

# Annual Update for the 2019-20 Local Control and Accountability Plan Year

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## Annual Update

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan(LCAP).

### Goal 1

**GUSD Priority 1:** Maximize Student Achievement

**Goal 1-1:** Improve academic achievement for all students.

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access; 8. Other pupil outcomes  
Local Priorities: GUSD Board Priorities: 1,2,3

### Annual Measurable Outcomes

Expected	Actual
<p><b>AMO 1-1-1: [S] Performance on SBAC (specifically performance by measured Student Groups) for grades 3-8. SMARTER Goal (1-1-1): Average scaled score for students in grades 3-8 on the SBAC will increase by a minimum of 10 scaled score points per year until students reach the highest level of performance.</b></p> <p><b>2019-20</b> % Met or Exceeded Standards (2017-18: ELA: 63% Math: 54%) Expected 2018-2019 (19-20) Scores ELA: 68% Math: 59%</p>	<p>2018-19 Actual Data: ELA: 64% met/exceeded Math: 55% met/exceeded</p>

<p><b>AMO 1-1-2: [S] English Learner Proficiency (EL progress includes students moving up a level (as measured by CELDT), students at highest level(s) of proficiency (EA/Adv), and students who have reclassified). SMARTe Goal (1-1-2): English Learner Proficiency as measured by the Dashboard and CELDT will increase by a minimum of 2% per year until students reach the highest level of performance.</b></p> <p>2019-20 Goal for ELPAC 2018-19 Summative Scores for 2019-20 Level 4 = 47.95% Level 3 = 31.66% Level 2 = 11.09% Level 1 = 9.30%</p> <p>(ELPAC replacing IReady assessments)</p>	<p>Actual ELPAC 2018-19 Summative Scores</p> <p>Level 4 = 28.2% Level 3 = 38.67% Level 2 = 21.21% Level 1 = 11.92%</p>
<p><b>AMO 1-1-3: [L] Implementation of academic content and performance standards for all students, including how ELs will access the CCSS ELA and ELD standards. SMARTe Goal (1-1-3) : Average scaled score for students in grades 3-8 on the SBAC will increase by a minimum of 15 scaled score points per year for English Learners until students reach the highest level of performance.</b></p> <p>2019-20 % Met or Exceeded Standards (2017-2018: ELA: 21% Math: 23%) Expected 2018-2019 (19-20) Scores ELA: 26% Math: 28%</p>	<p>Actual % met/exceeded for 2018-19 for ELs</p> <p>ELA: 25% Math: 27%</p>
<p><b>AMO 1-1-4: [LCAP] English Learner reclassification rate. SMARTe Goal: English Learner reclassification rate will increase by a minimum of 2% per year until students reach the highest level of performance.</b></p> <p>2019-20 2017-2018: 21.9% (2018-2019) 23.9%</p>	<p>Actual 2019-20 Reclassification rate: 23.5%</p>

<p><b>AMO 1-1-5: [GUSD]</b>  <b>Implementation of academic content and performance standards for students enrolled in Foreign Language Academies of Glendale (FLAG). SMART E Goal: Average scaled score for students enrolled in Foreign Language Academies of Glendale (FLAG) in grades 3-8 on the SBAC will increase by a minimum of 10 scaled score points per year until students reach the highest level of performance.</b></p>	<p><b>2019-20</b>  % Met or Exceeded Standards  <i>(2017-2018: ELA: 68% Math: 61%)</i>  Expected 2018-2019 (19-20) Scores  ELA: 73%  Math: 66%</p>	<p>FLAG - % Met or Exceeded Standards  Actual 2018-2019 Scores  ELA: 64%  Math: 56%</p>
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<p><b>AMO 1-1-6: [GUSD]</b>  <b>Implementation of academic content and performance standards for students with disabilities. SMART E Goal: Average scaled score for students in grades 3-8 on the SBAC will increase by a minimum of 10 scaled score points per year for students with disabilities until students reach the highest level of performance.</b></p>	<p><b>2019-20</b>  % Met or Exceeded Standards  <i>(2017-2018: ELA: 24% Math: 18%)</i>  Expected 2018-2019 (19-20) Scores  ELA: 29%  Math: 23%</p>	<p>SpEd: % Met or Exceeded Standards  Actual 2018-2019 Scores  ELA: 24%  Math: 19%</p>
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## Actions / Services

### Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>(AMO 1-1-1): Provide interventions for unduplicated students not meeting standards. (Also under AMO 1-1-2, AMO 1-1-3, AMO 1-1-4, AMO 1-2-4, and AMO 2-4-1)</p>	<p>\$598,828 - LCFF - 1000-1999 Certificated Salaries - Allocation to School Sites for Interventions.</p> <p>\$404,940 - LCFF - 2000-2999 Classified Salaries - Allocation to School Sites for Interventions.</p> <p>\$493,389 - LCFF - 3000-3999 Employee Benefits - Allocation to School Sites for Interventions.</p> <p>\$819,240 - LCFF - 4000-4999 Books and Supplies - Allocation to School Sites for Interventions.</p> <p>\$169,936 - LCFF - 5000-5999 Services and Other Operating Expenses - Allocation to School Sites for Interventions.</p>	<p>\$594,816 - LCFF - 1000-1999 Certificated Salaries - Allocation to School Sites for Interventions</p> <p>\$460,849 - LCFF - 2000-2999 Classified Salaries - Allocation to School Sites for Interventions</p> <p>\$501,604 - LCFF - 3000-3999 Employee Benefits - Allocation to School Sites for Interventions</p> <p>\$634,777 - LCFF - 4000-4999 Books and Supplies - Allocation to School Sites for Interventions</p> <p>\$86,938 - LCFF - 5000-5999 Services and Other Operating Expenses - Allocation to School Sites for Interventions</p> <p>\$12,209 - LCFF - 6000-6999 Capital Outlay - Allocation to School Sites for Interventions</p>

### Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>(AMO 1-1-1): Maintain a Director of Teaching and Learning to provide academic and professional development support for students and staff including the Teaching and Learning staff, health and welfare benefits, supplies and operating services for Common Core implementation district-wide (Also under AMO 1-2-4, and AMO 2-3-1)</p>	<p>\$5,844,347 - LCFF - 1000-1999 Certificated Salaries - Common Core Implementation (Teachers, Director of Teaching and Learning, Support Personnel related costs.</p> <p>\$89,522 - LCFF - 2000-2999 Classified Salaries - Common Core Implementation (Teachers, Director of Teaching and Learning, Support Personnel related costs.</p> <p>\$2,436,291 - LCFF - 3000-3999 Employee Benefits - Common Core</p>	<p>\$6,213,034 - LCFF - 1000-1999 Certificated Salaries - Common Core Implementation (Teachers, Director of Teaching and Learning)</p> <p>\$96,101 - LCFF - 2000-2999 Classified Salaries - Common Core Implementation (Teachers, Director of Teaching and Learning)</p> <p>\$2,571,760 - LCFF - 3000-3999 Employee Benefits - Common Core Implementation (Teachers, Director of Teaching and Learning)</p>

	<p>Implementation (Teachers, Director of Teaching and Learning, Support Personnel related costs.  \$231,737 - LCFF - 4000-4999 Books and Supplies - Common Core Implementation (Teachers, Director of Teaching and Learning, Support Personnel related costs.  \$17,360 - LCFF - 5000-5999 Services and Other Operating Expenses - Common Core Implementation (Teachers, Director of Teaching and Learning, Support Personnel related costs.</p>	<p>\$21,356 - LCFF - 4000-4999 Books and Supplies - Common Core Implementation (Teachers, Director of Teaching and Learning)  \$79,264 - LCFF - 5000-5999 Services and Other Operating Expenses - Common Core Implementation (Teachers, Director of Teaching and Learning)</p>
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### Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: All Foreign Language Academies of Glendale (FLAG) schools</p> <p>(AMO 1-1-5): Maintain an additional teacher specialists/coordinator for FLAG programs.</p>	<p>\$141,988 - LCFF - 1000-1999 Certificated Salaries - FLAG Teacher Specialists/Coordinator.  \$58,516 - LCFF - 3000-3999 Employee Benefits - FLAG Teacher Specialists/Coordinator.</p>	<p>\$142,303 - LCFF - 1000-1999 Certificated Salaries - FLAG Teacher Specialists/Coordinator  \$63,369 - LCFF - 3000-3999 Employee Benefits - FLAG Teacher Specialists/Coordinator</p>

### Action 4

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Students with Disabilities</p> <p>Location: All Schools</p> <p>(AMO 1-1-6): Provide support for students with disabilities to</p>	<p>\$10,950,720 - LCFF - 1000-1999 Certificated Salaries - General Funds Contribution to Special Education  \$5,452,603 - LCFF - 2000-2999 Classified Salaries - General Funds Contribution to Special Education  \$7,637,238 - LCFF - 3000-3999</p>	<p>\$12,197,090 - LCFF - 1000-1999 Certificated Salaries - General Funds Contribution to Special Education  \$6,098,545 - LCFF - 2000-2999 Classified Salaries - General Funds Contribution to Special Education  \$8,514,949 - LCFF - 3000-3999</p>

achieve their IEP goals.	Employee Benefits - General Funds Contribution to Special Education \$169,000 - LCFF - 4000-4999 Books and Supplies - General Funds Contribution to Special Education \$10,163,369 - LCFF - 5000-5999 Services and Other Operating Expenses - General Funds Contribution to Special Education \$11,858 - LCFF - 6000-6999 Capital Outlay - General Funds Contribution to Special Education	Employee Benefits - General Funds Contribution to Special Education \$191,778 - LCFF - 4000-4999 Books and Supplies - General Funds Contribution to Special Education \$11,353,266 - LCFF - 5000-5999 Services and Other Operating Expenses - General Funds Contribution to Special Education \$0 - LCFF - 6000-6999 Capital Outlay - General Funds Contribution to Special Education
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### Action 5

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>(AMO 1-1-2): Administer the ELPAC to all English learner students.</p>	<p>\$165,000 - LCFF - 1000-1999 Certificated Salaries - Administer ELPAC Tests \$0 - LCFF - 2000-2999 Classified Salaries - Administer ELPAC Tests \$36,131 - LCFF - 3000-3999 Employee Benefits - Administer ELPAC Tests \$18,162 - LCFF - 4000-4999 Books and Supplies - Administer ELPAC Tests \$155,969 - LCFF - 5000-5999 Services and Other Operating Expenses - Administer ELPAC Tests</p>	<p>\$32,529 - LCFF - 1000-1999 Certificated Salaries - Administer ELPAC Tests \$858 - LCFF - 2000-2999 Classified Salaries - Administer ELPAC Test \$2,512 - LCFF - 3000-3999 Employee Benefits - Administer ELPAC Tests \$32,903 - LCFF - 4000-4999 Books and Supplies - Administer ELPAC Tests \$158,929 - LCFF - 5000-5999 Services and Other Operating Expenses - Administer ELPAC Tests</p>

### Action 6

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: All middle and high schools</p> <p>(AMO 1-1-2): Provide additional second English Language</p>	<p>\$116,932 - LCFF - 1000-1999 Certificated Salaries - English Learner Second Class Support. \$66,909 - LCFF - 2000-2999 Classified Salaries - English Learner Second Class Support. \$125,331 - LCFF - 3000-3999 Employee Benefits - English Learner Second Class Support.</p>	<p>\$50,814 - LCFF - 1000-1999 Certificated Salaries - English Learner Second Class Support \$82,389 - LCFF - 2000-2999 Classified Salaries - English Learner Second Class Support \$58,338 - LCFF - 3000-3999 Employee Benefits - English Learner Second Class Support</p>

Development (ELD) classes above the required ELD class at all middle and high schools to provide support in content areas. (Also AMO 1-1-3, and AMO 1-1-4)

\$14,000 - LCFF - 4000-4999 Books and Supplies - English Learner Second Class Support.

