC) and English Language Acquisition Development (ELAC/DLAC) committee to provide input and recommendations to the school board regarding local planning, LCAP development, and budget decisions.	Minimal cost (copies)	Maintain an active School Site Council (SSC) and English Language Acquisition Development (ELAC/DLAC) committee to provide input and recommendations to the school board regarding local planning, LCAP development, and budget decisions.	Copy costs
Scope of Service   District		Scope of Service   District	
<p>__ All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p>At Risk</p>		<p>__ All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p>	
GUESD will provide multiple opportunities for parental involvement, such as Back to School Night, Open House, Student Awards Assemblies, Parent-Teacher Conferences, Graduation, Halloween Carnival, NEU Parent Forums-bilingual, PIQUE (if	<p>Parent and community outreach</p> <p>*media/advertising</p> <p>5000-5999: Services And Other Operating Expenditures Base 100</p> <p>Parent and community outreach</p> <p>*communication</p>	GUESD will provide multiple opportunities for parental involvement, such as Back to School Night, Open House, Student Awards Assemblies, Parent-Teacher Conferences, Graduation, Halloween Carnival, NEU Parent Forums-bilingual, PIQUE (if	<p>Parent and community outreach</p> <p>*media/advertising</p> <p>5000-5999: Services And Other Operating Expenditures Base 100</p> <p>Parent and community outreach</p> <p>*communication</p>

sponsored by a university), Movie Nights, SSC, ELAC/DELAC, STEM nights, and Nurturing Parenting Classes (in partnership with First 5).		5000-5999: Services And Other Operating Expenditures Base 1000	sponsored by a university), Movie Nights, SSC, ELAC/DELAC, STEM nights, and Nurturing Parenting Classes (in partnership with First 5).		5000-5999: Services And Other Operating Expenditures Base 1446
Scope of Service	District		Scope of Service	District	
_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk			_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)		
The ELAC/DELAC committee felt that in order to help bridge language barriers and build communication, offering language courses such as Rosetta Stone or other programs would be beneficial both for parents and staff. They felt that this would also help parents be able to better read with their children and help with homework.		Rosetta Stone	The ELAC/DELAC committee felt that in order to help bridge language barriers and build communication, offering language courses such as Rosetta Stone or other programs would be beneficial both for parents and staff. They felt that this would also help parents be able to better read with their children and help with homework.		Rosetta Stone 5000-5999: Services And Other Operating Expenditures Other 1113
Scope of Service	District		Scope of Service	District	
_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk			_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) parents		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to		The district believes that parent involvement is a critical factor in student achievement. We will continue to encourage parent involvement and participation on advisory committees. We will also continue to offer Rosetta Stone to limited English speaking parents provided this is a recommendation from ELAC/DELAC. This independent goal has been eliminated and parent engagement is included in Goal 2 of our 2016-2017 LCAP.			



goals?
--------

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 5 from prior year LCAP:	Provide college and career pathways that support common core and 21st Century Learning.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Implement the Common Core State Standards (CCSS) and prepare students for the Smarter Balanced assessments and 21st Century Learning. Increase college and career awareness.	Actual Annual Measurable Outcomes: Implemented one-to-one devices for students in grades 5-8. Hired a technology teacher. Renewed membership to NEU and promoted college and career readiness through career visits, partnership with College Options, and common core implementation.	
<b>LCAP Year: 2015-2016</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Implement technology and instructional software programs to support common core and 21st Century Learning. MOU with TCDE for technology services.	Technology, Digital Streaming and related tech services 5800: Professional/Consulting Services And Operating Expenditures Supplemental 34000 Software Programs 5000-5999: Services And Other Operating Expenditures Supplemental 10000	Implemented technology and instructional software programs to support common core and 21st Century Learning. MOU with TCDE for technology services. A contract change led to significant savings on technology support costs.	Technology, Digital Streaming and related tech services 5800: Professional/Consulting Services And Operating Expenditures Supplemental 14000 Software Programs 5000-5999: Services And Other Operating Expenditures Supplemental 3356
Scope of Service: District		Scope of Service: District	
<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient		<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient	

