

**Introduction:**

**LEA:** Gustine Unified School District **Contact (Name, Title, Email, Phone Number):** Bill Morones, Superintendent, bmorones@gustineusd.org, (209) 854-3784 **LCAP Year:** 2016-2017

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

*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
<p>A series of LCAP Community/Staff/Student meetings were held in the district, with interpretation services in Spanish. Information was presented and discussions were held on the 2015-2016 LCAP. Handouts and Powerpoint presentations were made available in both English and Spanish. A Parent/Staff/Student/Community Member LCAP survey was made available online in both</p>	<p>Data from the discussions, surveys, and stakeholder engagements helped to prioritize the district goals. Many of the stakeholder engagement meetings were informational and questions regarding the goals, actions, and plan were discussed.</p> <p>An LCAP survey in English and Spanish was posted online and handed out at all stakeholder meetings. Eighty-nine surveys were completed. The responses from the surveys came from parents/family (40.45%), community members</p>

English and Spanish and a hard copy was made available to parents without internet access.

- September 9, 2015 LCAP informational presentation GUSD Governing Board Meeting
- October 14, 2015 LCAP informational presentation GUSD Governing Board Meeting
- November 12, 2015 LCAP informational presentation GUSD Governing Board Meeting
- November 13, 2015 GES (45 attendees)
- November 20, 2015 RES (14 attendees)
- December 9, 2015 LCAP informational presentation GUSD Governing Board Meeting
- January 13, 2016 LCAP informational presentation GUSD Governing Board Meeting
- February 2, 2016 Community Meeting (19 attendees)
- March 7, 2016 GES Faculty Meeting (21 attendees)
- March 9, 2016 DELAC Meeting GHS (13 attendees)
- March 9, 2016 LCAP informational presentation GUSD Governing Board Meeting
- March 14, 2016 GMS Staff Meeting (20 attendees)
- March 16, 2016 RES Staff Meeting (14 attendees)
- March 21, 2016 GHS Staff Meeting (25 attendees)
- April 6, 2016 District LCAP Advisory Committee (6 attendees)
- April 13, 2016 LCAP informational presentation GUSD Governing Board Meeting
- April 20, 2016 GRTA Meeting (2 attendees)
- May 4, 2016 Student Meeting Gustine Middle School (8 attendees)
- May 11, 2016 DELAC RES (23 attendees)
- May 11, 2016 LCAP informational presentation GUSD Governing Board Meeting
- May 16, 2016 SSC Gustine High School (8 attendees)
- May 18, 2016 Student Meeting Gustine High School (10 attendees)
- May 18, 2016 SSC Gustine Middle School (6 attendees)
- May 24, 2016 CSEA Meeting (2 attendees)
- May 25, 2016 Gustine Elementary School SSC (7 attendees)
- June 8, 2016 Presentation of 2016-2019 LCAP
- June 8, 2016 Public Hearing 7:00 PM

(13.48%), staff (65.17%), and students (1.12%). Stakeholders showed overall support for all of the goals and actions. The strongest levels of support were for Goal 2, Goal 4, and Goal 1. Stakeholders supported Goal 2: Recruit, hire, train, and retain high-quality staff who are committed, collaborative, caring, and exemplary with 84% who strongly agree, 15% who agree, and 1% who were neutral. Goal 4: Create a safe and welcoming learning environment where students are connected to their schools had very similar results with 83% who strongly agree, 16% who agree, and 1% who were neutral. Goal 1: Increase student success in ELA, Math, science, social studies, and literature had 82% who strongly agree, 17% who agree, and 1% who were neutral. Goal 3: Prepare students to be college and career ready also received high support with 82% who strongly agree, 16% who agree, and 2% who were neutral. The goal with the least amount of support was Goal 5: Formerly Goal 5--Engage parents, families, and the community to support student success in school with 77% who strongly agree, 22% who agree, and 0% who were neutral, and 1% who disagreed.

Thirty-two stakeholders provided additional feedback/suggestions on the survey. The suggestions were grouped into categories: a) Raising salaries and benefits for teachers in order to retain and attract teachers to our district, b) increasing technology in the classrooms, providing professional development in technology, ELA/ELD Adoption, and ELD strategies, c) increasing the number of CTE courses and additional offerings other than ag, d) Create additional elective classes that provide enrichment and are engaging to students, e) provide training for substitute teachers, f) increase and continue counseling services g) provide transportation for students to be able to participate in after school sports and activities, h) provide additional parent engagement activities, i) ensure student safety and engagement, j) lower class sizes, k) maintain facilities, l) increase health service hours and provide training for health clerks, and m) vice principal-some were in support of hiring additional vice principals, while others thought that counselors could handle the situations.

During the district advisory committee meeting, the members stressed that parents should be actively involved in school activities, but providing additional activities would be beneficial. They also suggested having a district calendar of events that is available at all times, but can be sent home via mail at least quarterly would help to notify of school events. The suggestions and

<p>June 22, 2016 Approval of LCAP</p>	<p>feedback provided were used to revise the 2016-2017 plan.</p>
<p><b>Annual Update:</b> Throughout the year, stakeholders were updated on the progress of the LCAP and also provided input and feedback on the current LCAP via Stakeholder Engagement meetings, School Site Council, ELAC/DELAC, District Administrative meetings, and District Advisory Committee meeting, and School Board Meetings.</p>	<p><b>Annual Update:</b> The stakeholder meetings served as a way to inform, educate, and gather input and feedback from critical stakeholders from all subgroups, parents, students, community, and staff including the bargaining units.</p>

## 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?

GOAL 1:	<p>Goal 1: Gustine Unified School district will develop and enhance quality instructional programs, through professional development, recruitment and retention of quality teachers to increase student achievement and prepare students to be college and career ready.</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 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>            COE only: 9 10            Local : Specify <u>CTE Course Completion</u></p>
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Identified Need :	<p>Needs:</p> <ul style="list-style-type: none"> <li>*District-wide CAASPP scores show that 24% of all students in Grades 3-11 are meeting or exceeding standards, 29% of all students nearly met the standards, and 47% of all students did not meet the standards in English Language Arts, while 20% of Socioeconomically Disadvantaged students in Grades 3-11 are meeting or exceeding standards, 28% of Socioeconomically Disadvantaged students nearly met the standards, and 53% of Socioeconomically Disadvantaged students did not meet the standards, and 3% of English Learners in Grades 3-11 are meeting or exceeding standards, 17% of English Learners nearly met the standards, and 80% of English Learners did not meet the standards.</li> <li>*District-wide CAASPP Scores show that 14% of all students in Grades 3-11 are meeting or exceeding standards, 26% of all students nearly met the standards, and 60% of all students did not meet the standards in Math, while 12% of Socioeconomically Disadvantaged students in Grades 3-11 are meeting or exceeding standards, 25% of Socioeconomically Disadvantaged students nearly met the standards, and 63% of Socioeconomically Disadvantaged students did not meet the standards and 3% of English Learners students in Grades 3-11 are meeting or exceeding standards, 17% of English Learners nearly met the standards, and 80% of English Learners did not meet the standards.</li> <li>*District-wide the share of English Learners that become English proficient are not meeting the state goal.            AMAO 1 - Percentage of ELs Making Annual Progress in Learning English            Percentage Meeting AMAO 1 in LEA 56.0% (2014-15 Target 60.5%)            AMAO 2 - Percentage of ELs Attaining the English Proficient Level on the CELDT            Less than 5 Years Cohort            % in Cohort Attaining the English Proficient Level 19.1% (2014-15 Target 24.2%)            5 Years or More Cohort            % in Cohort Attaining the English Proficient Level 27.4% (2014-15 Target 50.9%)</li> <li>*Due to the geographic location of the district, it is often difficult to recruit support staff, teachers, and substitutes.</li> <li>*Teachers and support staff need additional training and support to fully implement the rigorous demands of Common Core State Standards.</li> <li>*Teachers and support staff also need additional support with specific strategies to support the learning needs of Socioeconomically Disadvantaged, English Learners and Students with Disabilities.</li> <li>*Students are not ready for college after graduation, especially English Learners.</li> <li>*The high school drop out rate is 2.8%</li> <li>*Graduation rate is 84.8%, however only 65.6% of English Learners graduate.</li> </ul>
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40.4% of 12th grade graduates are completing all courses required for UC and/or CSU entrance with only 28.1% of males and 40.4% females.  
 29% of 11th Graders taking the Early Assessment Program in English are “Ready for college/Ready for college-conditional.”  
 51% of 11th Grades taking the Early Assessment Program in Mathematics are “Ready for college- conditional” with 0% “Ready for college.”  
 Only 45 11th Graders took the Early Assessment Program in Mathematics. 24 of which were Socioeconomically Disadvantaged and only 1 English Learner

Metrics:

- Performance on CAASPP
- Share of EL students that become English Proficient
- EL reclassification rate
- Implementation of CCSS
- Other indicators of student performance in required areas of study may include performance on other assessments.
- Share of students that are college and career ready
- Share of students that pass Advanced Placement exams with 3 or higher
- Share of students determined prepared for college by the Early Assessment Program
- Implementation of CCSS
- Share of students determined prepared for college by the Early Assessment Program
- Middle school dropout rates
- High school dropout rates
- High school graduation rates
- Student access and enrollment in all required areas of study
- Rate of teacher misassignment
- Implementation of CCSS
- Student access to standards aligned instructional materials