\$73,538 - LCFF - 4000-4999 Books and Supplies - English Learner Second Class Support  
 \$56,524 - LCFF - 5000-5999 Services and Other Operating Expenses - English Learner Second Class Support

### Action 7

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Grade Spans: Elementary schools</p> <p>(AMO 1-1-1): Maintain the 9 additional FTE's to lower class size in elementary schools to increase personal learning and provide focused support for unduplicated students.</p>	<p>\$2,177,968 - LCFF - 1000-1999 Certificated Salaries - Elementary 9 FTE's.                  \$970,230 - LCFF - 3000-3999 Employee Benefits - Elementary 9 FTE's.</p>	<p>\$2,184,044 - LCFF - 1000-1999 Certificated Salaries - Elementary 9 FTEs                  \$979,766 - LCFF - 3000-3999 Employee Benefits - Elementary 9 FTEs</p>

### Action 8

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>(AMO 1-1-3): Provide instructional assistants to general education classrooms to increase and improve services related to educational challenges of unduplicated students. These services will improve access, attendance, engagement and student achievement.</p>	<p>\$2,321,099 - LCFF - 2000-2999 Classified Salaries - Additional Instructional Support                  \$1,514,397 - LCFF - 3000-3999 Employee Benefits - Additional Instructional Support</p>	<p>\$1,894,644 - LCFF - 2000-2999 Classified Salaries - Additional Instructional Support                  \$1,110,776 - LCFF - 3000-3999 Employee Benefits - Additional Instructional Support                  \$65,254 - LCFF - 5000-5999 Services and Other Operating Expenses - Additional Instructional Support</p>

## Action 9

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>(AMO 1-1-1): Provide teacher specialists who provide academic support to English learners and low income students and staff. (Also under AMO 1-2-4, and AMO 2-3-1)</p>	<p>\$869,360 - LCFF - 1000-1999 Certificated Salaries - Teacher Specialist for English Learners/Low Income Students.</p> <p>\$349,555 - LCFF - 3000-3999 Employee Benefits - Teacher Specialist for English Learners/Low Income Students.</p>	<p>\$913,722 - LCFF - 1000-1999 Certificated Salaries - Teacher Specialist for English Learners/Low Income Students</p> <p>\$398,735 - LCFF - 3000-3999 Employee Benefits - Teacher Specialist for English Learners/Low Income Students</p>

## Action 10

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>(AMO 1-1-1): Provide professional development for Common Core Standard (CCS) implementation will continue to focus on mathematical shifts in the newly adopted curriculum for 2019-20 with the new ELA/ELD adoptions K-12. Implementation will focus on shift and differentiated instruction to meet the needs of all students. (Also under AMO 1-2-4, and AMO 2-3-1). AMO 1-1-1 Repeat.</p>	<p>\$5,844,347 - LCFF - 1000-1999 Certificated Salaries - Common Core Implementation (Teachers, Director of Teaching and Learning, Support Personnel Related Costs. (repeated expenditure)</p> <p>\$89,522 - LCFF - 2000-2999 Classified Salaries - Common Core Implementation (Teachers, Director of Teaching and Learning, Support Personnel Related Costs. (repeated expenditure)</p> <p>\$2,436,291 - LCFF - 3000-3999 Employee Benefits - Common Core Implementation (Teachers, Director of Teaching and Learning, Support Personnel Related Costs. (repeated expenditure)</p> <p>\$231,737 - LCFF - 4000-4999 Books and Supplies - Common Core Implementation (Teachers, Director of Teaching and Learning, Support Personnel Related Costs. (repeated</p>	<p>\$6,213,034 - LCFF - 1000-1999 Certificated Salaries - Common Core Implementation (Teachers, Director of Teaching and Learning) (repeated expenditure)</p> <p>\$96,101 - LCFF - 2000-2999 Classified Salaries - Common Core Implementation (Teachers, Director of Teaching and Learning) (repeated expenditure)</p> <p>\$2,571,760 - LCFF - 3000-3999 Employee Benefits - Common Core Implementation (Teachers, Director of Teaching and Learning) (repeated expenditure)</p> <p>\$21,356 - LCFF - 4000-4999 Books and Supplies - Common Core Implementation (Teachers, Director of Teaching and Learning) (repeated expenditure)</p> <p>\$79,264 - LCFF - 5000-5999 Services and Other Operating Expenses - Common Core Implementation</p>



	expenditure) \$17,360 - LCFF - 5000-5999 Services and Other Operating Expenses - Director of Teaching and Learning, Support Personnel Related Costs. (repeated expenditure)	(Teachers, Director of Teaching and Learning) (repeated expenditure)
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### Action 11

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Grade Spans: Secondary Schools.</p> <p>(AMO 1-1-1): Maintain the 12 additional FTE's to lower class size in secondary schools to increase personal learning and provide focused support for unduplicated students.</p>	<p>\$1,206,569 - LCFF - 1000-1999 Certificated Salaries - Additional Secondary Teachers (12 FTE) to Reduce Class Size. \$490,965 - LCFF - 3000-3999 Employee Benefits - Additional Secondary Teachers (12 FTE) to Reduce Class Size.</p>	<p>\$1,247,019 - LCFF - 1000-1999 Certificated Salaries - Additional Secondary Teachers (12 FTE) to Reduce Class Size \$535,858 - LCFF - 3000-3999 Employee Benefits - Additional Secondary Teachers (12 FTE) to Reduce Class Size.</p>

### Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions were implemented as planned, transitioning the in-person activities to a virtual setting. All employees continued their duties transitioning to a virtual setting and were compensated per state guidelines. The funds budgeted were utilized to implement the actions within the goal. Intervention services for English Learners, Foster Youth and Low Income were provided at school prior to school closures in March and these were transitioned online after closures, supported through teachers specialists and other intervention staff. The Teaching and Learning Department Director and staff offered professional development and support to staff across this district and their efforts were multiplied after school closures as they prepared and supported teachers for online instruction during closures. The additional FLAG teacher specialists and the coordinator worked closely with the FLAG schools to ensure that the English Learners and the low income students were supported in distance learning by providing additional supports and resources. Students with disabilities continued to receive their services as per their IEPs, and additional supports were provided to support distance learning. The administration of the Initial ELPAC began in July 2019 and continued up to the closure of schools. The administration of the Summative ELPAC for 2020 had begun, however it was halted by the school closures. The optional Summative ELPAC was administered to select group of English Learners in the fall of 2020 leading to reclassification of a large number of students. Staff at schools and in administrative building transitioned to working virtually to ensure all procedures, documentation, and accounting continued in order to provide uninterrupted services to students and families. All teachers and instructional assistants were provided with the appropriate professional development and training to continue providing instructional and support to students and families. Teacher specialists worked closely with the teachers and the families providing continuous support and resources. Teachers continued to implement standards based instruction utilizing the adopted curriculum. In addition to the

salary/step, health & welfare, STRS, and some PSA cost increases, the differences in actions and services were primarily due to the need for additional support staff for students with special needs, additional professional development and resources to prepare teachers and staff for distance learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

At the start of the school year, we trained incoming new teachers and continued offering supports throughout the year. The Teaching and Learning department provided professional development, the Student Wellness department provided mental healthy support, and the Innovation, Instruction, Assessment and Accountability provided data analysis and formative data use support. We continued to gather stakeholder feedback to inform our planning and worked to address the needs of all students, including those in at-risk populations. We also continued to build connections with the community through our culturally responsive pedagogy committee. In March 2020, upon school closures due to COVID, the District immediately launched professional development to train teachers on distance learning, and launched all other departments to work on ensuring a successful transition to distance learning. Digital services such as Zoom and Clever were purchased for delivering instruction and services, and additional services were added to support specific areas of need. materials and chromebooks were distributed to families. Distance learning, both synchronous and asynchronous, began on Monday, March 30, following a week of professional development. GUSD approached remote learning in three phases: Phase 1: March 23 to March 27, over 2,300 participants engaged in remote learning professional development opportunities (many attending multiple sessions), over 7,600 Chromebooks/300 hotspots were distributed to increase access to reliable technology and internet connectivity, and over 5,500 meals were distributed to families following social distancing guidelines. Phase 2: During the week of March 30, a soft introduction to online learning with non-graded enrichment/supplementary activities was provided so both teachers and students had an opportunity to orient themselves to remote learning. Phase 3: During the week of April 6 until the end of the school year, June 10, 2020, remote learning transitioned to new material so that teachers could continue where they left off before spring recess in teaching the California Standards. Teacher Specialists provided targeted oral language development support for English learners at the emerging level and those struggling academically. ELPAC testing stopped upon school closures and was later suspended by CDE. Challenges stemmed from the limited availability of summative data due to the pandemic, especially for CAASPP. ELPAC administration began on February 1 however it was stopped upon school closures and was later suspended by CDE.

## Goal 2

**GUSD Priority 1:** Maximize Student Achievement

**Goal 1-2:** Ensure all students are college and/or career ready upon graduation.

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access; 8. Other pupil outcomes

Local Priorities: GUSD Board Priorities: 1,2,3

### Annual Measurable Outcomes

Expected	Actual
<p><b>AMO 1-2-1: [LCAP] College/career 2019-20 indicator - a-g completion rates.</b> 2018-2019: 56%  <b>SMART E Goal 1-2-1: Student a-g completion rate will increase by a minimum of 2% per year until students reach the highest level of performance.</b></p>	<p>Actual 2018-19 CCI: 54.2%</p> <p><a href="https://www.caschooldashboard.org/reports/19645680000000/2019#college-career-card">https://www.caschooldashboard.org/reports/19645680000000/2019#college-career-card</a></p>
<p><b>AMO 1-2-2: [LCAP] College/career 2019-20 indicator - CTE pathway participation.</b> 2018-2019: 12.4%  <b>SMART E Goal 1-2-2: Percent of students completing a 2-year course sequence in a specific CTE pathway will increase by a minimum of 2% per year until students reach the highest level of performance.</b></p>	<p>2018-19 actual CCI met by CTE pathway: 17.4%</p> <p><a href="https://www6.cde.ca.gov/californiamodel/ccireport?Year=2019&amp;cdcode=1964568&amp;scode=">https://www6.cde.ca.gov/californiamodel/ccireport?Year=2019&amp;cdcode=1964568&amp;scode=</a></p>
<p><b>AMO 1-2-3: [LCAP] College/career 2019-20 indicator - Pass rate for AP exams with 3 or higher.</b> 2018-2019: 67%  <b>SMART E Goal 1-2-3: Student pass rate (score of 3 or higher) for AP exams will increase by a minimum of 2% per year until students reach the highest level of performance.</b></p>	<p>2018-19: meeting CCI % using AP courses: 46%</p> <p><a href="https://www6.cde.ca.gov/californiamodel/ccireport?Year=2019&amp;cdcode=1964568&amp;scode=">https://www6.cde.ca.gov/californiamodel/ccireport?Year=2019&amp;cdcode=1964568&amp;scode=</a></p>