<input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk		<input checked="" type="checkbox"/> Other Subgroups: (Specify) At-Risk													
Implement common core state standards	Professional development  5800: Professional/Consulting Services And Operating Expenditures Other 2000  Curriculum (tech) 4000-4999: Books And Supplies Supplemental 1000	Implemented common core state standards.	Professional development  5800: Professional/Consulting Services And Operating Expenditures Other 4382  Curriculum (tech) 4000-4999: Books And Supplies Supplemental 2995												
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">District</td> </tr> <tr> <td colspan="2" style="text-align: center; border-top: 1px dashed black;">           All         </td> </tr> <tr> <td colspan="2">           OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)            At Risk         </td> </tr> </table>	Scope of Service	District	All		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">District</td> </tr> <tr> <td colspan="2" style="text-align: center; border-top: 1px dashed black;"> <input checked="" type="checkbox"/> All         </td> </tr> <tr> <td colspan="2">           OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)         </td> </tr> </table>	Scope of Service	District	<input checked="" type="checkbox"/> All		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)		
Scope of Service	District														
All															
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk															
Scope of Service	District														
<input checked="" type="checkbox"/> All															
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)															
Hire a technology teacher to help implement the common core standards and prepare students for the CAASPP.	tech teacher 1000-1999: Certificated Personnel Salaries Supplemental 48500  3000-3999: Employee Benefits Supplemental 19000	Hired a technology teacher to help implement the common core standards and prepare students for the CAASPP.	tech teacher 1000-1999: Certificated Personnel Salaries Supplemental 50080  3000-3999: Employee Benefits Supplemental 18884												
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">District</td> </tr> <tr> <td colspan="2" style="text-align: center; border-top: 1px dashed black;">           All         </td> </tr> <tr> <td colspan="2">           OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)            At Risk         </td> </tr> </table>	Scope of Service	District	All		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">District</td> </tr> <tr> <td colspan="2" style="text-align: center; border-top: 1px dashed black;"> <input checked="" type="checkbox"/> All         </td> </tr> <tr> <td colspan="2">           OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)         </td> </tr> </table>	Scope of Service	District	<input checked="" type="checkbox"/> All		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)		
Scope of Service	District														
All															
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk															
Scope of Service	District														
<input checked="" type="checkbox"/> All															
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)															
College outreach	College Options 5000-5999: Services And Other Operating Expenditures Supplemental 1000	Partnered with College Options to provide college outreach opportunities to our 7-8 grade students.	College Options 5000-5999: Services And Other Operating Expenditures Supplemental 108												

<p>Scope of Service   Grades 7-8</p>		<p>Scope of Service   Grades 7-8</p>	
<p><input type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)                  At Risk</p>		<p><input checked="" type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Continue membership in No Excuses University (NEU) network. Promote college-awareness at all grade levels.</p>	<p>NEU conferences 5000-5999: Services And Other Operating Expenditures Base 4000                  NEU supplies 4000-4999: Books And Supplies Base 500                  NEU resources 5800: Professional/Consulting Services And Operating Expenditures Base 500</p>	<p>Continued our membership in the No Excuses University (NEU) network. We promoted college-awareness at all grade levels. Subscription and planners were purchased for students in grades 4-8.</p>	<p>NEU conferences 5000-5999: Services And Other Operating Expenditures Base 0                  NEU supplies 4000-4999: Books And Supplies Base 1050                  NEU resources 5800: Professional/Consulting Services And Operating Expenditures Base 129</p>
<p>Scope of Service   District</p>		<p>Scope of Service   District</p>	
<p><input type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)                  At Risk</p>		<p><input checked="" type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>The district has committed to an annual technology purchase amount of \$10,000 to maintain the level of existing hardware in the district and to continue to implement common core.</p>	<p>Technology (hardware) 4000-4999: Books And Supplies Base 80000</p>	<p>The district has committed to an annual technology purchase amount of \$10,000 to maintain the level of existing hardware in the district and to continue to implement common core.</p>	<p>Technology (hardware) 4000-4999: Books And Supplies Base 6347</p>
<p>Scope of Service   District</p>		<p>Scope of Service   District</p>	