Goal Applies to:

Schools: LEA

Applicable Pupil

ALL

Subgroups:

**LCAP Year 1: 2016-2017**

Expected Annual Measurable Outcomes:

- \* 100% of students will have access to standards-aligned instructional materials based on current adoptions and purchases.
- \* Student proficiency on the California Assessment of Student Performance and Progress (CAASPP) will increase 1% from the 2015-2016 results.
- \* Percent of English Learners making progress on CELDT 2015 (AMAO 1) 45.6% will increase to 60% passing rate.
- \* Increase the percent of EL students that become English proficient by 13% (less than 5 years) and 17% (5 years or more).
- \* Progress toward 100% of all teachers highly qualified including Special Education, currently 95% of GUSD teachers are highly qualified
- \* 90% of teachers grades TK-12 will participate in Common Core Standards aligned professional development.
- \* Increase the percent of students successfully completing A-G requirements by 5%.
- \* Increase the percent of students successfully completing CTE programs by 5%.
- \* Increase the percent of students passing AP exams with a score of 3 or higher by 5%.
- \* Increase the percent of students "Ready for College" based on the Early Assessment Program in English Language Arts by 2%.
- \* Increase the percent of students "Ready for College" based on the Early Assessment Program in Math by 2%.
- \* Increase high school graduation rate by .5%.
- \* Decrease the high school drop out rate by .5%.
- \* 100% of students will have access to required courses of study as indicated on the Master Schedule.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
*Continue Curriculum Council and/or explore capacity building with lead teachers as instructional leaders.	LEA	<input checked="" 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)	\$4,500 1000-1999: Certificated Personnel Salaries Supplemental and Concentration LCFF \$6,000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration LCFF
*Continue to support the CCSS Math Adoption and ELA Adoption.	LEA	<input checked="" 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)	\$80,000 4000-4999: Books And Supplies Base LCFF
*As determined by each school site, increase reading and math intervention programs which may include, but	LEA	<input type="checkbox"/> All OR: <input type="checkbox"/>	\$43,120 4000-4999: Books And Supplies Supplemental and Concentration LCFF

<p>not limited to, additional classroom support, the purchase of specific intervention curriculum or tutoring support in core academic areas priority enrollment for Low Income pupils, English Learners, and Foster Youth</p>		<p><input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	
<p>*Sites will continue utilizing and maintaining Read 180 and/or System 44 Reading Intervention program with priority enrollment for Low Income pupils, English Learners, and Foster Youth.</p>	<p>LEA</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 type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>\$16,000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration LCFF</p>
<p>*Provide stipends for SST coordinators to gather information, contact parents, set meeting schedules, and work with teachers to address the needs of learners who are not making academic progress or have behavioral needs.</p>	<p>LEA</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 checked="" type="checkbox"/> Other Subgroups:                  (Specify)  <u>Special Education</u></p>	<p>\$4000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration</p>
<p>*A Special Education Director was hired in April of the 2015-2016 school year and will continue in order to ensure that services are provided for special needs students and plan for improved behavior of students with disabilities that reflect enhanced opportunities for learning. The director will monitor and ensure compliance in all legal aspects of the IEP process.</p>	<p>LEA</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 checked="" type="checkbox"/> Other Subgroups:                  (Specify)  <u>Special Education</u></p>	<p>\$140,225 1000-1999: Certificated Personnel Salaries Supplemental and Concentration</p>
<p>Professional Development                   *GUSD will continue to support teachers of all subject areas with effective research based professional development opportunities to strengthen instruction and</p>	<p>LEA</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth</p>	<p>\$133,000 Supplemental and Concentration</p>

<p>improve student outcomes.</p> <p>*All teachers are contracted for two additional days dedicated to professional development.</p> <p>*Gustine High School will continue to provide SVMl Math PD via the MCOE.</p> <p>*Gustine High School will provide PD to strengthen the AP Program.</p>		<p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>*Gustine High School will continue to provide experiential learning experiences for our students, for example Yosemite Nature Bridge Science Field Trip, AVID, FFA, and other academically focused field trips.</p>	<p>Gustine High School</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>\$20,000 Supplemental and Concentration</p>
<p>*Additional Intervention Funds: RES will use additional intervention funds to purchase materials and supplies to increase services with priority enrollment for English Learners, Foster Youth, and Low Income Youth.</p>	<p>Romero</p>	<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 type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>\$5000 Supplemental and Concentration</p>
<p>*Summer Enrichment Program Continue to support a one month summer enrichment program with transportation.</p>	<p>Gustine Middle School</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>\$4800 Supplemental and Concentration</p>
<p>*Beginning Teacher Support</p>	<p>LEA</p>	<p><input checked="" type="checkbox"/> All</p>	<p>\$35,000 Base</p>

<p>Provide all new teachers with financial support for Induction Programs.</p>		<p>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>	
<p>*Staff all instructional support positions to provide additional and extended learning in classrooms.</p>	<p>LEA</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 type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>\$196,000 Supplemental and Concentration</p>
<p>*ELD Coordinators will be provided stipends to coordinate state language assessments and provide Professional Development for adopted ELD standards/instructional strategies.</p>	<p>LEA</p>	<p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>\$8,000 Supplemental and Concentration</p>
<p>*The high school counselor will meet with English learners and Foster Youth to encourage enrollment in CTE courses.</p>	<p>GHS</p>	<p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>\$113,000 Supplemental and Concentration</p>
<p>*Incorporate Technology into the classrooms which supports the development of 21st Century Skills and better prepares students for college and career.</p>	<p>LEA</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners</p>	<p>\$125,000 Base</p>

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
*Career Readiness Coordinator 30% of time to EL for monitoring progress towards graduation and college and career readiness 10% of time to RFEP for monitoring progress towards graduation and college and career readiness and providing interventions as necessary	LEA	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$115,000 Supplemental and Concentration
*Provide district funding for schools to recruit, hire, train, and retain, staff to provide additional support and services for EL, Low income, and FY, as well as interventions, books, and materials.	LEA	<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 type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$50,000 Supplemental and Concentration
*Establish a system for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time (PLC and instructional rounds) and site based PD by providing substitutes for release time.	LEA	<input checked="" 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)	\$10,000 Supplemental and Concentration
*Increase and strengthen CTE course offerings in order to ensure college and career readiness.	Gustine High School	<input checked="" 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	\$94,000 Supplemental and Concentration



		English proficient _ Other Subgroups: (Specify)	
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**LCAP Year 2: 2017-2018**

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>* 100% of students will have access to standards-aligned instructional materials based on current adoptions and purchases.</li> <li>* Student proficiency on the California Assessment of Student Performance and Progress (CAASPP) will increase 1% from the 2015-2016 results.</li> <li>* Percent of English Learners making progress on CELDT 2015 (AMAO 1) 45.6% will increase to 60% passing rate.</li> <li>* Increase the percent of EL students that become English proficient by 13% (less than 5 years) and 17% (5 years or more).</li> <li>* 100% of all teachers highly qualified including Special Education.</li> <li>* 80% of teachers grades TK-12 will participate in Common Core Standards aligned professional development.</li> <li>* Increase the percent of students successfully completing A-G requirements by 5%.</li> <li>* Increase the percent of students successfully completing CTE programs by 5%.</li> <li>* Increase the percent of students passing AP exams with a score of 3 or higher by 5%.</li> <li>* Increase the percent of students "Ready for College" based on the Early Assessment Program in English Language Arts by 2%.</li> <li>* Increase the percent of students "Ready for College" based on the Early Assessment Program in Math by 2%.</li> <li>* Increase high school graduation rate by .5%.</li> <li>* 100% of students will have access to required courses of study as indicated on the Master Schedule.</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
*Continue Curriculum Council and build capacity with lead teachers as instructional leaders.	LEA	<input checked="" 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)	\$4,500 1000-1999: Certificated Personnel Salaries Supplemental and Concentration LCFF \$6,000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration LCFF
*Continue to support the CCSS Math and ELA Adoption.	LEA	<input checked="" 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)	\$18,000 4000-4999: Books And Supplies Base LCFF

<p>*As determined by each school site, increase reading and math intervention programs which may include, but not limited to, additional classroom support, the purchase of specific intervention curriculum or tutoring support in core academic areas.</p>	<p>LEA</p>	<p><input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>\$43,120 4000-4999: Books And Supplies Supplemental and Concentration LCFF</p>
<p>*Summer Enrichment Program  Continue to support a one month summer enrichment program with transportation.</p>	<p>LEA</p>	<p><input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>\$6000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration LCFF</p>
<p>*Sites will continue utilizing and maintaining Read 180 and/or System 44 Reading Intervention program with priority enrollment for Low Income pupils, English Learners, and Foster Youth.</p>	<p>LEA</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 type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>\$16,000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration LCFF</p>
<p>*Provide stipends for SST coordinators to gather information, contact parents, set meeting schedules, and work with teachers to address the needs of learners who are not making academic progress or have behavioral needs.</p>	<p>LEA</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 checked="" type="checkbox"/> Other Subgroups:  (Specify)  Special Education</p>	<p>\$4,000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration LCFF</p>
<p>*A Special Education Coordinator will continue to ensure</p>	<p>LEA</p>	<p><input type="checkbox"/> All</p>	<p>\$140,225 Supplemental and Concentration LCFF</p>