**AMO 1-2-4: [LCAP] College/career indicator - EAP - Performance on SBAC (specifically performance by measured Student Groups) for grade 11. SMARTE Goal 1-2-4: Average scaled score for students in grade 11 on the SBAC and EAP will increase by a minimum of 10 scaled score points per year until students reach the highest level of performance.**

2019-20  
 % Met or Exceeded Standards  
 2018-2019:  
 ELA: 68.11%  
 2018-2019:  
 Math: 47.29%  
 2018-2019 EAP Expected Goal  
 EAP ELA: 71%  
 EAP Math: 49%

Actual % Met or Exceeded Standards

2018-2019:  
 ELA: 64%  
 Math: 55%  
 2018-2019 EAP Actual  
 EAP ELA: 64%  
 EAP Math: 55%  
 percentages match met/exceeded rate  
<https://www.csun.edu/testing/early-assessment-program-eap>

**AMO 1-2-5: [LCAP] Access to and enrollment in a broad course of study (GUSD focus: 10 grade foreign language). SMARTE Goal 1-2-5: Percent of students completing one or more years of a foreign language by the end of grade 10 will increase by a minimum of 3% per year until students reach the highest level of performance.**

2019-20  
 2018-2019: 76%

Actual percentages for

2018-19: 79%  
 2019-20: 79%

## Actions / Services

### Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>(AMO 1-2-1): Provide additional classroom support to assist unduplicated students in meeting a-g requirements.</p>	<p>\$309,251 - LCFF - 2000-2999 Classified Salaries - Instructional Assistants (previously EIA).                      \$234,281 - LCFF - 3000-3999 Employee Benefits - Instructional Assistants (previously EIA).</p>	<p>\$292,267 - LCFF - 2000-2999 Classified Salaries - Instructional Assistants (previously EIA)                      \$194,845 - LCFF - 3000-3999 Employee Benefits - Instructional Assistants (previously EIA)</p>

### Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: Specific Grade Spans: High school only</p> <p>(AMO 1-2-1): Provide the PSAT exam for all 10th grade students in GUSD.</p>	<p>\$28,000 - LCFF - 5000-5999 Services and Other Operating Expenses - PSAT for all 10th graders</p>	<p>\$28,000 - LCFF - 5000-5999 Services and Other Operating Expenses - PSAT for all 10th graders</p>

### Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p>	<p>\$333,689 - LCFF - 1000-1999 Certificated Salaries - FLAG Teachers (10 FTE) to Provide 50% EL Support.</p>	<p>\$351,849 - LCFF - 1000-1999 Certificated Salaries - FLAG Teacher (10 FTE) to provide 50% EL Support</p>

<p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: FLAG schools; Specific Grade Spans: Middle and high school</p> <p>(AMO 1-2-5): Provide additional secondary FLAG teachers at middle and high schools.</p>	<p>\$157,765 - LCFF - 3000-3999 Employee Benefits - FLAG Teachers (10 FTE) to Provide 50% EL Support.</p>	<p>\$167,888 - LCFF - 3000-3999 Employee Benefits - FLAG Teacher (10 FTE) to provide 50% EL Support</p>
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**Action 4**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: Specific Grade Spans: High schools</p> <p>(AMO 1-2-3): Provide Advance Placement (AP) course assess to students and training for teachers.</p>	<p>\$333,689 - LCFF - 1000-1999 Certificated Salaries - Advanced Placement Support.            \$3,083,091 - LCFF - 2000-2999 Classified Salaries - Advanced Placement Support.            \$2,208,419 - LCFF - 3000-3999 Employee Benefits - Advanced Placement Support.            \$83,000 - LCFF - 4000-4999 Books and Supplies - Advanced Placement Support.</p>	<p>\$351,849 - LCFF - 1000-1999 Certificated Salaries - Advanced Placement Support            \$2,279,522 - LCFF - 2000-2999 Classified Salaries - Advanced Placement Support            \$1,632,715 - LCFF - 3000-3999 Employee Benefits - Advanced Placement Support            \$78,912 - LCFF - 4000-4999 Books and Supplies - Advanced Placement Support            \$65,254 - LCFF - 5000-5999 Services and Other Operating Expenses - Advanced Placement Support</p>

**Action 5**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: Specific Grade Spans: Middle and high schools</p> <p>(AMO 1-2-2): Maintain the CTE technician to create and promote CTE programs and facilitate the Individual College and Career Learning Plans for all middle and high school</p>	<p>\$45,617 - LCFF - 2000-2999 Classified Salaries - Additional CTE Technician- 1 FTE            \$22,817 - LCFF - 3000-3999 Employee Benefits - Additional CTE Technician- 1 FTE (repeated expenditure)</p>	<p>\$78,221 - LCFF - 2000-2999 Classified Salaries - Additional CTE Technician - 1 FTE (repeated expenditure)            \$33,067 - LCFF - 3000-3999 Employee Benefits - Additional CTE Technician - 1 FTE (repeated expenditure)</p>

students.

### Action 6

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>(AMO 1-2-1): Provide counseling, social and emotional support, and health services (counselors, psychologists, nurses, health assistants) to students. (Also under AMO 1-2-2, 3-1-2, 3-1-5, and 3-1-6)</p>	<p>\$4,657,780 - LCFF - 1000-1999 Certificated Salaries - School Counseling, Social Emotional Support Services, and Health. (Counselors, Psychologists, Nurses, Health Assistants)</p> <p>\$827,260 - LCFF - 2000-2999 Classified Salaries - School Counseling, Social Emotional Support Services, and Health. (Counselors, Psychologists, Nurses, Health Assistants)</p> <p>\$2,383,603 - LCFF - 3000-3999 Employee Benefits - School Counseling, Social Emotional Support Services, and Health. (Counselors, Psychologists, Nurses, Health Assistants)</p> <p>\$53,695 - LCFF - 4000-4999 Books and Supplies - School Counseling, Social Emotional Support Services, and Health. (Counselors, Psychologists, Nurses, Health Assistants)</p> <p>\$235,427 - LCFF - 5000-5999 Services and Other Operating Expenses - School Counseling, Social Emotional Support Services, and Health. (Counselors, Psychologists, Nurses, Health Assistants)</p>	<p>\$4,697,239 - LCFF - 1000-1999 Certificated Salaries - School Counseling, Social Emotional Support Services, and Health.</p> <p>\$656,253 - LCFF - 2000-2999 Classified Salaries - School Counseling, Social Emotional Support Services, and Health.</p> <p>\$2,324,963 - LCFF - 3000-3999 Employee Benefits - School Counseling, Social Emotional Support Services, and Health.</p> <p>\$37,048 - LCFF - 4000-4999 Books and Supplies - School Counseling, Social Emotional Support Services, and Health.</p> <p>\$142,227 - LCFF - 5000-5999 Services and Other Operating Expenses - School Counseling, Social Emotional Support Services, and Health.</p>

### Action 7

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p>	<p>\$1,767,174 - LCFF - 1000-1999 Certificated Salaries - CTE Teachers, CTE Counselor, Support Personnel, Related Costs.</p> <p>\$100,064 - LCFF - 2000-2999 Classified</p>	<p>\$1,761,740 - LCFF - 1000-1999 Certificated Salaries - CTE Teachers, CTE Counselor, Support Personnel, Related Costs.</p> <p>\$135,788 - LCFF - 2000-2999 Classified</p>

<p>Location: All Schools</p> <p>(AMO 1--2-2): Create, maintain, expand, and enhance the implementation of Career Technical Education (CTE) programs and pathways in GUSD. GUSD will continue to participation in the California Careers Pathway Trust (CCPT) grant and the Career Technical Education Incentive Grant (CTEIG) programs.</p>	<p>Salaries - CTE Teachers, CTE Counselor, Support Personnel, Related Costs.  \$814,828 - LCFF - 3000-3999 Employee Benefits - CTE Teachers, CTE Counselor, Support Personnel, Related Costs.  \$23,388 - LCFF - 4000-4999 Books and Supplies - CTE Teachers, CTE Counselor, Support Personnel, Related Costs.  \$8,442 - LCFF - 5000-5999 Services and Other Operating Expenses - CTE Teachers, CTE Counselor, Support Personnel, Related Costs.</p>	<p>Salaries - CTE Teachers, CTE Counselor, Support Personnel, Related Costs.  \$840,559 - LCFF - 3000-3999 Employee Benefits - CTE Teachers, CTE Counselor, Support Personnel, Related Costs.  \$66,138 - LCFF - 4000-4999 Books and Supplies - CTE Teachers, CTE Counselor, Support Personnel, Related Costs.  \$22,248 - LCFF - 5000-5999 Services and Other Operating Expenses - CTE Teachers, CTE Counselor, Support Personnel, Related Costs.</p>
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### Action 8

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Grade Spans: Middle and high schools</p> <p>(AMO 1-2-1): Provide 1 additional counselors (social/emotional) to decrease/maintain 500:1 student/counselor ratio at middle and high schools. (Also under AMO 1-2-2, and AMO 3-1-2)</p>		<p>\$81,651 - LCFF - 1000-1999 Certificated Salaries - Additional Counselors (social/emotional) to decrease/maintain 500:1 (repeated expenditure)  \$26,970 - LCFF - 3000-3999 Employee Benefits - Additional Counselors (social/emotional) to decrease/maintain 500:1 (repeated expenditure)</p>

### Action 9

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth,</p>	<p>\$83,000 - LCFF - 4000-4999 Books and Supplies - AP exams for income eligible students</p>	<p>\$78,912 - LCFF - 4000-4999 Books and Supplies - AP exams for income eligible students</p>



Low Income

Scope of Service: Limited to Unduplicated Student Group(s)

Location: All Schools

AMO 1-2-6: AP exams for income eligible students

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions were implemented as planned, transitioning the in-person activities to a virtual setting. All employees continued their duties transitioning to a virtual setting and were compensated per state guidelines. Some of the difference in actions and services were due to unfilled vacancies and the cancellation of all travel, mileage and other services that were canceled due to closures. Staff continued to provide support to students, especially the unduplicated pupil in the course completion making progress towards a-g requirements. FLAG teachers, supported through the teachers specialists, designed and delivered lessons for distance learning for secondary students. The CTE technician supported school counselors with monitoring of student progress on their individual learning plans. All CTE programs continued meeting the requirements of the various CTE grants the district had received. Counseling services, social emotional support, and health services were significantly increased to help students, families, and staff manage and cope with the impact of the pandemic. Various digital resources and platforms were compiled and shared with families and staff to support them during the challenging times. All other differences in actions and services were primarily due to the need to provide immediate and ongoing professional development to train all staff in delivering and supporting instruction and services online. Additional school psychologists and nurses were added to support contact tracing and provide social-emotional support to students and families.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

At the start of the school year, we trained incoming new teachers and continued offering supports throughout the year. Professional development sessions in instructional practice and data analysis were ongoing, as were both general and site-specific supports. The Student Wellness department provided socioemotional well-being support and the Special Education department and Equity, Access, and Family Engagement department continued their work to support at-risk learners. In March 2020, upon school closures due to COVID, the District immediately launched professional development to train all staff, and launched all other departments to work on ensuring a successful transition to distance learning. Digital services such as Zoom, Telehealth and Clever were purchased for delivering instruction and services, and additional services were added to support specific areas of need. materials and chromebooks were distributed to families. GUSD implemented mental health forums with over 2,000 views, mindfulness videos, electronic newsletters developed by school psychologists, ongoing translated communication from the superintendents office including the Covid-19 Remote Learning Information on the GUSD website, and special education and technology hotlines. All employees continued their duties transitioning to a virtual setting and were compensated per state guidelines. Teacher Specialists provided targeted oral language development support for English learners at the emerging level and those struggling academically. District continued our commitment to offering a broad course of student to all students, even during distance learning. Challenges stemmed from the limited availability of summative data due to the pandemic, especially for CAASPP. ELPAC administration began on February 1 however it was stopped upon school closures and was later suspended by CDE. A different test setting for AP exams was also challenging.

