

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Gridley Unified School District

CDS Code: 04-75507-0000000

School Year: 2021-22

LEA contact information:

Jordan Reeves

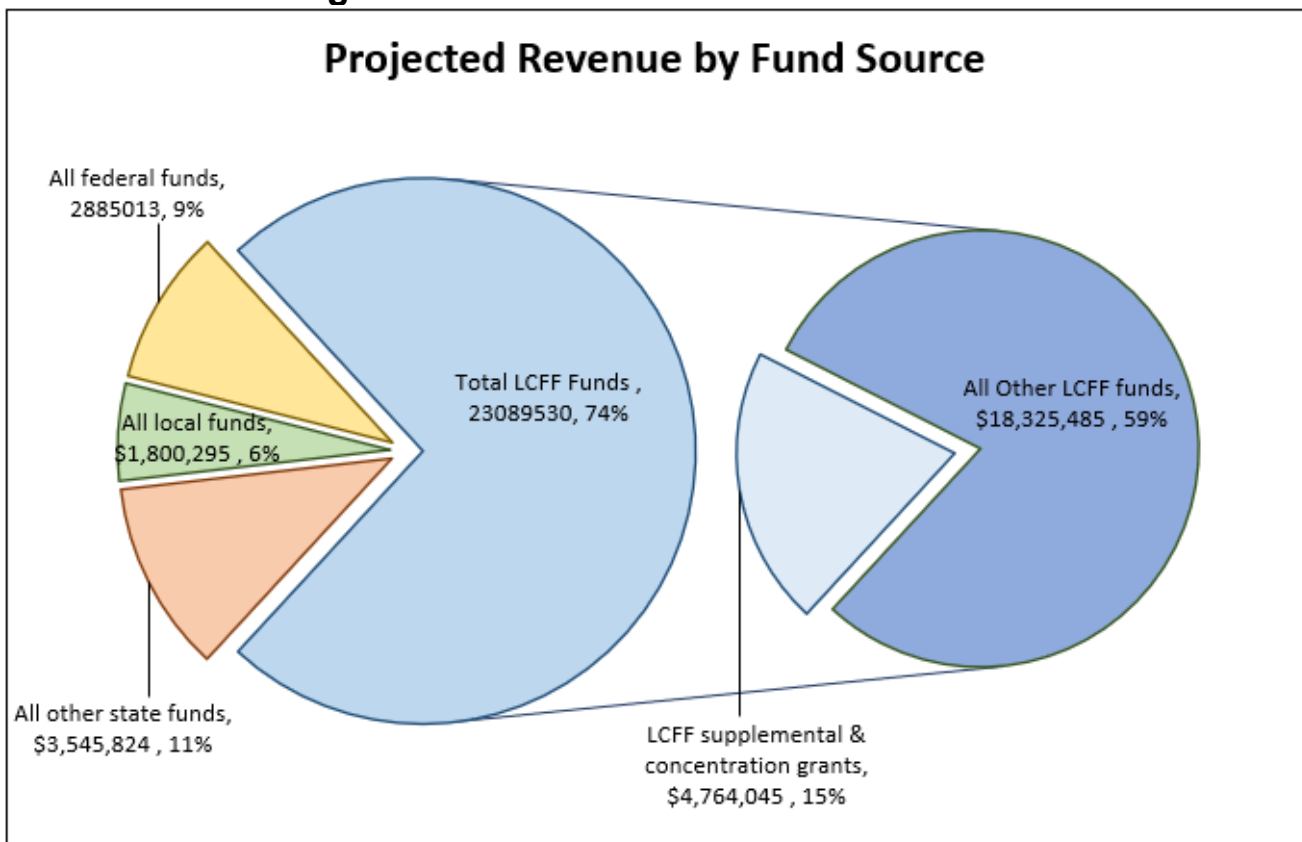
Superintendent

429 Magnolia Street, Gridley CA 95948

(530) 846 - 4721

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021-22 School Year

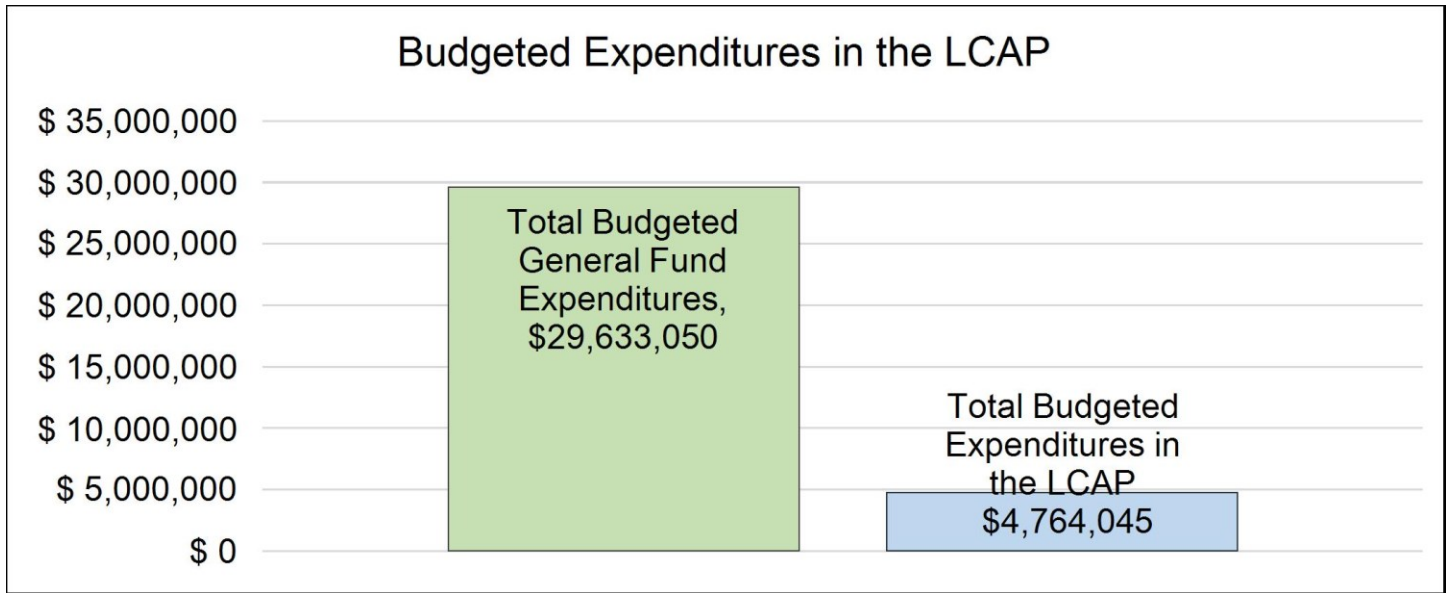


This chart shows the total general purpose revenue Gridley Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Gridley Unified School District is \$31,320,662, of which \$23,089,530 is Local Control Funding Formula (LCFF), \$3,545,824 is other state funds, \$1,800,295 is local funds, and \$2,885,013 is federal funds. Of the \$23,089,530 in LCFF Funds, \$4,764,045 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Gridley Unified School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Gridley Unified School District plans to spend \$29,633,050 for the 2021-22 school year. Of that amount, \$4,764,045 is tied to actions/services in the LCAP and \$24,869,005 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund expenditures not accounted for in the LCAP are those directed to the base programs at school sites, though some of those expenditures may also positively affect students in the unduplicated student count