<p>that services are provided for special needs students and plan for improved behavior of students with disabilities that reflect enhanced opportunities for learning.</p>		<p>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 checked="" type="checkbox"/> Other Subgroups:                  (Specify)  <u>Special Education</u></p>	
<p>Professional Development</p> <p>*GUSD will continue to support teachers of all subject areas with effective research based professional development opportunities to strengthen instruction and improve student outcomes.</p> <p>*Gustine High School will continue to provide SVM I Math PD via the MCOE.</p> <p>*Gustine High School will provide PD to strengthen the AP Program.</p>	<p>LEA</p>	<p><input checked="" 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>	<p>133,000 Supplemental and Concentration LCFF</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>	
<p>*Gustine High School will continue to provide experiential learning experiences for our students, for example Yosemite Nature Bridge Science Field Trip, AVID, FFA, and other academically focused field trips.</p>	<p>Gustine High School</p>	<p><input checked="" 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>	<p>\$20,000 Supplemental and Concentration LCFF</p>
<p>*Additional Intervention Funds: RES will use additional</p>		<p><input type="checkbox"/> All                  -----</p>	<p>\$5,000 Supplemental and Concentration LCFF</p>

<p>intervention funds to purchase materials and supplies to increase services with priority enrollment for English Learners, Foster Youth, and SED students.</p>	<p>Romero</p>	<p>OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	
<p>*Beginning Teacher Support                  Provide all new teachers with financial support for Induction Programs.</p>	<p>LEA</p>	<p><input checked="" 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>	<p>\$35,000 Base LCFF</p>
<p>*Staff all instructional support positions to provide additional and extended learning in classrooms.</p>	<p>LEA</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 type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>\$196,000 Supplemental and Concentration LCFF</p>
<p>*ELD Coordinators will be provided stipends to coordinate state language assessments and provide Professional Development for adopted ELD standards/instructional strategies.</p>	<p>LEA</p>	<p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>\$8,000 Supplemental and Concentration LCFF</p>
<p>*The high school counselor will meet with English learners and Foster Youth to encourage enrollment in CTE courses.</p>	<p>Gustine High School</p>	<p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners</p>	<p>\$113,000 Supplemental and Concentration LCFF</p>

		<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
*Incorporate Technology into the classrooms which supports the development of 21st Century Skills and better prepares students for college and career.	LEA	<input checked="" 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)	\$125,000 Base LCFF
*Career Readiness Coordinator 30% of time to EL for monitoring progress towards graduation and college and career readiness 10% of time to RFEP for monitoring progress towards graduation and college and career readiness and providing interventions as necessary	LEA	<input type="checkbox"/> All OR: <input 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 type="checkbox"/> Other Subgroups: (Specify)	\$115,000 Supplemental and Concentration LCFF
*Provide district funding for schools to recruit, hire, train, and retain, staff to provide additional support and services for EL, Low income, and FY, as well as interventions, books, and materials.	LEA	<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 type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$50,000 Supplemental and Concentration LCFF
*Establish a system for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time (PLC and instructional rounds).	LEA	<input checked="" 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	\$10,000 Supplemental and Concentration LCFF

		_ Other Subgroups: (Specify)	
*Increase and strengthen CTE course offerings in order to ensure college and career readiness.	Gustine High School	<input checked="" 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)	\$94,000 Supplemental and Concentration LCFF

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>* 100% of students will have access to standards-aligned instructional materials based on current adoptions and purchases.</li> <li>* Student proficiency on the California Assessment of Student Performance and Progress (CAASPP) will increase 1% from the 2015-2016 results.</li> <li>* Percent of English Learners making progress on CELDT 2015 (AMAO 1) 45.6% will increase to 60% passing rate.</li> <li>* Increase the percent of EL students that become English proficient by 13% (less than 5 years) and 17% (5 years or more).</li> <li>* 100% of all teachers highly qualified including Special Education.</li> <li>* 80% of teachers grades TK-12 will participate in Common Core Standards aligned professional development.</li> <li>* Increase the percent of students successfully completing A-G requirements by 5%.</li> <li>* Increase the percent of students successfully completing CTE programs by 5%.</li> <li>* Increase the percent of students passing AP exams with a score of 3 or higher by 5%.</li> <li>* Increase the percent of students "Ready for College" based on the Early Assessment Program in English Language Arts by 2%.</li> <li>* Increase the percent of students "Ready for College" based on the Early Assessment Program in Math by 2%.</li> <li>* Increase high school graduation rate by .5%.</li> <li>* Decrease the high school dropout rate by .5%.</li> <li>* 100% of students will have access to required courses of study as indicated on the Master Schedule.</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
*Continue Curriculum Council, but explore capacity building with lead teachers as instructional leaders.	LEA	<input checked="" 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)	\$4,500 Supplemental and Concentration LCFF \$6,000 Supplemental and Concentration LCFF

*Continue to support the CCSS Math Adoption and ELA Adoption	LEA	<input checked="" 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)	\$80,000 4000-4999: Books And Supplies Base LCFF
*As determined by each school site, increase reading and math intervention programs which may include, but not limited to, additional classroom support, the purchase of specific intervention curriculum or tutoring support in core academic areas.	LEA	<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 type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$43,120 Supplemental and Concentration LCFF
*Sites will continue utilizing and maintaining Read 180 and/or System 44 Reading Intervention program with priority enrollment for Low Income pupils, English Learners, and Foster Youth.	LEA	<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 type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$16,000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration LCFF
*Provide stipends for SST coordinators to gather information, contact parents, set meeting schedules, and work with teachers to address the needs of learners who are not making academic progress or have behavioral needs.	LEA	<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 checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education	\$4,000 Supplemental and Concentration LCFF
*A Special Education Coordinator will continue to ensure	LEA	<input type="checkbox"/> All	\$140,225 Supplemental and Concentration LCFF

<p>that services are provided for special needs students and plan for improved behavior of students with disabilities that reflect enhanced opportunities for learning.</p>		<p>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 checked="" type="checkbox"/> Other Subgroups:                  (Specify)  <u>Special Education</u></p>	
<p>Professional Development</p> <p>*GUSD will continue to support teachers of all subject areas with effective research based professional development opportunities to strengthen instruction and improve student outcomes.</p> <p>*Gustine High School will continue to provide SVM I Math PD via the MCOE.</p> <p>*Gustine High School will provide PD to strengthen the AP Program.</p>	<p>LEA</p>	<p><input checked="" 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>	<p>\$133,000 Supplemental and Concentration</p>
<p>*Gustine High School will continue to provide experiential learning experiences for our students, for example Yosemite Nature Bridge Science Field Trip, AVID, FFA, and other academically focused field trips.</p>	<p>Gustine High School</p>	<p><input checked="" 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>	<p>\$20,000 Supplemental and Concentration LCFF</p>
<p>*Additional Intervention Funds: RES will use additional intervention funds to purchase materials and supplies to increase services with priority enrollment for English Learners, foster youth, and low income students.</p>	<p>Romero</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 type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>\$5,000 Supplemental and Concentration LCFF</p>
<p>*Summer Enrichment Program</p>	<p>Gustine</p>	<p><input checked="" type="checkbox"/> All                  -----</p>	<p>\$4,800 Supplemental and Concentration LCFF</p>



Continue to support a one month summer enrichment program with transportation.	Middle School	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)	
*Beginning Teacher Support Provide all new teachers with financial support for Induction Programs.	LEA	<input checked="" 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)	\$35,000 Base LCFF
*Staff all instructional support positions to provide additional and extended learning in classrooms.	LEA	<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 type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$196,000 Supplemental and Concentration LCFF
*ELD Coordinators will be provided stipends to coordinate state language assessments and provide Professional Development for adopted ELD standards/instructional strategies.	LEA	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$8,000 Supplemental and Concentration LCFF
*The high school counselor will meet with English learners and Foster Youth to encourage enrollment in CTE courses.	Gustine High School	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	\$113,000 Supplemental and Concentration LCFF

		<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
*Incorporate Technology into the classrooms which supports the development of 21st Century Skills and better prepares students for college and career.	LEA	<input checked="" 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)	\$125,000 Base LCFF
*Career Readiness Coordinator 30% of time to EL for monitoring progress towards graduation and college and career readiness 10% of time to RFEP for monitoring progress towards graduation and college and career readiness and providing interventions as necessary	LEA	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$115,000 Supplemental and Concentration LCFF
*Provide district funding for schools to recruit, hire, train, and retain, staff to provide additional support and services for EL, Low income, and FY, as well as interventions, books, and materials.	LEA	<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 type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$50,000 Supplemental and Concentration LCFF
*Continue a system for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time (PLC and instructional rounds).	LEA	<input checked="" 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	\$10,000 Supplemental and Concentration LCFF

		_ Other Subgroups: (Specify)	
*Continue and strengthen CTE course offerings in order to ensure college and career readiness.	Gustine High School	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	\$94,000 Supplemental and Concentration LCFF