# Goal 3

**GUSD Priority 2:** Create a Culture of Learning

**Goal 2-1:** Support the social, emotional, and physical needs of all students.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards

Local Priorities: GUSD Board Priorities: 1,2,3

## Annual Measurable Outcomes

Expected	Actual
<p><b>AMO 2-1-1: [LCAP] Other local measures, including surveys of pupils, parents, and staff, on the sense of safety. SMARTE Goal 2-1-1: Student, parent, and staff sense of safety as measured by GUSD Culture Surveys will increase by a minimum of 2% per year until it reaches and remains at 100% (students: all or most of the time, parents/staff: strongly agree or agree).</b></p> <p><b>2019-20</b></p> <p>Students: (2017-18 78%) <i>2018-19 Panorama Student Survey results will serve as baseline data for 2019-20.</i></p> <p>Parents: 83% (2018-19: 81%)</p> <p>Staff: 80% (2018-19: 78%)</p>	<p>2018-19</p> <p>Parents: 81% (<a href="https://www.gusd.net/cms/lib/CA01000648/Centricity/domain/117/surveys/CultureSurvey2018-19Results.Parents.pdf">https://www.gusd.net/cms/lib/CA01000648/Centricity/domain/117/surveys/CultureSurvey2018-19Results.Parents.pdf</a>)</p> <p>Staff: 78% (<a href="https://www.gusd.net/cms/lib/CA01000648/Centricity/domain/117/surveys/CultureSurvey2018-19Results.Employee.pdf">https://www.gusd.net/cms/lib/CA01000648/Centricity/domain/117/surveys/CultureSurvey2018-19Results.Employee.pdf</a>)</p> <p>Students (taken from Spring 2019 Panorama - weighted average for 4-5 and 6-12 surveys): 58%</p>
<p><b>AMO 2-1-2: [GUSD] Surveys of pupils, parents, and staff, on the sense of care. SMARTE Goal 2-1-2: Student, parent, and staff sense of care as measured by GUSD Culture Surveys will increase by a minimum of 2% per year (students: all or most of the time, parents/staff: strongly agree or agree) until students reach the highest level of performance.</b></p> <p><b>2019-20</b></p> <p>Students: 2017-18 -63% <i>Panorama Student Survey results will serve as baseline data for 2019-20.</i></p> <p>Parents: 83% (2018-19: 81%)</p> <p>Staff: 69% (2018-19: 67%)</p>	<p>2018-19 Culture Surveys</p> <p>Parent: 81% (<a href="https://www.gusd.net/cms/lib/CA01000648/Centricity/domain/117/surveys/CultureSurvey2018-19Results.Parents.pdf">https://www.gusd.net/cms/lib/CA01000648/Centricity/domain/117/surveys/CultureSurvey2018-19Results.Parents.pdf</a>)</p> <p>Staff: 67% (<a href="https://www.gusd.net/cms/lib/CA01000648/Centricity/domain/117/surveys/CultureSurvey2018-19Results.Employee.pdf">https://www.gusd.net/cms/lib/CA01000648/Centricity/domain/117/surveys/CultureSurvey2018-19Results.Employee.pdf</a>)</p> <p>This metric was replaced with the Panorama survey, a socioemotional survey that does not include questions assessing students sense of care.</p>

<p><b>AMO 2-1-3: [GUSD] Surveys of pupils, parents, and staff, on the sense of trust. SMART E Goal 2-1-3: Student, parent, and staff sense of trust as measured by GUSD Culture Surveys will increase by a minimum of 4% per year until students reach the highest level of performance.</b></p> <p>2019-20 2018-19 Panorama Student Survey data will serve as 2019-20 baseline data.</p> <p>Parents: 68% (2018-19: 66%)</p> <p>Staff: 69% (2018-19: 67%)</p>	<p>2018-2019 Parents 66%</p> <p>2018-2019 Staff 69%</p> <p>This metric was replaced with the Panorama survey, a socioemotional survey that does not include questions assessing students sense of trust.</p> <p>The employee and parent/guardian culture surveys were postponed due to COVID-19.</p>
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<p><b>AMO 2-1-4: [GUSD] Social/emotional support for students. SMART E Goal 2-1-4: Number of PBIS major and minor behavioral incidents will decrease by 2% per year at PBIS sites until it reaches and remains at 0%.</b></p> <p>2019-20 2019-2020: PBIS</p> <p>Major: 1455 2% decrease</p> <p>Minor: 3505 2% decrease (decrease by 2% per year)</p>	<table border="1"> <thead> <tr> <th></th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>Change from 18-19 to 19-20</th> </tr> </thead> <tbody> <tr> <td>Major</td> <td>2086</td> <td>1560</td> <td>1255</td> <td>34%</td> </tr> <tr> <td>Minor</td> <td>3637</td> <td>2218</td> <td>2589</td> <td>64%</td> </tr> <tr> <td>Grand Total</td> <td>5723</td> <td>3778</td> <td>3844</td> <td>52%</td> </tr> </tbody> </table> <p>The table shows that major incidents increased by 34% between 2018-19 and 2019-20 and minor incidents increased by 64% during the same time period. The district did not meet its goal.</p>		2019-20	2018-19	2017-18	Change from 18-19 to 19-20	Major	2086	1560	1255	34%	Minor	3637	2218	2589	64%	Grand Total	5723	3778	3844	52%
	2019-20	2018-19	2017-18	Change from 18-19 to 19-20																	
Major	2086	1560	1255	34%																	
Minor	3637	2218	2589	64%																	
Grand Total	5723	3778	3844	52%																	

<p><b>AMO 2-1-5: [GUSD] Student enrollment in free and reduced lunch program. SMART E Goal 2-1-5: Rate of submitted free and reduced lunch applications will increase by 10% per year until it reaches and remains at 100%.</b></p> <p>2019-20 2019-2020: 71.2%</p>	<p>Actual:</p> <p>2017-18 13098 F/R, 58% (15,515/26,693=.5812)</p> <p>2018-19 13309 F/R, 53% (13,919/26,220=.5309)</p> <p>2019-20 12375 F/R, 42% (13,895/25,773=.4273)</p>
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## Actions / Services

### Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>(AMO 2-1-1): Provide and administer surveys to staff, students and parents around academics, safety, and connectedness to school. (Also under AMO 2-1-2, AMO 2-1-3, and 3-1-8)</p>	<p>\$70,842 - LCFF - 5000-5999 Services and Other Operating Expenses - GUSD Survey Safety/Connectedness</p>	<p>\$70,842 - LCFF - 5000-5999 Services and Other Operating Expenses - GUSD Survey Safety/Connectedness</p>

### Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools, Specific Grade Spans: Middle and high schools</p> <p>(AMO 2-1-1): Provide campus security at all middle and high schools.</p>	<p>\$562,840 - LCFF - 5000-5999 Services and Other Operating Expenses - Campus Security.</p>	<p>\$574,162 - LCFF - 5000-5999 Services and Other Operating Expenses - Campus Security</p>

### Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p>	<p>\$785,370 - LCFF - 1000-1999 Certificated Salaries - Additional Psychologists (4.6).</p>	<p>\$1,028,241 - LCFF - 1000-1999 Certificated Salaries - Additional Psychologists (7.0 FTE)</p>

<p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>(AMO 2-1-2): Provide an additional 4.6 FTE psychologist support at schools to address the social/emotional needs of students.</p>	<p>\$286,777 - LCFF - 3000-3999 Employee Benefits - Additional Psychologists (4.6).</p>	<p>\$406,200 - LCFF - 3000-3999 Employee Benefits - Additional Psychologists (7.0 FTE)</p>
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#### Action 4

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>(AMO 2-1-2): Provide additional nurse support for medically fragile students.</p>	<p>\$130,827 - LCFF - 1000-1999 Certificated Salaries - Additional Nurses (1.5 FTE). \$63,346 - LCFF - 3000-3999 Employee Benefits - Additional Nurses (1.5 FTE).</p>	<p>\$139,351 - LCFF - 1000-1999 Certificated Salaries - Additional Nurses (1.5 FTE) \$65,598 - LCFF - 3000-3999 Employee Benefits - Additional Nurses (1.5 FTE)</p>

#### Action 5

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>(AMO 2-1-2): Provide a Healthy Start Office staffed with coordinator, lead case manager, clerical, counselors and a social worker (Healthy Start Program) to provide services to foster, homeless, low income students.</p>	<p>\$129,768 - LCFF - 1000-1999 Certificated Salaries - Healthy Start Program (GUSD) for Foster/Homeless, Low Income, and Counseling. \$180,135 - LCFF - 2000-2999 Classified Salaries - Healthy Start Program (GUSD) for Foster/Homeless, Low Income, and Counseling. \$165,943 - LCFF - 3000-3999 Employee Benefits - Healthy Start Program (GUSD) for Foster/Homeless, Low Income, and Counseling. \$34,000 - LCFF - 4000-4999 Books and</p>	<p>\$131,925 - LCFF - 1000-1999 Certificated Salaries - Healthy Start Program (GUSD) for Foster/Homeless, Low Income, and \$122,993 - LCFF - 2000-2999 Classified Salaries - Healthy Start Program (GUSD) for Foster/Homeless, Low Income, and \$140,729 - LCFF - 3000-3999 Employee Benefits - Healthy Start Program (GUSD) for Foster/Homeless, Low Income, and \$15,020 - LCFF - 4000-4999 Books and</p>

	Supplies - Healthy Start Program (GUSD) for Foster/Homeless, Low Income, and Counseling. \$185,850 - LCFF - 5000-5999 Services and Other Operating Expenses - Healthy Start Program (GUSD) for Foster/Homeless, Low Income, and Counseling.	Supplies - Healthy Start Program (GUSD) for Foster/Homeless, Low Income, and \$103,258 - LCFF - 5000-5999 Services and Other Operating Expenses - Healthy Start Program (GUSD) for Foster/Homeless, Low Income, and
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### Action 6