<p><u>  </u> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk</p>		<p><input checked="" type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Purchase technology to implement common core.</p>	<p>Projectors 4000-4999: Books And Supplies Base 80000 Computers 4000-4999: Books And Supplies</p>	<p>Purchased technology to implement common core.</p>	<p>Projectors 4000-4999: Books And Supplies Base 82648 Computers 4000-4999: Books And Supplies</p>
<p>Scope of Service   District</p>		<p>Scope of Service   District</p>	
<p><u>  </u> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk</p>		<p><input checked="" type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The district will continue to implement technology to support common core implementation, CAASPP, NGSS and college and career readiness. This independent goal has been eliminated and rolled into Goal 1 of our 2016-2017 LCAP.</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 6 from prior year LCAP:	GUESD facilities will be maintained in good repair pursuant to EC 17002(d).		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify	
Goal Applies to:	Schools: All	-----		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Students are provided a free and appropriate education on grounds that are well kept, safe and inspire student learning.	Actual Annual Measurable Outcomes:	Facilities were maintained in good repair. A new roof was put on our MPR and other structural repairs were upgraded. Facilities Inspection Tool (FIT) survey was used to review the facilities.	
<b>LCAP Year: 2015-2016</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Maintain facilities and grounds	Maintenance and grounds salaries 2000-2999: Classified Personnel Salaries Base 121003 Maintenance and grounds benefits 3000-3999: Employee Benefits Base 61623 Maintenance supplies 4000-4999: Books And Supplies Base 33500 Facilities 5000-5999: Services And Other Operating Expenditures Base 121647	Maintained facilities and grounds.	Maintenance and grounds salaries 2000-2999: Classified Personnel Salaries Base 140951 Maintenance and grounds benefits 3000-3999: Employee Benefits Base 63304 Maintenance supplies 4000-4999: Books And Supplies Base 26911 Facilities 5000-5999: Services And Other Operating Expenditures Base 113087	
Scope of Service	District	Scope of Service	District	
----- All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English		----- All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English		

proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk		proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)	
Maintain a safe and secure campus	Safety measures (video cameras, etc) 4000-4999: Books And Supplies Base 1000	Maintained a safe and secure campus. No replacement cameras were needed this year.	Safety measures (video cameras, etc) 4000-4999: Books And Supplies Base 0
Scope of Service: District		Scope of Service: District	
_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk		_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	GUESD will continue to maintain facilities in good repair. This goal will be moved to Goal 3 in the 2016-2017 LCAP.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 7 from prior year LCAP:	GUESD will promote health and fitness by teaching students the importance of eating right, exercising regularly, and making healthy lifestyle choices.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Students will be equipped to make healthy lifestyle choices. Our school cafeteria will increase offerings to encourage student participation. The district would like to hire a P.E. teacher during the 2016-2017 school year.	Actual Annual Measurable Outcomes: During the 2015-2016 school year, we increased our menu options to include more scratch cooking. We expanded the salad bar option to our 5th graders and now offer salad bar two days a week to 5-8 grade students. We have a fruit bar for all students TK-8 grade. In addition, we increased the school day by 10 minutes to implement the Recess Before Lunch Program. Through advisory committee recommendations, we have decided to postpone the hire of a P.E. teacher until 2018-2019 (if funds permit) or until the building of a gymnasium.	
<b>LCAP Year: 2015-2016</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Increase menu options to include more scratch cooking. Continue Fresh Fridays once a month, salad bar for 6-8 grade students twice a week, and fruit bar everyday.	Cafe fund related expense for Fresh Friday Base 2000	Increase menu options to include more scratch cooking. Continue Fresh Fridays once a month, salad bar for 5-8 grade students twice a week, and fruit bar everyday. Due to significant staffing shortages the Fresh Friday and salad bar were placed temporarily on hold until 16-17 about mid-year, leading to the reduced expenses.	Cafe fund related expense for Fresh Friday 4000-4999: Books And Supplies Other 1200
Scope of Service	District	Scope of Service	District
_ All		_ All	