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>Goal 2: Gustine Unified School District will create safe, healthy, and welcoming learning environments to enhance the social emotional and academic learning for all students necessary to become productive members of society.</p>	<p>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 checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8           COE only: 9 10           Local : Specify</p>
<p>Identified Need :</p>	<p>Needs:</p> <ul style="list-style-type: none"> <li>*A student survey of 839 students from grades K-12 showed that 66% of students feel school is a supportive and inviting place to learn and 67% of students feel that school is a safe place. According to the survey students want more activities.</li> <li>*District-wide truancy rates were "low" when compared to county and state levels, however one school had a truancy rate of 80%.</li> <li>*Many of the facilities are outdated and in need of repair.</li> <li>*A teacher survey showed that 73% of teachers feel connected to their schools and that it is a supportive environment. 91% of all teachers feel safe on campus.</li> </ul> <p>Metrics:</p> <ul style="list-style-type: none"> <li>• Facilities in good repair</li> <li>• Chronic absenteeism rates</li> <li>• Student suspension rates</li> <li>• Student expulsion rates</li> <li>• School attendance rates</li> <li>• Other local measures</li> </ul>	
<p>Goal Applies to:</p>	<p>Schools: LEA          Applicable Pupil Subgroups:</p>	<p>ALL</p>

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>*Facilities Inspection - Decrease the number of Williams Act Findings by 50%</li> <li>*Increase attendance rates by 1% at all sites</li> <li>*Decrease chronic absenteeism rate by 1%</li> <li>*Decrease the middle school drop out rate by .5%</li> <li>*Decrease the total number of suspensions to less than 90 per year.</li> <li>*Maintain expulsion rate at less than 5 per year.</li> <li>*Increase the number of students who state they feel that school is a supportive and inviting place to learn by 5%</li> <li>*Increase the number of teachers who state they feel safe and have school connectedness by 5%</li> <li>*Title I surveys will reflect an increase of parents stating that their students feel safe on campus.</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide regular maintenance and repair to school facilities which will increase FIT percentages	LEA	<input checked="" 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)	\$530,000 Base
*Continue counseling services district-wide to help with social, emotional, and academic needs with a focus on unduplicated pupils.	LEA	<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 type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$113,000 Supplemental and Concentration
Increase availability of health services in order to provide better care to students.	LEA	<input checked="" 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)	\$22,000 Supplemental and Concentration

		(Specify)	
*Hire a full time School Nurse in order provide more comprehensive care to low income pupils and foster youth as well as increasing care for all students.	LEA	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$100,000 Supplemental and Concentration
*Provide stipends for teachers to coach and organize various Student Events to encourage students to participate in school activities and stay in school and explore providing after school transportation.	LEA	<input checked="" 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)	\$6000 Supplemental and Concentration
Provide a school resource officer to ensure the safety of students and staff.	Romero/ Gustine High School	<input checked="" 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)	\$33,000 Supplemental and Concentration
*The vice principal at the elementary and middle school will continue to help ensure the safety of students and staff.	LEA	<input checked="" 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)	\$123,000 Supplemental and Concentration

<p>*Continue to provide a stipend for Teacher in Charge role at all sites to maintain the safety of children in the absence of an administrator.</p>	<p>LEA</p>	<p><input checked="" 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>	<p>\$3000 Supplemental and Concentration</p>
<p>*Implementation of Link Crew and Where Everyone Belongs with a focus on at risk students to decrease dropout rates. Provide a stipend for adviser.</p>	<p>Gustine Middle School/ Gustine High School</p>	<p><input checked="" 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>	<p>\$8,000 Supplemental and Concentration</p>
<p>*Provide ongoing training for staff to maintain and improve positive relationships with students and foster positive and respectful relationships between students.</p>	<p>LEA</p>	<p><input checked="" 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>	<p>\$5,000 Supplemental and Concentration</p>
<p>*Purchase curriculum and implement a social skills program.</p>	<p>LEA</p>	<p><input checked="" 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>	<p>\$5,000 Supplemental and Concentration</p>
<p>*Gustine High School will continue to provide a Spirit Activities Coordinator.</p>	<p>Gustine High School</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils</p>	<p>\$6000 Supplemental and Concentration</p>

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
*Provide funding for sites to create programs or activities to promote student engagement in enrichment, clubs, or the arts.	LEA	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	\$20,000 Supplemental and Concentration

**LCAP Year 2: 2017-2018**

Expected Annual Measurable Outcomes:	*Facilities Inspection - Decrease the number of Williams Act Findings by 50% *Increase attendance rates by 1% at all sites *Decrease chronic absenteeism rate by 1% *Decrease the middle school drop out rate by .5% *Decrease the total number of suspensions to less than 90 per year. *Maintain expulsion rate at less than 5 per year. *Increase the number of students who state they feel that school is a supportive and inviting place to learn by 5% *Title I surveys will reflect an increase of parents stating that their students feel safe on campus.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
*Provide regular maintenance and repair to school facilities which will increase FIT percentages	LEA	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	\$530,000 0000: Unrestricted Base
*Continue counseling services district-wide to help with social, emotional, and academic needs with a focus on	LEA	<input type="checkbox"/> All OR:	\$113,000 Supplemental and Concentration



<p>unduplicated pupils.</p>		<p><input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	
<p>Increase availability of health services in order to provide better care to students.</p>	<p>LEA</p>	<p><input checked="" 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>	<p>\$22,000 Supplemental and Concentration</p>
<p>*Continue to support a full time School Nurse time in order provide more comprehensive care to low income and foster youth as well to better serve all students.</p>	<p>LEA</p>	<p><input type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>\$100,000 Supplemental and Concentration</p>
<p>*Provide stipends for teachers to coach and organize various Student Events to encourage students to participate in school activities and stay in school and explore providing after school transportation.</p>	<p>LEA</p>	<p><input checked="" 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>	<p>\$6,000 Supplemental and Concentration</p>
<p>Provide a school resource officer to ensure the safety of students and staff.</p>	<p>Romero/ Gustine High School</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth</p>	<p>\$33,000 Supplemental and Concentration</p>

		<input type="checkbox"/> Redesignated fluent <input type="checkbox"/> English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
*The vice principal at the elementary and middle school will continue to help ensure the safety of students and staff.	LEA	<input checked="" 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 <input type="checkbox"/> English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$123,000 Supplemental and Concentration
*Continue to provide a stipend for Teacher in Charge role at all sites to maintain the safety of children in the absence of an administrator.	LEA	<input checked="" 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 <input type="checkbox"/> English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$3,000 Supplemental and Concentration
*Implementation of Link Crew and Where Everyone Belongs with a focus on at risk students to decrease dropout rates.	Gustine Middle School/Gustine High School	<input checked="" 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 <input type="checkbox"/> English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$8,000 Supplemental and Concentration
*Provide ongoing training for staff to maintain and improve positive relationships with students and foster positive and respectful relationships between students.	LEA	<input checked="" 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 <input type="checkbox"/> English proficient <input type="checkbox"/> Other Subgroups:	\$5,000 Supplemental and Concentration

		(Specify)	
*Continue social skills program.	LEA	<input checked="" 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)	\$5,000 Supplemental and Concentration
*Gustine High School will continue to provide a Spirit Activities Coordinator.	Gustine High School	<input checked="" 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)	\$6,000 Supplemental and Concentration
*Provide funding for sites to create programs or activities to promote student engagement in enrichment, clubs, or the arts.	LEA	<input checked="" 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)	\$20,000 Supplemental and Concentration

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>*Facilities Inspection - Decrease the number of Williams Act Findings by 50%</li> <li>*Increase attendance rates by 1% at all sites</li> <li>*Decrease chronic absenteeism rate by 1%</li> <li>*Decrease the middle school drop out rate by .5%</li> <li>*Decrease the total number of suspensions to less than 90 per year.</li> <li>*Maintain expulsion rate at less than 5 per year.</li> <li>*Increase the number of students who state they feel that school is a supportive and inviting place to learn by 5%</li> <li>*Title I surveys will reflect an increase of parents stating that their students feel safe on campus.</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide regular maintenance and repair to school facilities which will increase FIT percentages	LEA	<input checked="" 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)	\$530,000 Base
*Continue counseling services district-wide to help with social, emotional, and academic needs with a focus on unduplicated pupils.	LEA	<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 type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$113,000 Supplemental and Concentration
Increase availability of health services in order to provide better care to students.	LEA	<input checked="" 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)	\$22,000 Supplemental and Concentration

<p>*Continue to support a full time School Nurse time in order provide more comprehensive care to low income pupils and foster youth as well as providing care for all students.</p>	LEA	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$100,000 Supplemental and Concentration
<p>*Provide stipends for teachers to coach and organize various Student Events to encourage students to participate in school activities and stay in school and explore providing after school transportation.</p>	LEA	<input checked="" 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)	\$6,000 Supplemental and Concentration
<p>Provide a school resource officer to ensure the safety of students and staff.</p>	Romero/ Gustine High School	<input checked="" 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)	\$33,000 Supplemental and Concentration
<p>*The vice principal at the elementary and middle school will continue to help ensure the safety of students and staff.</p>	LEA	<input checked="" 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)	\$123,000 Supplemental and Concentration
<p>*Continue to provide a stipend for Teacher in Charge</p>	LEA	<input checked="" type="checkbox"/> All	\$3,000 Supplemental and Concentration