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>(AMO 2-1-2): Provide social work supervisors to provide guidance, training, and assistance to social work interns.</p>	\$30,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Social Worker Intern Supervisor.	\$30,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Social Worker Intern Supervisor

### Action 7

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Foster Youth, Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>(AMO 2-1-2): Maintain a foster/homeless counselor to provide academic, attendance, social/emotional, and support services limited to unduplicated students and families. (Also under AMO 3-1-1, and AMO 3-1-4)</p>	\$66,776 - LCFF - 1000-1999 Certificated Salaries - Foster/Homeless Counselor. \$23,729 - LCFF - 3000-3999 Employee Benefits - Foster/Homeless Counselor.	\$81,651 - LCFF - 1000-1999 Certificated Salaries - Foster/Homeless Counselor \$26,970 - LCFF - 3000-3999 Employee Benefits - Foster/Homeless Counselor

### Action 8

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>(AMO 2-1-4): Provide instructional assistants to general education classrooms to increase and improve services related to educational and behavioral challenges of unduplicated students.</p>	<p>\$1,763,246 - LCFF - 2000-2999 Classified Salaries - Additional Instructional Support</p> <p>\$1,129,194 - LCFF - 3000-3999 Employee Benefits - Additional Instructional Support</p>	<p>\$1,460,179 - LCFF - 2000-2999 Classified Salaries - Additional Instructional Support</p> <p>\$896,932 - LCFF - 3000-3999 Employee Benefits - Additional Instructional Support</p> <p>\$22,520 - LCFF - 5000-5999 Services and Other Operating Expenses - Additional Instructional Support</p>

### Action 9

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: Specific Grade Spans: High Schools/Middle School Support</p> <p>(AMO 2-1-1): Provide school resource officers at comprehensive high schools to provide additional security support and develop relationships with students at the middle and high schools.</p>	<p>\$400,000 - LCFF - 5000-5999 Services and Other Operating Expenses - School Resource Officers.</p>	<p>\$407,794 - LCFF - 5000-5999 Services and Other Operating Expenses - School Resource Officers</p>

### Action 10

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to</b></p>	<p>\$538,251 - LCFF - 2000-2999 Classified</p>	<p>\$726,615 - LCFF - 2000-2999 Classified</p>

**meeting Increased or Improved Services Requirement**

Students to be Served: English Learners, Foster Youth, Low Income

Scope of Service: LEA-wide

Location: All Schools

(AMO 2-1-2): Provide social emotional support providers to support the social and emotional needs of students and families.

Salaries - Social Emotional Support Providers (middle/high school).  
\$259,141 - LCFF - 3000-3999 Employee Benefits - Social Emotional Support Providers (middle/high school).

Salaries - Social Emotional Support Providers (middle/high school).  
\$279,482 - LCFF - 3000-3999 Employee Benefits - Social Emotional Support Providers (middle/high school)

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions were implemented as planned, transitioning the in-person activities to a virtual setting. All employees continued their duties transitioning to a virtual setting and were compensated per state guidelines. The greatest difference in actions and services were due to the increased need for psychologists and mental health services for students and families. Social emotional support, school resource officers, foster/homeless counselors, and instructional assistants continued to support students, as did the nurses, Student Wellness Service department members (formerly Healthy Start), and school security personnel. Additional school psychologists and nurses were added to support contact tracing and provide social-emotional support to students and families, and to ensure all services for students with special needs were continued. Additionally, general salary increases impacted the numbers along with some unfilled vacancies that were due to COVID disruptions. All other differences in actions and services were primarily due to the the need to provide immediate and ongoing professional development to train all staff in delivering and supporting social emotional services online.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The Student Wellness Services Department (formerly the Healthy Start Office) successfully conducted intakes of low income, foster and homeless youth, as identified through the enrollment procedure. The department worked with each school administrative team to provide individualized support to the identified students, while providing training and support to staff and families. Upon school closures the SWS department provided counseling and parenting support to our families. Mental health interns continued to provide mental health services to students. Mental health interns provided services to 572 students, provided counseling services to 105 students through Telehealth Services and developed weekly mindfulness videos which are posted on the GUSD website. Additionally, mental health parent forums and weekly parent support groups were conducted in different languages. Mental Health parent forums, weekly parent support groups, and parent helplines in different languages were set up to provide support specifically in the area of social and emotional health. The District continued to administer the Panorama socioemotional survey to gauge student perceptions. The transition to distance learning made it challenging to measure change since the surveys were administered during two different environments.



# Goal 4

**GUSD Priority 2:** Create a Culture of Learning

**Goal 2-2:** Provide services and conditions that support student learning.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards  
 Local Priorities: GUSD Board Priorities: 1,2,3

## Annual Measurable Outcomes

Expected	Actual
<p><b>AMO 2-2-1: [L] Fully credentialed and appropriately assigned teachers. SMARTE Goal 2-2-1: Percent of positions filled by fully credentialed and appropriately assigned teachers (including teachers of English Learners and vacant teacher positions) will increase by 0.1% per year until it reaches and remains at 100%.</b></p> <p><b>2019-20</b> 2019-2020: 100%</p>	<p><b><u>2018-19</u></b> Fully credentialed: 99.55% (5 intern/emergency credentials out of 1100 total teachers)</p> <p>Appropriately Assigned: 100% (zero missassignments)</p> <p><b><u>2019-20</u></b> Fully credentialed: 98.63% (15 interns/emergency credentials out of 1097 total teachers)</p> <p>Appropriately Assigned: 98.93 % (9 missassignments out of 842 assignments)</p>
<p><b>AMO 2-2-2: [L] Access to standards-aligned instructional materials. SMARTE Goal 2-2-2: Percent of students with access to their own copies of standards-aligned textbooks and instructional materials across content/subject areas, in compliance with Williams Act, will remain at 100%.</b></p> <p><b>2019-20</b> 2019-2020: 100%</p>	<p>actual 2019-20: 100%</p>

**AMO 2-2-3: [L] School facilities in 2019-20**

**"good repair" as measured by** 2019-2020: 100%

**Facility Inspection Tool (FIT).**

**SMARTe Goal 2-2-3: Number of** (32/32 schools)

**identified instances where**

**facilities meet the "good repair"**

**standard (90%-98.99%) or above**

**as measured by the Facility**

**Inspection Tool (FIT) will increase**

**by two schools per year until it**

**reaches and remains at 100% (32**

**school sites).**

2019-2020: 97.32%

## Actions / Services

### Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>(AMO 2-2-1): Provide teachers who are fully credentialed and appropriately assigned including administrators and support staff.</p>	<p>\$87,530,784 - LCFF - 1000-1999 Certificated Salaries - General K-12 Instruction: Teachers, Site Administrators, Support Services, Supplies.</p> <p>\$1,966,529 - LCFF - 2000-2999 Classified Salaries - General K-12 Instruction: Teachers, Site Administrators, Support Services, Supplies.</p> <p>\$38,991,247 - LCFF - 3000-3999 Employee Benefits - General K-12 Instruction: Teachers, Site Administrators, Support Services, Supplies.</p>	<p>\$88,198,449 - LCFF - 1000-1999 Certificated Salaries - General K-12 Instruction: Teachers, Site Administrators, Support Services Staff \$2,914,000 - LCFF - 2000-2999 Classified Salaries - General K-12 Instruction: Teachers, Site Administrators, Support Services Staff \$38,506,156 - LCFF - 3000-3999 Employee Benefits - General K-12 Instruction: Teachers, Site Administrators, Support Services Staff \$689,181 - LCFF - 5000-5999 Services and Other Operating Expenses - General K-12 Instruction: Teachers, Site Administrators, Support Services Staff</p>

### Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>(AMO 2-2-2): Provide instructional materials to remain Williams compliant.</p>	<p>\$1,305,880 - LCFF - 4000-4999 Books and Supplies - Instructional Materials.</p>	<p>\$1,316,689 - LCFF - 4000-4999 Books and Supplies - Instructional Materials</p>

### Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

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

Students to be Served: All

Location: All Schools

(AMO 2-2-3): Provide Facility and Support Operations (FASO) staff, including custodians to provide a clean, safe, and secure learning environment for all students.

\$11,506,681 - LCFF - 2000-2999 Classified Salaries - Facilities and Support Operations (FASO) (including custodians).  
 \$7,130,116 - LCFF - 3000-3999 Employee Benefits - Facilities and Support Operations (FASO) (including custodians).  
 \$1,578,866 - LCFF - 4000-4999 Books and Supplies - Facilities and Support Operations (FASO) (including custodians).  
 \$637,420 - LCFF - 5000-5999 Services and Other Operating Expenses - Facilities and Support Operations (FASO) (including custodians).  
 \$38,840 - LCFF - 6000-6999 Capital Outlay - Facilities and Support Operations (FASO) (including custodians).

\$11,633,097 - LCFF - 2000-2999 Classified Salaries - Facilities and Support Operations (FASO) (including custodians)  
 \$6,674,249 - LCFF - 3000-3999 Employee Benefits - Facilities and Support Operations (FASO) (including custodians)  
 \$1,807,381 - LCFF - 4000-4999 Books and Supplies - Facilities and Support Operations (FASO) (including custodians)  
 \$1,126,596 - LCFF - 5000-5999 Services and Other Operating Expenses - Facilities and Support Operations (FASO) (including custodians)  
 \$289,729 - LCFF - 6000-6999 Capital Outlay - Facilities and Support Operations (FASO) (including custodians)

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions were implemented as planned, transitioning the in-person activities to a virtual setting. All employees continued their duties transitioning to a virtual setting and were compensated per state guidelines. Fully credentialed staff continued to provide support and instructional materials were made available to all students. We continued to monitor PBIS major and minor incidents and offer support as needed and continued to provide safe and healthy learning environments in collaboration with our FASO, our facilities team. The greatest difference in actions and services were due to the greater need for custodial services and support staff for Special Education. The general differences in actions and services were primarily due to the need to supply chromebooks, headsets, and hotspots to ensure access to instruction and digital instructional materials. Additional cleaning supplies, sanitizers, wipes, etc. were an added expenditure to ensure everyone's safety and meet the health guidelines.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

GUSD provided fully credentialed and appropriately assigned teachers and trained staff and administrators across the district. Instructional materials were provided to every student, including access to the digital resources. FASO provided services to ensure that every campus is maintained properly to ensure a safe and clean learning environment for learners. These services continued during the pandemic. GUSD continued to prioritize fully credentialed and appropriately assigned teachers as well as ensuring access to instructional materials online. Chromebooks and hotspots were distributed immediately, paired with intensive professional development for all staff to support online instruction.