<p>OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)  <u>At Risk</u></p>		<p>OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Increase instructional day by 10 minutes to implement Recess Before Lunch Program</p>	<p>Additional supervision staff 2000-2999: Classified Personnel Salaries Base 100</p>	<p>Increase instructional day by 10 minutes to implement Recess Before Lunch Program</p>	<p>Additional supervision staff 2000-2999: Classified Personnel Salaries Base 900</p>
<p>Scope of Service   District</p> <hr/> <p><u>All</u></p> <p>OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)  <u>At Risk</u></p>		<p>Scope of Service   District</p> <hr/> <p><u>All</u></p> <p>OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>GUESD will pay someone to administer the Physical Fitness Testing for grades 5 and 7 until such time as a PE Teacher is hired.</p>	<p>Physical Fitness Test Base 750</p>	<p>GUESD will pay someone to administer the Physical Fitness Testing for grades 5 and 7 until such time as a PE Teacher is hired.</p>	<p>Physical Fitness Test Base 750</p>
<p>Scope of Service   District</p> <hr/> <p><u>All</u></p> <p>OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)  <u>At Risk</u></p>		<p>Scope of Service   District</p> <hr/> <p><u>All</u></p> <p>OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>If funding permits, GUESD will hire a PE teacher during the 2016-2017 school year</p>		<p>If funding permits, GUESD will hire a PE teacher during the 2017-2018 school year</p>	

<table border="1"> <tr> <td>Scope of Service</td> <td>District</td> </tr> <tr> <td colspan="2">                 All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)                  At Risk             </td> </tr> </table>	Scope of Service	District	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk			<table border="1"> <tr> <td>Scope of Service</td> <td>District</td> </tr> <tr> <td colspan="2">                 All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)             </td> </tr> </table>	Scope of Service	District	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)		
Scope of Service	District										
All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk											
Scope of Service	District										
All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)											
Contract with Cal Fresh to promote healthy choices	No costs associated with this contract	Contract with Cal Fresh to promote healthy choices	No costs associated with this contract								
<table border="1"> <tr> <td>Scope of Service</td> <td>District</td> </tr> <tr> <td colspan="2">                 All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)                  At Risk             </td> </tr> </table>	Scope of Service	District	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk			<table border="1"> <tr> <td>Scope of Service</td> <td>District</td> </tr> <tr> <td colspan="2">                 All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)             </td> </tr> </table>	Scope of Service	District	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)		
Scope of Service	District										
All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk											
Scope of Service	District										
All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)											
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The district will continue to focus on promoting healthy lifestyle choices. We will continue to include more scratch cooking, salad/fruit bar two days a week and offer Fresh Fridays once per month. We will continue to implement the Recess Before Lunch Program. Through advisory committee recommendations, we have decided to postpone the hire of a P.E. teacher until funds permit or until the building of a gymnasium.										

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

**Section 3: Use of Supplemental and Concentration Grant funds and Proportionality**

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$1,034,409</u>
<p>The Gerber Union Elementary School District has an unduplicated pupil count of 90.6% (87.2% FRLP, 45.8% EL, 5.3% Foster and Homeless Youth) per the 2015-16 CALPADS. Because of this high percentage of needy students, GUESD receives supplemental funds and also well exceeds the Local Control Funding Formula threshold of 55% to receive additional concentration funds targeted to the unduplicated students labeled as "in need". As the LCFF is not yet fully funded by the state, the percentage of supplemental and concentration funds required to spend from the actually funded base LCFF amount is referred to as the Minimum Proportionality Percentage or MPP. For GUESD, this percentage for 2016-17 is 35.49%. The MPP is used as a guide on how much to spend on the students who, because of their status, generate these funds. The goal is that each year the MPP will increase until in the year 2020-21 when 100% of the supplemental and concentration funds are targeted to specific students. However, due to Gerber's high percentage of students, rural location and limited amount of available services, coupled with the district-wide goals for student achievement, it is justifiable to spend the GUESD targeted funds on all students. If the LCAP was fully funded by the state (which it is not until 2020-21), GUESD would be expected to spend \$1,055,651 in supplemental and concentration funds. In the 16-17 year, GUESD has budgeted to spend \$1,196,623 in supplemental and concentration funds, well exceeding the MPP and even exceeding the fully funded target. GUESD expenditures on supplemental and concentration funds in the 2016-17 year included, but were not limited to:</p> <ul style="list-style-type: none"> <li>• An increase of 20 minutes to the instructional day.</li> <li>• Maintenance of the class size reduction of a maximum of 24-1 in grades TK-3.</li> <li>• Implement MTSS program including ELD supplemental services and RTI Program with increases to the number of days of classified support.</li> <li>• Common Core implementation</li> <li>• Supplementary materials for students identified as at-risk and performing below grade level standards: Reading Mastery, Hampton Brown Insides, and HM60.</li> <li>• Software purchases to supplement core and support students that are at-risk and performing below grade level standards: Imagine Learning, Math Facts, Success Maker, and Renaissance.</li> <li>• Technology purchases for increased access and intervention to common core and the Smarter Balanced Assessments/CAASPP. Implement one-to-one devices in grades 5-8.</li> <li>• Provide staff with high quality professional development.</li> <li>• Increased counseling and psychology services to full time began in the 2015-16 year.</li> <li>• Maintain a full-time ELD teacher and supplemental curriculum to support English learners.</li> </ul>	