<p>role at all sites to maintain the safety of children in the absence of an administrator.</p>		<p>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>	
<p>*Continuation of Link Crew and Where Everyone Belongs with a focus on at risk students to decrease dropout rates.</p>	<p>Gustine Middle School/Gustine High School</p>	<p><input checked="" 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>	<p>\$8,000 Supplemental and Concentration</p>
<p>*Provide ongoing training for staff to maintain and improve positive relationships with students and foster positive and respectful relationships between students.</p>	<p>LEA</p>	<p><input checked="" 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>	<p>\$8,000 Supplemental and Concentration</p>
<p>*Continue to support social skills program.</p>	<p>LEA</p>	<p><input checked="" 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>	<p>\$5,000 Supplemental and Concentration</p>
<p>*Gustine High School will continue to provide a Spirit Activities Coordinator.</p>	<p>Gustine High School</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners</p>	<p>\$5,000 Supplemental and Concentration</p>

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
*Provide funding for sites to create programs or activities to promote student engagement in enrichment, clubs, or the arts.	LEA	<input checked="" 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)	\$20,000 Supplemental and Concentration

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

GOAL 3:	Goal 3: Gustine Unified School District will work together with parents, families, and the community to create partnerships that enhance student achievement to become successful members of society.	Related State and/or Local Priorities: 1 2 _ 3 <u>X</u> 4 _ 5 _ 6 7 _ 8 _  COE only: 9 10  Local : Specify
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Identified Need :	Need: *A very low percentage of parents attend/participate in school activities. *Approximately 42% of parents in the district attend key district events (parent conferences, back to school night, open house, student celebrations) *A Parent Engagement survey showed that 62% of parents feel that the schools encourage parental involvement, 62% of parents feel comfortable participating in school activities, 34% feel that the school community has reached out them, and 45% of parents feel as though the school community has encouraged involvement in school events.  Metrics: <ul style="list-style-type: none"> <li>• Efforts to seek parent input</li> <li>• Promotion of parental participation</li> </ul>
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Goal Applies to:	Schools: LEA
	Applicable Pupil Subgroups: ALL

**LCAP Year 1: 2016-2017**

Expected Annual Measurable Outcomes:	* Increase the number of parents of who feel that the schools encourage parental involvement by 5%. * Increase the number of parents of who feel comfortable participating in school activities by 5%. * Increase the number of parents who feel that the school community has reached out to them by 5%. * Increase the number of parents who feel that the school community has reached out to them by 5%. * Increase parent attendance at key district events by 5%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
*Provide training for parents on how to monitor their student's progress using Aeries and Illuminate in English and Spanish.	LEA	<input checked="" 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:	\$1,000 Supplemental and Concentration



		(Specify)	
<p>*Provide parent education classes and resources to parents on various topics.</p>	<p>LEA</p>	<p><input checked="" 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>	<p>\$5,000 Supplemental and Concentration</p>
<p>*Provide Child Care at school meetings to ensure all parents are able to attend regardless of child care responsibilities.</p>	<p>LEA</p>	<p><input checked="" 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>	<p>\$2,000 Supplemental and Concentration</p>
<p>*Provide a parent liaison to support in the interpretation/translation of meetings and other school communications to ensure that all parents can participate.</p>	<p>LEA</p>	<p><input type="checkbox"/> All                      OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                      (Specify)</p>	<p>\$32,000 Supplemental and Concentration</p>
<p>*Provide Healthy Smiles services to families three times per year.</p>	<p>Gustine Elementary/ Romero Elementary</p>	<p><input type="checkbox"/> All                      OR:  <input checked="" 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>	<p>\$600 Supplemental and Concentration</p>

<p>*Establish an events calendar for parents in English and Spanish and send it home quarterly via mail.</p>	<p>LEA</p>	<p><input checked="" 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>	<p>\$4000 Supplemental and Concentration</p>
<p>*Provide site funding for additional engagement activities.</p>	<p>LEA</p>	<p><input checked="" 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>	<p>\$8,000 Supplemental and Concentration</p>
<p>*Expand community engagement services through more social media, email communications, text, and traditional communication.</p>	<p>LEA</p>	<p><input checked="" 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>	<p>\$4,000 Supplemental and Concentration</p>

**LCAP Year 2: 2017-2018**

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> <li>* Increase the number of parents of who feel that the schools encourage parental involvement by 5%.</li> <li>* Increase the number of parents of who feel comfortable participating in school activities by 5%.</li> <li>* Increase the number of parents who feel that the school community has reached out to them by 5%.</li> <li>* Increase the number of parents who feel that the school community has reached out to them by 5%.</li> <li>* Increase parent attendance at key district events by 5%.</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>*Provide training for parents on how to monitor their student's progress using Aeries and Illuminate in English</p>	<p>LEA</p>	<p><input checked="" type="checkbox"/> All                  OR:</p>	<p>\$1,000 Supplemental and Concentration</p>

<p>and Spanish.</p>		<p><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>	
<p>*Provide parent education classes and resources to parents on various topics.</p>	<p>LEA</p>	<p><input checked="" 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>	<p>\$5,000 Supplemental and Concentration</p>
<p>*Provide Child Care at school meetings to ensure all parents are able to attend regardless of child care responsibilities.</p>	<p>LEA</p>	<p><input checked="" 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>	<p>\$2,000 Supplemental and Concentration</p>
<p>*Provide a parent liaison to support in the interpretation/translation of meetings and other school communications to ensure that all parents can participate.</p>	<p>LEA</p>	<p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>\$32,000 Supplemental and Concentration</p>
<p>*Provide Healthy Smiles services to families three times per year.</p>	<p>Gustine Elementary School/Romero</p>	<p><input type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners</p>	<p>\$600 Supplemental and Concentration</p>

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
*Establish an events calendar for parents in English and Spanish and send it home quarterly via mail.	LEA	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	\$4,000 Supplemental and Concentration
*Provide site funding for additional engagement activities.	LEA	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	\$6,000 Supplemental and Concentration

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:	* Increase the number of parents of who feel that the schools encourage parental involvement by 5%. * Increase the number of parents of who feel comfortable participating in school activities by 5%. * Increase the number of parents who feel that the school community has reached out to them by 5%. * Increase the number of parents who feel that the school community has reached out to them by 5%. * Increase parent attendance at key district events by 5%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
*Provide training for parents on how to monitor their student's progress using Aeries and Illuminate in English and Spanish.	LEA	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent	\$1,000 Supplemental and Concentration

		English proficient _ Other Subgroups: (Specify)	
*Provide parent education classes and resources to parents on various topics.	LEA	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	\$5,000 Supplemental and Concentration
*Provide Child Care at school meetings to ensure all parents are able to attend regardless of child care responsibilities.	LEA	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	\$2,000 Supplemental and Concentration
*Provide a parent liaison to support in the interpretation/translation of meetings and other school communications to ensure that all parents can participate.	LEA	_ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	\$32,000 Supplemental and Concentration
*Provide Healthy Smiles services to families three times per year.	Gustine Elementary School/Romero	_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	\$600 Supplemental and Concentration