# Goal 5

**GUSD Priority 2:** Create a Culture of Learning

**Goal 2-3:** Provide teachers with tools and training to implement State academic standards.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards

Local Priorities: GUSD Board Priorities: 1,2,3

## Annual Measurable Outcomes

Expected	Actual												
<p><b>AMO 2-3-1: [L] Implementation of 2019-20</b>  <b>State academic standards for all content areas. SMARTe Goal</b>  <b>2-3-1: At least one subject area will move up at least one level as measured by the 5-point LCAP Self-Reflection tool per year until it reaches a 5.</b></p> <p>2019-2020: LCAP Self-Reflection TBD</p> <p>One content area will move up 10% to Full Implementation</p>	<p>These two areas moved up a full point on the self-reflection tool</p> <table border="1" data-bbox="1071 714 1512 1006"> <thead> <tr> <th></th> <th>ELA Common Core State Standards for ELA</th> <th>ELD (Aligned to ELA Standards)</th> </tr> </thead> <tbody> <tr> <td>18-19</td> <td>3.4</td> <td>3.0</td> </tr> <tr> <td>19-20</td> <td>4.5</td> <td>4.0</td> </tr> <tr> <td>Change</td> <td>1.1</td> <td>1.0</td> </tr> </tbody> </table>		ELA Common Core State Standards for ELA	ELD (Aligned to ELA Standards)	18-19	3.4	3.0	19-20	4.5	4.0	Change	1.1	1.0
	ELA Common Core State Standards for ELA	ELD (Aligned to ELA Standards)											
18-19	3.4	3.0											
19-20	4.5	4.0											
Change	1.1	1.0											

## Actions / Services

### Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>(AMO 2-3-1): Based on the 2018-19 5-point LCAP self-reflection tool results, professional development targeted the shifts in common core math with the newly adopted math curriculum. For 2019-20, Math will continue as the district fine-tunes and develops pacing guides and district benchmark assessments. In addition, with the new ELA/ELD adoption, the Teaching and Learning Department will focus on instructional shifts with the newly adopted curriculum.</p>	<p>\$5,844,347 - LCFF - 1000-1999 Certificated Salaries - Common Core Implementation (Repeat) (repeated expenditure)</p> <p>\$89,522 - LCFF - 2000-2999 Classified Salaries - Common Core Implementation (Repeat) (repeated expenditure)</p> <p>\$2,436,291 - LCFF - 3000-3999 Employee Benefits - Common Core Implementation (Repeat) (repeated expenditure)</p> <p>\$231,737 - LCFF - 4000-4999 Books and Supplies - Common Core Implementation (Repeat) (repeated expenditure)</p> <p>\$17,360 - LCFF - 5000-5999 Services and Other Operating Expenses - Common Core Implementation (Repeat) (repeated expenditure)</p>	<p>\$6,213,034 - LCFF - 1000-1999 Certificated Salaries - Common Core Implementation (Repeat) (repeated expenditure)</p> <p>\$96,101 - LCFF - 2000-2999 Classified Salaries - Common Core Implementation (Repeat) (repeated expenditure)</p> <p>\$2,571,760 - LCFF - 3000-3999 Employee Benefits - Common Core Implementation (Repeat) (repeated expenditure)</p> <p>\$21,356 - LCFF - 4000-4999 Books and Supplies - Common Core Implementation (Repeat) (repeated expenditure)</p> <p>\$79,264 - LCFF - 5000-5999 Services and Other Operating Expenses - Common Core Implementation (Repeat) (repeated expenditure)</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

This action was implemented as planned. Professional development for the 2019-20 school year focused on the common core instructional shifts in ELA in relation to the newly adopted ELA/ELD instructional materials with Benchmark Advance. Training was specific to schools and teacher teams, and was further supported through grade level coaching. Upon school closures, all activities were transitioned from in-person to a virtual setting. The differences in actions and services were due to the transition to virtual learning that reduced the expenditures for training materials used for in-person training. All Professional development and resources were delivered digitally. Additional differences were due to increase in salary/step and health & welfare benefits.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Professional development for the 2019-20 school year focused on the common core instructional shifts in ELA in relation to the newly adopted ELA/ELD instructional materials with Benchmark Advance. Training was targeted to teacher teams at each elementary school site and included lesson studies along with grade level coaching. These small group lesson study and coaching sessions provided valuable insights and enhanced the collaboration of each team as they developed deeper understandings of how the Benchmark program supports students reading more complex text,

thinking, reading, and writing at higher DOK levels, and using evidence to support their arguments. We used a wide variety of curricular resources, including textbooks and online diagnostic and skill-building programs to support teaching and learning. Data analysis of prior year standards-based assessments informed instruction and planning, though this continuity was disrupted by the transition to distance learning and the testing limitations that ensued. Measuring progress in subject areas with the self-reflection tool was challenging due to limited state testing and considerations for grading practices during distance learning.

## Goal 6

**GUSD Priority 2:** Create a Culture of Learning

**Goal 2-4:** Provide students with access to support (interventions) and instructional tools (technology) for learning.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards

Local Priorities: GUSD Board Priorities: 1,2,3

### Annual Measurable Outcomes

Expected		Actual
<p><b>AMO 2-4-1: [GUSD] Access to interventions at the school site. SMARTe Goal 2-4-1: Number of schools implementing a Multiple Tiered Support System (MTSS) will increase by 9 schools per year until it reaches and remains at 100% (32 schools).</b></p>	<p><b>2019-20</b> 2019-2020: 32 schools (maintain)</p>	<p>32 schools</p>
<p><b>AMO 2-4-2: [GUSD] Access to alternative education opportunities. SMARTe Goal 2-4-2: Cost per pupil for alternative education programs will decrease by \$1,000 per year in order to improve program sustainability.</b></p>	<p><b>2019-20</b> 2019-2020: Total Cost: \$4,312,403</p>	<p>2019-2020 Actual Cost: \$4,371,342</p>
<p><b>AMO 2-4-3: [GUSD] Access to technology in the classroom. SMARTe Goal 2-4-3: Ratio of students-to-devices in good repair will remain at 3 students-to-1 device or lower.</b></p>	<p><b>2019-20</b> 2019-2020: 3:1 ratio (maintain)</p>	<p>Maintain 3:1 in 2019-20</p>



## Actions / Services

### Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>(AMO 2-4-1): Provide school site intervention services to increase student success.</p>	<p>\$804,576 - LCFF - 1000-1999 Certificated Salaries - School Site Intervention Services.</p> <p>\$3,995,223 - LCFF - 2000-2999 Classified Salaries - School Site Intervention Services.</p> <p>\$2,772,769 - LCFF - 3000-3999 Employee Benefits - School Site Intervention Services.</p> <p>\$833,240 - LCFF - 4000-4999 Books and Supplies - School Site Intervention Services.</p> <p>\$222,936 - LCFF - 5000-5999 Services and Other Operating Expenses - School Site Intervention Services.</p>	<p>\$736,666 - LCFF - 1000-1999 Certificated Salaries - School Site Intervention Services</p> <p>\$3,685,129 - LCFF - 2000-2999 Classified Salaries - School Site Intervention Services</p> <p>\$2,363,084 - LCFF - 3000-3999 Employee Benefits - School Site Intervention Services</p> <p>\$708,315 - LCFF - 4000-4999 Books and Supplies - School Site Intervention Services</p> <p>\$218,982 - LCFF - 5000-5999 Services and Other Operating Expenses - School Site Intervention Services</p> <p>\$12,209 - LCFF - 6000-6999 Capital Outlay - School Site Intervention Services</p>

### Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>(AMO 2-4-1): Provide targeted summer school and extended school year for students needing additional assistance.</p>	<p>\$1,240,993 - LCFF - 1000-1999 Certificated Salaries - Summer School, After School Interventions, and Program/Supplies.</p> <p>\$30,653 - LCFF - 2000-2999 Classified Salaries - Summer School, After School Interventions, and Program/Supplies.</p> <p>\$284,965 - LCFF - 3000-3999 Employee Benefits - Summer School, After School Interventions, and Program/Supplies.</p> <p>\$470,316 - LCFF - 4000-4999 Books and Supplies - Summer School, After School Interventions, and Program/Supplies.</p>	<p>\$1,010,189 - LCFF - 1000-1999 Certificated Salaries - Summer School, After School Interventions, and Program/Supplies</p> <p>\$19,925 - LCFF - 1000-1999 Certificated Salaries - Summer School, After School Interventions, and Program/Supplies</p> <p>\$235,211 - LCFF - 3000-3999 Employee Benefits - Summer School, After School Interventions, and Program/Supplies</p> <p>\$251,854 - LCFF - 4000-4999 Books and Supplies - Summer School, After School Interventions, and Program/Supplies</p>

	\$264,797 - LCFF - 5000-5999 Services and Other Operating Expenses - Summer School, After School Interventions, and Program/Supplies.	\$333,007 - LCFF - 5000-5999 Services and Other Operating Expenses - Summer School, After School Interventions, and Program/Supplies
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### Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: Clark Magnet High School</p> <p>(AMO 2-4-2): Provide bus transportation to Clark for students to create equal access for students.</p>	\$970,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Clark Transportation.	\$1,094,053 - LCFF - 5000-5999 Services and Other Operating Expenses - Clark Transportation

### Action 4

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Students with Disabilities</p> <p>Location: Specific Schools: FACTS program</p> <p>(AMO 2-4-1): Provide an additional FACTS teacher to decrease class size and improve student teacher ratio so students can access the community.</p>	<p>\$88,816 - LCFF - 1000-1999 Certificated Salaries - FACTS Additional Teacher. (repeated expenditure)</p> <p>\$33,684 - LCFF - 3000-3999 Employee Benefits - FACTS Additional Teacher. (repeated expenditure)</p>	<p>\$91,036 - LCFF - 1000-1999 Certificated Salaries - FACTS Additional Teacher (repeated expenditure)</p> <p>\$34,526 - LCFF - 3000-3999 Employee Benefits - FACTS Additional Teacher (repeated expenditure)</p>

### Action 5

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: Alternative schools (Daily, Jewel City, and Verdugo Academy)</p> <p>(AMO 2-4-2): Provide additional support (teachers and programs) and alternative programs for Daily, Verdugo and Jewel City Schools (includes new Jewel City teacher) to provide alternative ratios which are below the collective bargaining contract to increase student success.</p>	<p>\$1,263,212 - LCFF - 1000-1999 Certificated Salaries - Additional Teacher/Program Support for Daily, Verdugo, Jewel City.</p> <p>\$101,806 - LCFF - 2000-2999 Classified Salaries - Additional Teacher/Program Support for Daily, Verdugo, Jewel City.</p> <p>\$584,984 - LCFF - 3000-3999 Employee Benefits - Additional Teacher/Program Support for Daily, Verdugo, Jewel City.</p> <p>\$24,054 - LCFF - 4000-4999 Books and Supplies - Additional Teacher/Program Support for Daily, Verdugo, Jewel City.</p> <p>\$34,713 - LCFF - 5000-5999 Services and Other Operating Expenses - Additional Teacher/Program Support for Daily, Verdugo, Jewel City.</p>	<p>\$1,066,203 - LCFF - 1000-1999 Certificated Salaries - Additional Teacher/Program Support for Daily, Verdugo, Jewel City</p> <p>\$104,430 - LCFF - 2000-2999 Classified Salaries - Additional Teacher/Program Support for Daily, Verdugo, Jewel City</p> <p>\$522,860 - LCFF - 3000-3999 Employee Benefits - Additional Teacher/Program Support for Daily, Verdugo, Jewel City</p> <p>\$24,373 - LCFF - 4000-4999 Books and Supplies - Additional Teacher/Program Support for Daily, Verdugo, Jewel City</p> <p>\$10,278 - LCFF - 5000-5999 Services and Other Operating Expenses - Additional Teacher/Program Support for Daily, Verdugo, Jewel City</p>
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### Action 6

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>(AMO 2-4-3): Provide technology access to students with a goal of 3:1 ratio student to device (computers/chromebooks).</p>	<p>\$500,000 - LCFF - 4000-4999 Books and Supplies - Chromebook purchases/maintenance.</p>	<p>\$236,353 - LCFF - 4000-4999 Books and Supplies - Chromebooks purchases/maintenance</p> <p>\$351,945 - LCFF - 6000-6999 Capital Outlay - Chromebooks purchases/maintenance</p>

### Action 7

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p>	<p>\$500,000 - LCFF - 4000-4999 Books and Supplies - Chromebook purchases/maintenance (AMO 2-4-3 Repeat). (repeated expenditure)</p>	<p>\$236,353 - LCFF - 4000-4999 Books and Supplies - Chromebook purchases/maintenance (AMO 2-4-3 repeat) (repeated expenditure)</p> <p>\$351,945 - LCFF - 5000-5999 Services and Other Operating Expenses - Chromebooks purchases/maintenance</p>

(AMO 2-4-3): Provide timely technology device maintenance (computers/chromebooks) to ensure student access to technology.