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

35.4	%
9	

The Gerber Union Elementary School District has an unduplicated pupil count of 90.6% (87.2% FRLP, 45.8% EL, 5.3% Foster and Homeless Youth) per the 2015-16 CALPADS. Because of this high percentage of needy students, GUESD receives supplemental funds and also well exceeds the Local Control Funding Formula threshold of 55% to receive additional concentration funds targeted to the unduplicated students labeled as "in need". As the LCFF is not yet fully funded by the state, the percentage of supplemental and concentration funds required to spend from the actually funded base LCFF amount is referred to as the Minimum Proportionality Percentage or MPP. For GUESD, this percentage for 2016-17 is 35.49%. The MPP is used as a guide on how much to spend on the students who, because of their status, generate these funds. The goal is that each year the MPP will increase until in the year 2020-21 when 100% of the supplemental and concentration funds are targeted to specific students. However, due to Gerber's high percentage of students, rural location and limited amount of available services, coupled with the district-wide goals for student achievement, it is justifiable to spend the GUESD targeted funds on all students. If the LCAP was fully funded by the state (which it is not until 2020-21), GUESD would be expected to spend \$1,055,651 in supplemental and concentration funds. In the 16-17 year, GUESD has budgeted to spend \$1,196,623 in supplemental and concentration funds, well exceeding the MPP and even exceeding the fully funded target. GUESD expenditures on students in the 2016-17 year include, but are not limited to:

- An increase of 20 minutes to the instructional day.
- Implement a Multi-Tiered System of Supports (MTSS) including ELD and RTI which target EL students and students that are at-risk of not meeting grade level standards.
- Increased counseling and psychological services. These services will be used in part to target social and emotional needs and provide support and behavioral interventions for students. The family resource teacher will work directly with foster youth to support the student and family.
- Maintain a full-time ELD teacher to support EL students and provide supplemental curriculum that supports EL's access to core.
- Ongoing technology and software purchases to implement common core and help prepare students for college and careers.

The GUESD stakeholders (parents, staff, community members, administration and board) have expressed their support of the district-wide service model and have prioritized spending priorities to include services to all students.

## Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Funding Sources	1,866,298.00	1,699,477.00	2,144,288.00	2,140,078.00	2,168,913.00	6,453,279.00
Base	634,933.00	557,838.00	648,811.00	523,484.00	494,675.00	1,666,970.00
Concentration	263,726.00	283,528.00	392,878.00	406,321.00	422,759.00	1,221,958.00
Federal	30,000.00	26,000.00	149,183.00	155,551.00	162,131.00	466,865.00
Other	66,250.00	30,871.00	36,644.00	37,760.00	38,876.00	113,280.00
Special Education Reimbursement	76,156.00	76,155.00	113,027.00	117,881.00	122,915.00	353,823.00
Supp/Conc	0.00	0.00	97,609.00	175,132.00	182,815.00	455,556.00
Supplemental	795,233.00	725,085.00	706,136.00	723,949.00	744,742.00	2,174,827.00