<p>*Establish an events calendar for parents in English and Spanish and send it home quarterly via mail.</p>	<p>LEA</p>	<p><input checked="" 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>	<p>\$4,000</p>
<p>*Provide site funding for additional engagement activities.</p>	<p>LEA</p>	<p><input checked="" 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>	<p>\$6,000 Supplemental and Concentration</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:	Goal 1: Increase student success in English Language Arts, math, science, social studies, and literacy.	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 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: LEA Applicable Pupil Subgroups: ALL			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>* 100% of students will have access to standards-aligned instructional materials based on current adoptions and purchases.</li> <li>* Student proficiency on the California Assessment of Student Performance and Progress (CAASPP) will increase 1% from the 2014-2015 results.</li> <li>* Percent of English Learners making progress on CELDT 2014 (AMAO 1) 45.6% will increase to 50% passing rate.</li> <li>* Increase the percent of EL students that become English proficient by 13% (less than 5 years) and 17% (5 years or more).</li> </ul>	<table border="1" style="width: 100%;"> <tr> <td style="width: 10%;">Actual Annual Measurable Outcomes:</td> <td> <ul style="list-style-type: none"> <li>*100% of students have access to standards-aligned instructional materials based on current adoptions in math.</li> <li>* Student proficiency on the California Assessment of Student Performance and Progress (CAASPP) will increase 1% from the 2014-2015 results--To be determined when CAASPP scores are released.</li> <li>*Percent of English Learners making progress on CELDT 2014 (AMAO 1) was increased from 45.6% to 56%, exceeding the goal of a 50% pass rate.</li> <li>*Increase the percent of EL students that become proficient by 13% (less than 5 years) and 17% (5 years or more). The English Learners (less than 5 years) increased from 17.2% to 19.1%, which is an increase, but the target was not met. The district will provide training for all staff in ELD strategies to improve instruction. The English Learners (5 years or more) decreased from 28.8% to 27.4%. The district will provide additional training and support to work with students identified as long term English Learners to provide additional supports and interventions to increase the number of students who become proficient.</li> </ul> </td> </tr> </table>	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>*100% of students have access to standards-aligned instructional materials based on current adoptions in math.</li> <li>* Student proficiency on the California Assessment of Student Performance and Progress (CAASPP) will increase 1% from the 2014-2015 results--To be determined when CAASPP scores are released.</li> <li>*Percent of English Learners making progress on CELDT 2014 (AMAO 1) was increased from 45.6% to 56%, exceeding the goal of a 50% pass rate.</li> <li>*Increase the percent of EL students that become proficient by 13% (less than 5 years) and 17% (5 years or more). The English Learners (less than 5 years) increased from 17.2% to 19.1%, which is an increase, but the target was not met. The district will provide training for all staff in ELD strategies to improve instruction. The English Learners (5 years or more) decreased from 28.8% to 27.4%. The district will provide additional training and support to work with students identified as long term English Learners to provide additional supports and interventions to increase the number of students who become proficient.</li> </ul>
Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>*100% of students have access to standards-aligned instructional materials based on current adoptions in math.</li> <li>* Student proficiency on the California Assessment of Student Performance and Progress (CAASPP) will increase 1% from the 2014-2015 results--To be determined when CAASPP scores are released.</li> <li>*Percent of English Learners making progress on CELDT 2014 (AMAO 1) was increased from 45.6% to 56%, exceeding the goal of a 50% pass rate.</li> <li>*Increase the percent of EL students that become proficient by 13% (less than 5 years) and 17% (5 years or more). The English Learners (less than 5 years) increased from 17.2% to 19.1%, which is an increase, but the target was not met. The district will provide training for all staff in ELD strategies to improve instruction. The English Learners (5 years or more) decreased from 28.8% to 27.4%. The district will provide additional training and support to work with students identified as long term English Learners to provide additional supports and interventions to increase the number of students who become proficient.</li> </ul>			
<b>LCAP Year: 2015-2016</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Curriculum Council	\$4,500	Curriculum Council	\$4500 Supplemental and Concentration	
*Creation of a Curriculum Council that will be comprised of teachers. This council will review and make recommendations regarding	1000-1999: Certificated Personnel Salaries Base LCFF \$15,000 1000-1999: Certificated	Curriculum Council was created in the 2014-2015 school year. It is comprised of teacher representatives from each school site and administrators. The	\$5400 Supplemental and Concentration	



<p>curriculum adoptions.</p>	<p>Personnel Salaries Base LCFF</p>	<p>council reviewed curriculum and made recommendations regarding curriculum adoptions.</p>	
<p>Scope of Service   LEA</p>		<p>Scope of Service   LEA</p>	
<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Purchase of curricular materials:  *Purchase CCSS aligned curricular materials for ELA/ELD Gustine Elementary, Romero Elementary, and Gustine Middle School purchased the materials.  *Gustine Elementary School and Romero Elementary School will purchase Reflex Math as intervention software for math.  *Gustine High School will purchase and will use the Read 180 program.  *Purchase Intensive Math Intervention for Special Education.</p>	<p>\$18,000 4000-4999: Books And Supplies Base LCFF \$2,000 4000-4999: Books And Supplies Base LCFF \$13,600 4000-4999: Books And Supplies Base LCFF \$25,000 5000-5999: Services And Other Operating Expenditures Base LCFF</p>	<p>Purchase of curricular materials:  *An adoption committee was formed to review the current materials up for adoption and have recommended CCSS aligned curricular materials for ELA/ELD for Gustine Elementary, Romero Elementary, and Gustine Middle School. Expense has been shifted to mandate one time funds.  *Gustine Elementary School and Romero Elementary School purchased Reflex Math as intervention software for math. RES used Title 1 PI funds to purchase reflex.  *Gustine High School purchased and used the Read 180 program which included SRI licenses for monitoring EL progress.  *Do the Math Now! was purchased as a Special Education math intervention.</p>	<p>\$3,096 Supplemental and Concentration \$3,414 Supplemental and Concentration \$4,955 Special Education</p>
<p>Scope of Service   LEA</p>		<p>Scope of Service   LEA</p>	

<input checked="" 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)		<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)	
Additional intervention funds provided to Romero Elementary.  *Romero Elementary will use the additional funds to purchase materials and supplies for interventions.	\$4,940 4000-4999: Books And Supplies Supplemental and Concentration LCFF	Additional intervention funds provided to Romero Elementary.  *Romero Elementary used the additional funds to purchase materials, supplies, and licenses for Read 180 intervention.	\$4,055 Supplemental and Concentration
Scope of Service   Romero  <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service   Romero  <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)	
Summer Enrichment Program  *Continue to support a one month summer enrichment program designed to enrich on grade level and above grade level students in the areas of science, technology, math, and engineering.	\$2,500 1000-1999: Certificated Personnel Salaries Base LCFF	Summer Enrichment Program  *The one month summer enrichment program designed to enrich on grade level and above grade level students in the areas of science, technology, math, and engineering was successful. There were two classes comprised of 5th through 8th grade students. The district would like to continue this program.	\$3,614.10 Supplemental and Concentration \$4,560 Supplemental and Concentration

Scope of Service Gustine Middle School		Scope of Service Gustine Middle School	
<input checked="" 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)		<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)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal 1: Increase student success in English Language Arts, math, science, social studies, and literacy will be consolidated with Goal 2: Recruit, hire, train and retain high quality staff who are committed, collaborative, caring, and exemplary and Goal 3: Prepare students to be college and career ready into one goal. The new consolidated goal will become Goal 1: Gustine Unified School district will develop and enhance quality instructional programs, through professional development and recruitment of quality teachers to increase student achievement and prepare students to be college and career ready. The goals were consolidated to focus on the state priority of student achievement. We also want all stakeholders to know and understand the goals in the LCAP. The actions in Goal 1 will focus on student learning and provide staff with the training and skills necessary to reach all of our student populations, especially the socioeconomically disadvantaged students, English Learners, and Foster Youth, to help all students achieve their goals and become college and career ready.		

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:	Goal 2: Recruit, hire, train and retain high-quality staff who are committed, collaborative, caring and exemplary.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: LEA Applicable Pupil Subgroups: ALL		
Expected Annual Measurable Outcomes:	* Maintain 100% of all teachers highly qualified including Special Education. * 60% of teachers grades TK-12 will participate in Common Core Standards aligned professional development.	Actual Annual Measurable Outcomes: *Currently 95% of all teachers are highly qualified including Special Education. *86% of teachers in grades TK-12 participated in district wide Common Core Standards aligned professional development.	
<b>LCAP Year: 2015-2016</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Beginning Teacher Support  *Provide all new teachers with financial support to complete the BTSA Induction Program through the Merced County Office of Education.	\$42,000 0000: Unrestricted Base LCFF	Beginning Teacher Support  *Provided all new teachers with financial support to complete the BTSA Induction Program through the Merced County Office of Education.	\$30,791 Supplemental and Concentration
Scope of Service: LEA		Scope of Service: LEA	
<input checked="" 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)		<input checked="" 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>Special Education</p> <p>*Staff all Special Education positions with appropriately skilled, credentialed, and authorized teachers in all subject areas, and appropriate to the students they are teaching.</p> <p>*Staff all instructional support positions.</p>	<p>\$70,000 1000-1999: Certificated Personnel Salaries Special Education LCFF</p> <p>\$9,000 2000-2999: Classified Personnel Salaries Special Education LCFF</p>	<p>Special Education</p> <p>*Staffed all Special Education positions with appropriately skilled, credentialed, and authorized teachers in all subject areas, and appropriate to the students they are teaching.</p> <p>*A new position of Special Education Coordinator was created and filled in April 2016.</p> <p>*Staffed all instructional support positions--added a special education aide at Gustine High School in November 2015.</p> <p>*Hired a Special Education Director in April 2016. This was a newly created position.</p>	<p>\$59,400 Special Education</p> <p>\$33,754 Special Education</p> <p>\$14,700 Special Education</p>
<p>Scope of Service   LEA</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u></p>		<p>Scope of Service   LEA</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u></p>	
<p>Professional Development</p> <p>*Provide two days of professional development on Mathematics/Technology and professional development to support common core instructional strategies.</p> <p>*Increase the daily substitute rate on professional development days to help ensure there is sufficient classroom</p>	<p>\$49,000 1000-1999: Certificated Personnel Salaries Base LCFF</p> <p>\$15,400 1000-1999: Certificated Personnel Salaries Base LCFF</p>	<p>Professional Development</p> <p>*Two days of professional development on Mathematics for TK-6 and PLCs for 7-12 and the Art and Science of Teaching (TK-12) and professional development to support common core instructional strategies--Expenses have been shifted to utilize Title II funds.</p> <p>*The daily substitute rate on</p>	<p>\$22,418 Supplemental and Concentration</p>