(repeated expenditure)

### Action 8

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: Specific Schools: Daily, Jewel City, Verdugo Academy, and FACTS</p> <p>(AMO 2-4-1): Provide alternative educational programs, Daily, Jewel City, Verdugo Academy, FACTS, including summer school for students requiring additional assistance.</p>	<p>\$2,877,287 - LCFF - 1000-1999 Certificated Salaries - Alternative Education Programs (Daily, Verdugo Academy, Summer School).            \$132,459 - LCFF - 2000-2999 Classified Salaries - Alternative Education Programs (Daily, Verdugo Academy, Summer School).            \$1,029,419 - LCFF - 3000-3999 Employee Benefits - Alternative Education Programs (Daily, Verdugo Academy, Summer School).            \$502,935 - LCFF - 4000-4999 Books and Supplies - Alternative Education Programs (Daily, Verdugo Academy, Summer School).            \$304,325 - LCFF - 5000-5999 Services and Other Operating Expenses - Alternative Education Programs (Daily, Verdugo Academy, Summer School).</p>	<p>\$2,626,468 - LCFF - 1000-1999 Certificated Salaries - Alternative Education Programs (Daily, Verdugo Academy, Summer school)            \$124,355 - LCFF - 2000-2999 Classified Salaries - Alternative Education Programs (Daily, Verdugo Academy, Summer school)            \$991,176 - LCFF - 3000-3999 Employee Benefits - Alternative Education Programs (Daily, Verdugo Academy, Summer school)            \$282,618 - LCFF - 4000-4999 Books and Supplies - Alternative Education Programs (Daily, Verdugo Academy, Summer school)            \$346,725 - LCFF - 5000-5999 Services and Other Operating Expenses - Alternative Education Programs (Daily, Verdugo Academy, Summer school)</p>

### Action 9

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>(AMO 2-4-1): Provide and utilize the Student Study Team (SST) software to implement, monitor and evaluate success of student interventions.</p>	<p>\$200,000 - LCFF - 4000-4999 Books and Supplies - Professional Development Utilizing SST Software</p>	<p>\$200,000 - LCFF - 4000-4999 Books and Supplies - Professional Development Utilizing SST Software</p>

## Action 10

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: Specific Schools: GenYes Schools mostly middle and high school</p> <p>(AMO 2-4-3): Provide GenYes classes to assist with computer/technology support and repairs.</p>	<p>\$180,000 - LCFF - 4000-4999 Books and Supplies - GenYes Programs</p>	<p>\$180,000 - LCFF - 4000-4999 Books and Supplies - GenYes Programs</p>

## Action 11

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Grade Spans: Elementary schools</p> <p>(AMO 2-4-3): Provide library aides/multi-media technology specialist to support student access to technology and improved student learning opportunities.</p>	<p>\$460,455 - LCFF - 2000-2999 Classified Salaries - Library Aides and Multimedia Techs. (repeated expenditure)</p> <p>\$167,173 - LCFF - 3000-3999 Employee Benefits - Library Aides and Multimedia Techs. (repeated expenditure)</p>	<p>\$373,937 - LCFF - 2000-2999 Classified Salaries - Library Aides and Multimedia Techs (repeated expenditure)</p> <p>\$75,817 - LCFF - 3000-3999 Employee Benefits - Library Aides and Multimedia Techs (repeated expenditure)</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions were implemented as planned, transitioning the in-person activities to a virtual setting. All employees continued their duties transitioning to a virtual setting and were compensated per state guidelines. School site intervention, targeted summer school offerings continued and additional

support personnel for alternative programs, the FACTS program, and library/media personnel ensured students receive the supports they need to be successful. The district expanded its distribution of devices to become 1:1 and provided regular tech support and maintenance. Some of the difference in actions and services were due to the vacancies that were not filled because of COVID. Additionally, while there were cost increases in transportation, expenditures were less for instructional supplies, as most resources were provided digitally. The differences in actions and services were primarily due to the need to supply chromebooks, headsets, and hotspots, as well as to provide immediate and ongoing professional development to train all staff in delivering and supporting instruction and services online. Health screening tools, clear partitions, PPEs, decals and notices for social distancing were an added expenditures. Additional cleaning supplies, sanitizers, wipes, etc. were an added expenditure to ensure everyone's safety.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

GUSDs Teaching and Learning, Equity, Access, and Family Engagement (formerly Categorical) and Student Wellness Services Departments continued to provide service and resources to support the needs of our English learners, Foster Youth and Low Income students and families during school closures and remote learning. GUSD created an extensive list of online and community resources and information on our District website where parents can find information in all our major languages on COVID-19, online instructional resources, health and wellness, technology support, school meals, etc. School sites conducted interventions to support students academic and social-emotional needs, The Equity, Access, and Family Engagement Department continues to provide outreach to newcomer English learner students and families to provide support, resources and to strengthen home-school connections during remote learning. Teacher Specialists collaborated with teachers and educational assistants to provide differentiated lessons to effectively address learner needs and variability. Additionally, starting April 20, 2020, virtual tutoring services through Sylvan Learning Centers were established to support the lowest performing English learner refugee students in the areas of Math and English Language Arts. A virtual summer school was designed and facilitated for English learners. Ensuring students have access to a device became more critical than ever during distance learning. We ordered additional devices and hotspots as needed to ensure all students had access to digital learning during remote instruction. It was challenging to distribute the devices in a timely manner at a districtwide level but we were successful. We continue to offer support by offering a kiosk where parents can pick up or exchange devices. A technology hotline responds to all inquiries within a 24-hour turnaround time. Hard copies of parent resources and a school composition book were distributed to all who came to pick up school meals while practicing safety measures.

# Goal 7

**GUSD Priority 3:** Increase Engagement

**Goal 3-1:** Provide a positive environment and opportunities for students to connect with their school and community.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement; 5. Pupil engagement; 6. School climate  
 Local Priorities: GUSD Board Priorities: 1,2,3

## Annual Measurable Outcomes

Expected	Actual
<p><b>AMO 3-1-1: [S] Chronic absenteeism rates. SMARTE Goal 2019-20 2018-19: 5.4%</b>  <b>3-1-1: Chronic absenteeism rate will decrease by a minimum of 0.2% per year until it reaches and remains at 0%</b></p>	<p>Actual chronic absenteeism rate for 2018-19: 6.3%</p> <p><a href="https://www.caschooldashboard.org/reports/19645680000000/2019#chronic-absenteeism-card">https://www.caschooldashboard.org/reports/19645680000000/2019#chronic-absenteeism-card</a></p>
<p><b>AMO 3-1-2: [S] High school graduation rates. SMARTE Goal 2019-20 2018-19: 91%</b>  <b>3-1-2: Cohort graduation rate will increase by a minimum of 0.5% per year until students reach the highest level of performance.</b> 2017-18: 90.4%)</p>	<p>2018-19 actual grad rate: 88.4%</p> <p><a href="https://www.caschooldashboard.org/reports/19645680000000/2019#graduation-rate-card">https://www.caschooldashboard.org/reports/19645680000000/2019#graduation-rate-card</a></p>
<p><b>AMO 3-1-3: [S] Suspension rates. SMARTE Goal 2019-20 2018-2019 1.8%</b>  <b>3-1-3: Suspension rate will decrease by a minimum of 0.2% per year until it reaches and remains at 0%</b></p>	<p>actual 2018-19 suspension rate: 2.5%</p> <p><a href="https://www.caschooldashboard.org/reports/19645680000000/2019#suspension-rate-card">https://www.caschooldashboard.org/reports/19645680000000/2019#suspension-rate-card</a></p>

<p><b>AMO 3-1-4: [LCAP] Attendance rates. SMARTE Goal 3-1-4: Attendance rate will increase by a minimum of 0.2% per year until students reach the highest level of performance.</b></p>	<p><b>2019-20</b> 2018-2019: 96.6% (2017-18: 96.4%)</p> <p>Actual 2018-19 - 96.5% 2019-20 - 96.7%</p>
<p><b>AMO 3-1-5: [LCAP] Middle school dropout rates. SMARTE Goal 3-1-5: Middle school dropout rate (grade 7-8) will decrease by a minimum of 0.03% per year (1 student) until it reaches and remains at 0%.</b></p>	<p><b>2019-20</b> 2018-2019: 0.00%</p> <p>actual Middle School 2018-19: 0.34% 2019-20: 0.14%</p>
<p><b>AMO 3-1-6: [LCAP] High school dropout rates. SMARTE Goal 3-1-6: High school cohort dropout rate will decrease by a minimum of 0.5% per year until it reaches and remains at 0%. (Note: State calculation changed as of 2015-16).</b></p>	<p><b>2019-20</b> 2019-2020: 2.4% (2017-18: 2.9%)</p> <p>actual High School 2018-19: 0.31% 2019-20: 0.32%</p>
<p><b>AMO 3-1-7: [LCAP] Expulsion rates. SMARTE Goal 3-1-7: Expulsion rate will decrease until it reaches and remains at 0%.</b></p>	<p><b>2019-20</b> 2018-2019: 0%</p> <p>2018-19: 0% 2019-20: 0%</p>
<p><b>AMO 3-1-8: [LCAP] Other local measures, including surveys of pupils on the sense of school connectedness. SMARTE Goal 3-1-8: Percent of students stating that they are involved in one or more school activity as measured by the GUSD Student Culture Survey will increase by a minimum of 5% per year until it reaches its highest potential.</b></p>	<p><b>2019-20</b> 2018-2019: 2018-19 Baseline Spring Results Elementary 3-5, 63% Secondary 6-12, 42%</p> <p><b>Expected in 2019-20</b> <b>Elementary, 70%</b> <b>Secondary, 47%</b></p> <p>This metric was replaced by the Panorama Survey. On the Spring 2020 Panorama survey, 72% of 4th - 5th graders responded favorably to the "sense of belonging" question set while 44% of 6th - 12th graders responded favorably for that same category.</p>