Total Expenditures by Object Type						
Object Type	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	1,866,298.00	1,699,477.00	2,144,288.00	2,140,078.00	2,168,913.00	6,453,279.00
	2,750.00	750.00	1,500.00	1,500.00	1,500.00	4,500.00
0000: Unrestricted	4,000.00	3,038.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	742,447.00	776,797.00	909,474.00	978,524.00	1,048,544.00	2,936,542.00
2000-2999: Classified Personnel Salaries	196,296.00	216,509.00	267,696.00	270,483.00	273,364.00	811,543.00
3000-3999: Employee Benefits	343,256.00	337,797.00	419,429.00	479,882.00	520,816.00	1,420,127.00
4000-4999: Books And Supplies	297,450.00	140,127.00	247,229.00	120,229.00	61,229.00	428,687.00
5000-5999: Services And Other Operating Expenditures	208,669.00	177,218.00	214,919.00	205,419.00	204,419.00	624,757.00
5800: Professional/Consulting Services And Operating Expenditures	71,430.00	47,241.00	34,041.00	34,041.00	34,041.00	102,123.00
7000-7439: Other Outgo	0.00	0.00	50,000.00	50,000.00	25,000.00	125,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	All Funding Sources	1,866,298.00	1,699,477.00	2,144,288.00	2,140,078.00	2,168,913.00	6,453,279.00
		0	0	0	0	0	0
	Base	2,750.00	750.00	1,500.00	1,500.00	1,500.00	4,500.00
0000: Unrestricted	Base	4,000.00	3,038.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	79,862.00	81,868.00	0.00	0.00	50,000.00	50,000.00
1000-1999: Certificated Personnel Salaries	Concentration	189,658.00	204,008.00	297,166.00	302,574.00	308,625.00	908,365.00
1000-1999: Certificated Personnel Salaries	Federal	0.00	0.00	97,120.00	98,888.00	100,866.00	296,874.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
1000-1999: Certificated Personnel Salaries	Other	3,000.00	5,400.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Special Education Reimbursement	57,671.00	57,356.00	83,357.00	84,874.00	86,571.00	254,802.00
1000-1999: Certificated Personnel Salaries	Supp/Conc	0.00	0.00	73,772.00	127,614.00	130,616.00	332,002.00
1000-1999: Certificated Personnel Salaries	Supplemental	412,256.00	428,165.00	358,059.00	364,574.00	371,866.00	1,094,499.00
2000-2999: Classified Personnel Salaries	Base	121,103.00	141,851.00	151,860.00	153,337.00	154,859.00	460,056.00
2000-2999: Classified Personnel Salaries	Concentration	0.00	0.00	850.00	850.00	850.00	2,550.00
2000-2999: Classified Personnel Salaries	Federal	0.00	0.00	11,070.00	11,178.00	11,290.00	33,538.00
2000-2999: Classified Personnel Salaries	Other	0.00	0.00	21,114.00	21,321.00	21,534.00	63,969.00
2000-2999: Classified Personnel Salaries	Supplemental	75,193.00	74,658.00	82,802.00	83,797.00	84,831.00	251,430.00
3000-3999: Employee Benefits	Base	84,771.00	86,753.00	69,883.00	74,579.00	79,248.00	223,710.00
3000-3999: Employee Benefits	Concentration	74,068.00	79,520.00	94,862.00	102,897.00	113,284.00	311,043.00
3000-3999: Employee Benefits	Federal	0.00	0.00	40,993.00	45,485.00	49,975.00	136,453.00
3000-3999: Employee Benefits	Other	0.00	0.00	13,530.00	14,439.00	15,342.00	43,311.00
3000-3999: Employee Benefits	Special Education Reimbursement	18,485.00	18,799.00	29,670.00	33,007.00	36,344.00	99,021.00
3000-3999: Employee Benefits	Supp/Conc	0.00	0.00	23,837.00	47,518.00	52,199.00	123,554.00
3000-3999: Employee Benefits	Supplemental	165,932.00	152,725.00	146,654.00	161,957.00	174,424.00	483,035.00
4000-4999: Books And Supplies	Base	195,200.00	117,156.00	245,229.00	118,229.00	59,229.00	422,687.00
4000-4999: Books And Supplies	Concentration	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Other	61,250.00	19,976.00	2,000.00	2,000.00	2,000.00	6,000.00
4000-4999: Books And Supplies	Supplemental	41,000.00	2,995.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	144,347.00	126,093.00	129,289.00	124,789.00	123,789.00	377,867.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	1,113.00	0.00	0.00	0.00	0.00



**LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX**

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).



(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).