<p>coverage to release teachers to attend the professional development offerings.</p>		<p>professional development days was increased to help ensure there was sufficient classroom coverage to release teachers to attend the professional development offerings.</p>	
<p>Scope of Service LEA</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide professional development on adopted ELD standards/Instructional Strategies.</p>	<p>\$2,000 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration LCFF</p>	<p>Provided professional development on adopted ELD standards/Instructional Strategies for select teachers-- Expenses have been shifted to utilize Title III funds.</p>	
<p>Scope of Service LEA</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input 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>Goal 2: Recruit, hire, train and retain high quality staff who are committed, collaborative, caring, and exemplary will be consolidated with Goal 1: Increase student success in English Language Arts, math, science, social studies, and literacy and Goal 3: Prepare students to be college and career ready into one goal. The new consolidated goal will become Goal 1: Gustine Unified School district will develop and enhance quality instructional programs, through professional development and recruitment of quality teachers to increase student achievement and prepare students to be college and career ready. The goals were consolidated to focus on the state priority of student achievement. We also want all stakeholders to know and understand the goals in the LCAP. The actions in Goal 1 will focus on student learning and provide staff with the training</p>		

	and skills necessary to reach all of our student populations, especially the socioeconomically disadvantaged students, English Learners, and Foster Youth, to help all students achieve their goals and become college and career ready.
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**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:	Goal 3: Prepare students to be college and career ready.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify
Goal Applies to:	Schools: LEA	Applicable Pupil Subgroups: ALL	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>* Increase the percent of students successfully completing A-G requirements by 5%.</li> <li>* Increase the percent of students successfully completing CTE programs by 5%.</li> <li>* Increase the percent of students passing AP exams with a score of 3 or higher by 5%.</li> <li>* Increase the percent of students "Ready for College" based on the Early Assessment Program in English Language Arts by 2%.</li> <li>* Increase the percent of students "Ready for College" based on the Early Assessment Program in Math by 2%.</li> <li>* Increase high school graduation rate by .5%.</li> <li>* 100% of students will have access to required courses of study as indicated on the Master Schedule.</li> </ul>		<p>Actual Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> <li>* Increase the percent of students successfully completing A-G requirements by 5%. The most current data from from the 2014-2015 school year shows the number of students successfully completing A-G requirements was 35.71%, this is an increase from 22.33% in 2013-2014. This is a 59% increase.</li> <li>* Increase the percent of students successfully completing CTE programs by 5%. The percentage of students completing the CTE pathway in 2014-2015 was 9% and it increased to 11% in 2015-2016. GUSD did not meet the goal, but with the additional CTE pathways being offered in 2016-2017, the percentage is expected to increase.</li> <li>* Increase the percent of students passing AP exams with a score of 3 or higher by 5%. The percent of students students who passed the AP exam with a score of 3 or higher decreased from 58.3% in 2014 to 39.1% in 2015.</li> <li>* Increase the percent of students "Ready for College" based on the Early Assessment Program in English Language Arts by 2%. The number of students who are "Ready for College" is 13%, while 51% were "Conditionally Ready for College."</li> <li>* Increase the percent of students "Ready for College" based on the Early Assessment Program in Math by 2%. The number of students who are "Ready for College" was 0% and 16% were "Conditionally Ready for College." The goal was not met, but Gustine High School will partner with MCOE to provide SVMJ professional development to build the teacher's instructional strategies for Common Core to increase student achievement.</li> <li>* Increase high school graduation rate by .5%. The most current data from the state is 2013-2014 and the graduation rate was 84.8% which decreased from the 2012-2013 data of 91%. With the increase of counseling services and the additional CTE</li> </ul>



			<p>pathways offered in 2016-2017, students will have more support and motivation to stay in school.                  * 100% of students have access to required courses of study as indicated on the Master Schedule.</p>
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**LCAP Year: 2015-2016**

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
* The high school counselor will meet with English Learners and Foster Youth to encourage enrollment in CTE programs.	\$95,000 7000-7439: Other Outgo Supplemental and Concentration LCFF	The high school counselor met with English Learners and Foster Youth to encourage enrollment in CTE courses.	\$102,000 Supplemental and Concentration
Scope of Service: Gustine High School		Scope of Service: Gustine High School	
_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Incorporate technology which supports the development of 21st Century Skills and better prepares students for College and Career  *Ten classrooms will be provided with iPads, tables and laptops for teacher and student education.	\$90,000 5000-5999: Services And Other Operating Expenditures Base LCFF	Technology has been incorporated throughout the district, including rolling carts with class sets of computers.  Four classrooms, one at each site, were updated with Chromebooks, tables, projectors, smart screens, and wiring.	\$247,407 Base
Scope of Service: Gustine High School		Scope of Service: LEA	
<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth	

_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)					
College & Career Readiness Coordinator  *30% of time will be dedicated to working with EL students to provide support for completion of high school course work.  *10% of time will be dedicated to working with RFEP students to review coursework and provide interventions as necessary.	\$71,500 1000-1999: Certificated Personnel Salaries Supplemental and Concentration LCFF	College and Career Readiness Coordinator  *The College and Career Readiness Coordinator provided support for EL students throughout the school year to ensure that they were completing high school coursework.  *The College and Career Readiness Coordinator reviewed coursework and provided interventions when necessary for Redesignated English Proficient Students.	\$104,163 Supplemental and Concentration				
<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>Gustine High School</td> </tr> </table> <hr/> _ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Scope of Service	Gustine High School		<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>Gustine High School</td> </tr> </table> <hr/> _ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Scope of Service	Gustine High School	
Scope of Service	Gustine High School						
Scope of Service	Gustine High School						
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal 3: Prepare students to be college and career ready will be consolidated with Goal 1: Increase student success in English Language Arts, math, science, social studies, and literacy and Goal 2: Recruit, hire, train and retain high quality staff who are committed, collaborative, caring, and exemplary into one goal. The new consolidated goal will become Goal 1: Gustine Unified School district will develop and enhance quality instructional programs, through professional development and recruitment of quality teachers to increase student achievement and prepare students to be college and career ready. The goals were consolidated to focus on the state priority of student achievement. We also want all stakeholders to know and understand the goals in the LCAP. The actions in Goal 1 will focus on student learning and provide staff with the training and skills necessary to reach all of our student populations, especially the socioeconomically disadvantaged students, English Learners, and Foster Youth, to help all students achieve their goals and become college and career ready.						

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:	Goal 4: Create safe and welcoming learning environments where students are connected to their schools.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
Goal Applies to:	Schools: LEA Applicable Pupil Subgroups:	ALL	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>* Facilities Inspection - Decrease the number of Williams Act Findings by 50%.</li> <li>* Increase attendance rates by 1% at all sites.</li> <li>* Decrease Chronic absenteeism rate by 1%</li> <li>* Decrease the middle school drop out rate by .5%.</li> <li>* Decrease the high school dropout rate by 1%.</li> <li>* Increase the high school graduation rate by .5%.</li> <li>* Decrease total number of suspension to less than 90.</li> <li>* Maintain expulsion rate at less than 5 per year.</li> <li>* Increase the number of students who state they feel that school is a supportive and inviting place to learn by 5%.</li> <li>* Title I surveys will reflect an increase of parents stating their students feel safe on campus.</li> </ul>		<p>Actual Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> <li>* Facilities Inspection - Decrease the number of Williams Act Findings by 50%, The Williams Act Finding were not decreased by 50%, but GUSD passed a bond to improve facilities in November 2014 and projects will begin the summer of 2016 and once all projects have been completed the findings will decrease.</li> <li>* Attendance rates have increased by .37%. The district did not meet the target, but increasing attendance is a priority at all sites.</li> <li>* Chronic absenteeism rate has decreased by 1%.</li> <li>* The middle school drop out rate has decreased by 2.1%, exceeding the goal of reducing it by .5%.</li> <li>* The high school dropout rate has decreased from 9% in 2013 to 2.8% in 2014. We met the goal by decreasing the dropout rate by 6.2%. The Hispanic dropout rate is slightly higher at 3.5%.</li> <li>* Increase the high school graduation rate by .5%. The high school graduation rate decreased by 6.2% from the 2013 data to the 2014 data. Adding counseling and more CTE courses will provide additional support for students and motivate them to stay in school.</li> <li>* The total number of suspensions has decreased from last year, but is greater than 90.</li> <li>* Maintain expulsion rate at less than 5 per year. GUSD had 4 expulsions during the 2015-2016 school year, maintaining the expulsion rate at less than 5 per year.</li> <li>* Increase the number of students who state they feel school is a supportive and inviting place to learn by 5%. A survey conducted showed that 66% (baseline) of students feel that school is a supportive and inviting place to learn.</li> <li>* Title I surveys reflect an increase of parents stating their</li> </ul>

	students feel safe on campus.
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**LCAP Year: 2015-2016**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>*Provide regular maintenance and repair to school facilities which will increase the overall percentage on the Facilities Inspection Tool.</p>	<p>\$60,000 7000-7439: Other Outgo Base LCFF</p>	<p>Regular maintenance and repair to school facilities was increased, but the overall percentage on the FIT did not increase.</p>	<p>\$528,938 Base</p>
<p>Scope of Service LEA</p> <hr/> <p><input checked="" 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>		<p>Scope of Service LEA</p> <hr/> <p><input checked="" 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>	
<p>Physical and Mental Health</p> <p>*Hire a Marriage/Family/Child Counselor (MFCC) at the Secondary Level to help students deal with the struggles of school and life and help keep them in school and on the path to graduation. 20% of time will be dedicated to supporting Foster Youth</p> <p>*Hire a MFCC Elementary Level: help students deal with the struggles of school and life and help keep them in school and on the path to graduation. 20% of time will be dedicated to supporting Foster Youth</p> <p>*Increase Health Clerk hours in order to provide better care/services to students in need.</p>	<p>\$23,000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration LCFF</p> <p>\$25,000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration LCFF</p>	<p>Physical and Mental Health</p> <p>*A Pupil Personnel Services (PPS) Counselor was hired at the end of the 2014-2015 school year at the Secondary Level to help all students deal with the struggles of school and life and help keep them in school and on the path to graduation. 20% of the counselors time was dedicated to supporting Foster Youth.</p> <p>*The district was unable to hire a MFCC Elementary Level. A schedule has been created to ensure that all students at all sites are receiving services by the MFCC initially hired to serve secondary students.</p> <p>*Health Clerk hours were increased at three sites in order to provide better</p>	<p>\$101,996 Supplemental and Concentration</p> <p>\$35,782 Supplemental and Concentration</p>