## Actions / Services

### Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>(AMO 3-1-3): Provide Positive Behavior Intervention Support (PBIS) and other behavioral Interventions (restorative justice) to support student learning.</p>	<p>\$68,515 - LCFF - 1000-1999 Certificated Salaries - PBIS and Other Behavioral Interventions.</p> <p>\$11,625 - LCFF - 2000-2999 Classified Salaries - PBIS and Other Behavioral Interventions.</p> <p>\$17,638 - LCFF - 3000-3999 Employee Benefits - PBIS and Other Behavioral Interventions.</p> <p>\$9,000 - LCFF - 4000-4999 Books and Supplies - PBIS and Other Behavioral Interventions.</p> <p>\$123,450 - LCFF - 5000-5999 Services and Other Operating Expenses - PBIS and Other Behavioral Interventions.</p>	<p>\$47,914 - LCFF - 1000-1999 Certificated Salaries - PBIS and other behavioral interventions</p> <p>\$0 - LCFF - 2000-2999 Classified Salaries - PBIS and other behavioral interventions</p> <p>\$9,505 - LCFF - 3000-3999 Employee Benefits - PBIS and other behavioral interventions</p> <p>\$2,104 - LCFF - 4000-4999 Books and Supplies - PBIS and other behavioral interventions</p> <p>\$80,243 - LCFF - 5000-5999 Services and Other Operating Expenses - PBIS and other behavioral interventions</p>

### Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>(AMO 3-1-1): Provide classified staff to monitor and improve student attendance by monitoring daily attendance, ensuring attendance letters are mailed to appropriate students and families, conducting home visits, making personal phone calls and providing appropriate resources to students and families. (Also under AMO 3-1-4)</p>	<p>\$117,804 - LCFF - 2000-2999 Classified Salaries - Classified Staff to Monitor Attendance.</p> <p>\$69,283 - LCFF - 3000-3999 Employee Benefits - Classified Staff to Monitor Attendance.</p>	<p>\$120,749 - LCFF - 1000-1999 Certificated Salaries - Classified staff to monitor attendance.</p> <p>\$71,015 - LCFF - 3000-3999 Employee Benefits - Classified staff to monitor attendance</p>

### Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>(AMO 3-1-1): Provide early interventions to reduce chronic absenteeism (Attendance letters, School Attendance and Review Teams (SART), School Attendance and Review Board (SARB), Positive Behavior Intervention and Supports). Site interns provide additional support including personal phone calls, mailings, conferences with students, and various incentivized attendance initiatives.</p>	<p>\$129,768 - LCFF - 1000-1999 Certificated Salaries - Decrease Chronic Absenteeism through Early Interventions.</p> <p>\$53,979 - LCFF - 3000-3999 Employee Benefits - Decrease Chronic Absenteeism through Early Interventions.</p>	<p>\$133,012 - LCFF - 1000-1999 Certificated Salaries - Decrease chronic absenteeism through early interventions</p> <p>\$55,328 - LCFF - 3000-3999 Employee Benefits - Decrease chronic absenteeism through early interventions</p>

#### Action 4

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Grade Spans: Elementary Schools</p> <p>(AMO 3-1-8): Increase student connectedness to school at the elementary level through extra curricular activities such as, music, sports, chorus, technology etc.</p>	<p>\$52,228 - LCFF - 1000-1999 Certificated Salaries - Elementary Instrumental Music Teacher (0.8 FTE).</p> <p>\$19,770 - LCFF - 3000-3999 Employee Benefits - Elementary Instrumental Music Teacher (0.8 FTE).</p> <p>\$589,421 - LCFF - 1000-1999 Certificated Salaries - Stipends for Elementary Academic Coaching and Connectedness (technology, chorus, and sports).</p> <p>\$129,625 - LCFF - 3000-3999 Employee Benefits - Stipends for Elementary Academic Coaching and Connectedness (technology, chorus, and sports).</p>	<p>\$53,534 - LCFF - 1000-1999 Certificated Salaries - Elementary instrumental music teacher (0.8 FTE)</p> <p>\$31,722 - LCFF - 3000-3999 Employee Benefits - Elementary instrumental music teacher (0.8 FTE)</p> <p>\$631,097 - LCFF - 1000-1999 Certificated Salaries - Stipends for elementary academic coaching and connectedness (technology, chorus, and sports)</p> <p>\$138,191 - LCFF - 3000-3999 Employee Benefits - Stipends for elementary academic coaching and connectedness (technology, chorus, and sports)</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions were implemented as planned, transitioning the in-person activities to a virtual setting. All employees continued their duties transitioning to a virtual setting and were compensated per state guidelines. The district continued to provide supports through PBIS and through the attendance support team, which included setting up SART sessions. The Healthy Kids office provided ongoing communication with the families to ensure that

their needs were identified and immediately met. Various sessions were provided for parents to increase student engagement with digital learning. We further extended connectedness with students through the continued offering of extracurricular opportunities such as music and sports. The differences in actions and services were primarily due to the need to provide immediate and ongoing professional development to train all staff in delivering and supporting instruction and services online.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

GUSD consistently implemented PBIS and other behavioral interventions across the district, supporting teachers with ongoing training, and families with continuous communication. Elementary schools offered extracurricular opportunities for music, sports, chorus, and technology to increase student connectedness and expand their experiences. Attendance is a critical area of focus in GUSD and it is supported through an early intervention system overseen by staff from the Healthy Kids office. Absenteeism was initially difficult to measure during the distance learning transition as we developed system to capture that data point. We continued to prioritize graduation rate and reduced dropout/expulsion rates even as we transitioned to distance learning.

# Goal 8

GUSD Priority 3: Increase Engagement

**Goal 3-2: Engage families and community to support student learning.**

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement; 5. Pupil engagement; 6. School climate  
 Local Priorities: GUSD Board Priorities: 1,2,3

## Annual Measurable Outcomes

Expected	Actual
<p><b>AMO 3-2-1: [L] Parent input in decision making. SMARTE Goal 3-2-1: Number of students being represented by a parent/guardian at meetings of local governing boards and/or advisory committees (LCAP, DELAC) will increase by 10% per year until it reaches its highest potential.</b></p> <p><b>2019-20</b>                      2019-2020: 81 (LCAP)</p> <p>2019-2020: 11 (DELAC)</p>	<p>DELAC attendance in 19-20 was 201.</p> <p>We had 146 parents who attended the meetings in 2019-20.                      We had 51 parents who attended the meetings in 2018-19.</p>
<p><b>AMO 3-2-2: [L] Parent participation in programs for unduplicated pupils (UDPs). SMARTE Goal 3-2-2: Number of students being represented by a parent/guardian at trainings/workshops that are linked to student learning and/or social-emotional development and growth will increase by 10% per year until it reaches its highest potential.</b></p> <p><b>2019-20</b>                      2017-18 - 344</p> <p>2018-2019 - 374</p> <p>Expected 2019-20- 411</p>	<ul style="list-style-type: none"> <li>- Newcomer Parent Chat 4/22/20 150</li> <li>- GATE Parent Mtg #2 - 230</li> <li>- Three FLAG Parent Information Meetings</li> <li>- World Languages Advisory Committee for parent input in decision making - meet 3 times a year</li> <li>- Our November 4, 2019 DAC had 45 parents, and February 24, 2020 DAC had 22 parents participating. Our May 4, 2020 meeting was changed to be via zoom</li> </ul>

**AMO 3-2-3: [GUSD]  
 Communication. SMART Goal  
 3-2-3: Percent of students for  
 whom at least one parent has a  
 valid email address registered  
 with GUSD and student and  
 teacher ("Q") usage will increase  
 by 10% per year until it reaches  
 its highest potential.**

**2019-20**  
 2019-2020: 100% (Email)

2019-2020: **5,408** (Q) Parent  
**15,809** (Q) Student  
**614** (Q) Teacher

year	Count Of All Students Enrolled	Count Of Students With At least One Contact Email	Percentage
2021	26356	26231	99.53%
2020	27358	27022	98.77%
2019	27708	26795	96.70%
2018	28628	24239	84.67%

## Actions / Services

### Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>(AMO 3-2-2): Provide oral and written translators/translations at parent meetings, workshops and trainings to improve communication and increase engagement.</p>	<p>\$570,927 - LCFF - 2000-2999 Classified Salaries - Tranalators/Translations. \$367,216 - LCFF - 3000-3999 Employee Benefits - Tranlators/Translations.</p>	<p>\$558,664 - LCFF - 2000-2999 Classified Salaries - Translators/Translations \$362,504 - LCFF - 3000-3999 Employee Benefits - Translators/Translations</p>

### Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>(AMO 3-2-1): Provide parent meeting opportunities to engage parents in the decision making process.</p>	<p>\$30,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Parent Meeting Opportunities.</p>	<p>\$30,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Parent meeting opportunities</p>

### Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p>	<p>\$30,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Parent Trainings/Workshops (AMO 3-2-1)</p>	<p>\$30,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Parent Training/Workshops (AMO 3-2-1 Repeat)</p>

<p>Students to be Served: All</p> <p>Location: All Schools</p> <p>(AMO 3-2-2): Provide parent educational training/workshop opportunities linked to student learning and social/emotional development.</p>	<p>Repeat). (repeated expenditure)</p>	
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#### Action 4

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>(AMO 3-2-3): Provide opportunities for parents/students to improve communication through valid email addresses and student information ("Q") usage.</p>	<p>\$90,000 - LCFF - 4000-4999 Books and Supplies - "Q" Student Information System.</p> <p>\$100,000 - LCFF - 5000-5999 Services and Other Operating Expenses - GUSD Websites.</p>	<p>\$90,000 - LCFF - 4000-4999 Books and Supplies - "Q" student information system</p> <p>\$100,000 - LCFF - 5000-5999 Services and Other Operating Expenses - GUSD websites</p>

### Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions were implemented as planned, transitioning the in-person activities to a virtual setting. The district continued expanding its outreach to parents, including offering meeting and feedback opportunities as well as extending communication methods and offering translation services for oral and written communication. A long series of parent workshops and training opportunities were provided throughout the year, in person prior to COVID, and digitally, after, focusing on both academic and social-emotional tools and resources to support learners. All advisory committees, both district and school, continued to meet virtually to conduct the important work of analyzing needs and creating new plans moving forward. All employees continued their duties transitioning to a virtual setting and were compensated per state guidelines.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Though in-person meetings were severely limited due to the pandemic, we established systems for remote presentations and helped parents become comfortable attending virtually. In some cases, participation numbers increased as a result of this shift. GUSD implemented mental health forums with over 2,000 views, mindfulness videos, electronic newsletters developed by school psychologists, provided ongoing translated communication from the superintendents office including the COVID-19 Remote Learning Information on the GUSD website, and special education and technology hotlines. To support ongoing communication and receive feedback from stakeholders, parent forums in special education and dual immersion, DELAC meetings, Superintendents Parent Advisory Council, District PTA meetings were conducted. Schools send regular communications, newsletters,

virtual coffees, and PTA meetings. Stakeholder Surveys for parents/community, staff, and students were distributed in May and offered input on the remote learning program. All district translators were supplied with the appropriate technology and were trained on delivering services virtually. Procedures for arranging for translation or interpretation were digitized.

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