<p>*Increase School Nurse time in order to provide more comprehensive care to students.</p>		<p>care/services to students in need.</p> <p>*School Nurse time was not increased due to a lack of availability by the school nurse. As a result, the district has posted a position for a full time school nurse to provide comprehensive care to students.</p>	
<p>Scope of Service   LEA</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   LEA</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>*Provide stipends for teacher(s) to coach and organize various Student Events to encourage students to participate in school activities and to stay in school.</p>	<p>\$3,000 0001-0999: Unrestricted: Locally Defined Base LCFF</p>	<p>Stipends were provided to teachers to coach and organize student events. The district will continue to offer stipends to promote student engagement.</p>	<p>\$5,955 Supplemental and Concentration</p>
<p>Scope of Service   LEA</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   LEA</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>*Provide a School Resource Deputy to ensure the safety of students and staff.</p>	<p>\$10,000 5000-5999: Services And Other Operating Expenditures Base LCFF</p>	<p>A school resource deputy was provided at Romero Elementary School to ensure the safety of students and staff. The district will continue to provide the</p>	<p>\$23,749 Supplemental and Concentration</p>

				deputy.			
Scope of Service	Romero			Scope of Service	Romero		
<input checked="" 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)				<input checked="" 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)			
*Reinstate Vice Principal at the Elementary and Middle School to help ensure the safety of students and staff.		\$109,200 1000-1999: Certificated Personnel Salaries Base LCFF		The Vice Principal was reinstated in October 2015 and is a split position between Gustine Elementary School and Gustine Middle School.		\$82,130 Supplemental and Concentration	
Scope of Service	Elementary			Scope of Service	Gustine Elementary/Gustine Middle School		
<input checked="" 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)				<input checked="" 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)			
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Most actions in this goal will continue. Gustine Unified School District has posted a position for a full time school nurse, due to not being able to increase the hours and to better meet the needs of our students. GUSD has decided to not pursue an elementary MFCC and will be removing that action. Goal 4: Create a safe and welcoming learning environment where students are connected to their schools has been rewritten to state: Gustine Unified School District will create a safe, healthy, and welcoming learning environments to enhance the social emotional and academic learning for all students, necessary to become productive members of society. It will become Goal 2 due to consolidation of 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:	Goal 5: Engage parents, families and the community to support student success in school.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: LEA Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>* Parent participation surveys will be sent out to determine parent needs.</li> <li>* Establish a baseline for parents attendance at key district events</li> </ul>	<p>Actual Annual Measurable Outcomes:</p> <p>*A Parent Engagement Survey in English and Spanish was mailed home in April to all families in the district. One hundred sixteen surveys were returned. 62% of the parents feel that schools encourage parent involvement, 62% feel comfortable participating in school activities. 33% of parents feel the school community has reached out to them and 45% feel as though the school community has encouraged their attendance in school events. Parents stated that they would be more likely to participate if there were more communication between the school and community (20%), more information about involvement opportunities (21%), and more information about how to support their students at home (18%). The preferred times for parent participation are before school (21%), after school (34%), and evening (93%). Parents prefer to get their information from the school with information sent home with the child (20%), text messages (18%), phone calls home (18%), and information mailed home (13%).</p> <p>*A baseline of 42% of our parents/guardians attended key district events: back to school night, parent conferences, and open house.</p>	
<b>LCAP Year: 2015-2016</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
*Provide training for parents on how to monitor their student's progress using AERIES and Illuminate		Training for parents on how to monitor their student's progress using AERIES was provided at Back to School Night. Illuminate training did not occur because we decided to wait until the	\$500 Supplemental and Concentration

		2016-2017 school year to open up the parent portal as it was a new program for teachers this year.					
<table border="1"> <tr> <td>Scope of Service</td> <td>LEA</td> </tr> </table>	Scope of Service	LEA		<table border="1"> <tr> <td>Scope of Service</td> <td>LEA</td> </tr> </table>	Scope of Service	LEA	
Scope of Service	LEA						
Scope of Service	LEA						
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
*Provide training for Spanish speaking parents on how to monitor their student's progress using AERIES and Illuminate.	\$500 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration LCFF	Training for parents on how to monitor their student's progress using AERIES was provided in Spanish at Back to School Night. Illuminate training did not occur because we decided to wait until the 2016-2017 school year to open up the parent portal as it was a new program for teachers this year.	\$500 Supplemental and Concentration				
<table border="1"> <tr> <td>Scope of Service</td> <td>LEA</td> </tr> </table>	Scope of Service	LEA		<table border="1"> <tr> <td>Scope of Service</td> <td>LEA</td> </tr> </table>	Scope of Service	LEA	
Scope of Service	LEA						
Scope of Service	LEA						
<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 type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<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 type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
<p>Parent Education</p> <p>*Provide parenting classes to Spanish Speaking Parents on various topics of interest to the parents.</p> <p>*Latino Family Literacy (Romero</p>	<p>\$400 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration LCFF</p> <p>\$5,000 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration</p>	<p>Parent Education</p> <p>*Provided parenting classes to Spanish Speaking Parents on various topics of interest to the parents at Romero Elementary School. The parenting classes did not take place at Gustine Elementary School this year.</p>	<p>\$500 Supplemental and Concentration</p> <p>\$2500 Supplemental and Concentration</p> <p>\$0 Supplemental and Concentration</p> <p>\$29,012 Supplemental and</p>				



<p>Elementary)</p> <p>*Provide child care at school meetings to ensure all parents are able to attend regardless of child care responsibilities.</p> <p>*Provide a "Parent Liaison" to support in the translation of meetings and other school communications to ensure that all parents can participate.</p>	<p>LCFF</p> <p>\$500 2000-2999: Classified Personnel Salaries Supplemental and Concentration LCFF</p> <p>\$7,500 2000-2999: Classified Personnel Salaries Supplemental and Concentration LCFF</p>	<p>*Latino Family Literacy (Romero Elementary)</p> <p>*Child care at meetings was not utilized, but plans are in place to offer child care at all school meetings next year.</p> <p>**"Parent Liaisons" were provided to support in the translation of meetings and other school communications to ensure that all parents could participate.</p>	<p>Concentration</p>
<p>Scope of Service   LEA</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 type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   LEA</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 type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>*Provide Healthy Smiles services to families three times per year.</p>	<p>\$500 5000-5999: Services And Other Operating Expenditures Base LCFF</p>	<p>Healthy Smiles Dental van provided services to all students who chose to participate.</p>	<p>\$500 Supplemental and Concentration LCFF</p>
<p>Scope of Service   LEA</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p>		<p>Scope of Service   LEA</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p>	

<ul style="list-style-type: none"> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>		<ul style="list-style-type: none"> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	
<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>Goal 5: Engage parents, families, and the community to support student success in school, has been modified to state: Gustine Unified School District will work together with parents, families, and the community to create partnerships that enhance student achievement, necessary to become successful members of society. This goal also moves to Goal 3 due to the consolidation of goals. All actions in this section will continue in the 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.**

**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>\$3,269,734</u>
<p>Gustine Unified School District is using supplemental and concentration funds district-wide and principally directed towards the 81% of unduplicated students, which include low income, foster youth, and English Learners. Some of the specific actions to serve unduplicated students in the 2016-2017 school year include:</p> <ul style="list-style-type: none"> <li>• Intervention Programs and services for students have been increased to include all sites.</li> <li>• Student support services have increased with the greater availability of health clerks.</li> <li>• Extended remediation is offered during summer school.</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.

23.5 8%	%
<p>Gustine Unified School District (GUSD) minimum proportionality percentage is 23.58%. The majority of the students served are unduplicated pupils (81%). The actions included in the LCAP best serve all students and are principally directed towards English Learners, foster youth, and low income students. The actions and services described above utilize at least the required minimum proportionality amount. For example some of the actions and services described in this LCAP serve ALL students, including unduplicated pupils to meet the minimum proportionality include:</p> <ul style="list-style-type: none"> <li>• increased CTE offerings at the high school level to provide additional pathway opportunities</li> <li>• support staff to translate materials and interpret during all parent engagement opportunities</li> <li>• increased opportunities to promote student engagement</li> </ul>	

- expanded communication and engagement opportunities for parents

**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).