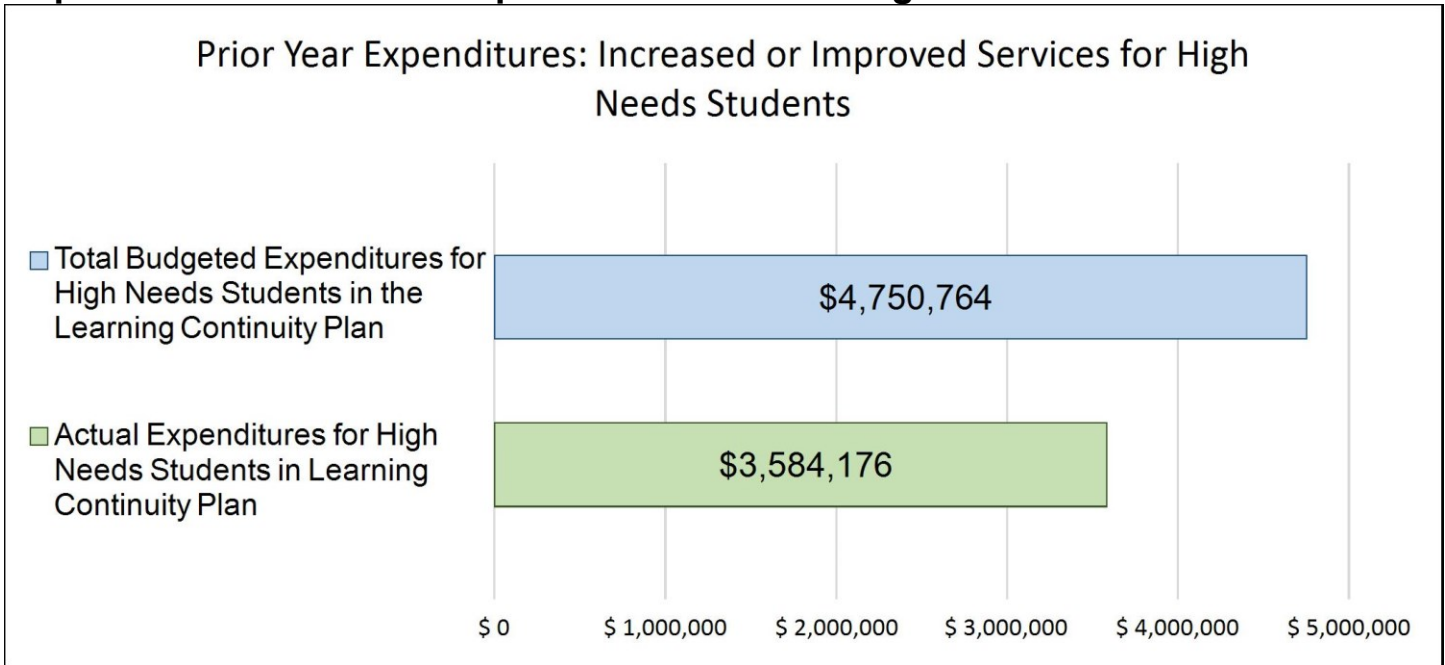
Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Gridley Unified School District is projecting it will receive \$4,764,045 based on the enrollment of foster youth, English learner, and low-income students. Gridley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Gridley Unified School District plans to spend \$4,764,045 towards meeting this requirement, as described in the LCAP.

In addition to the supplemental and concentration grant dollars, the district supports services for high needs students through Title I (low income and/or at-risk students such as foster and homeless youth or students at risk of failure) and Title III (English learners) funds as well as general fund expenditures. Some of these additional supports include additional instructional aides, intervention teachers, supplemental curricular materials for intervention and EL students, and support for class periods out of the general fund for classes specifically targeted for EL students which exceed the minimal levels of service required to ELs of unspecified amounts of dedicated time daily for designated English Language Development. In GUSD, students at Sycamore and GHS who are English learners are afforded the opportunity for 1-2 periods daily of designated EL supports.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Gridley Unified School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Gridley Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Gridley Unified School District's Learning Continuity Plan budgeted \$4,750,764 for planned actions to increase or improve services for high needs students. Gridley Unified School District actually spent \$3,584,176 for actions to increase or improve services for high needs students in 2020-21.

During the 2020-2021 school year, multiple unanticipated funding sources were made available through state and federal emergency relief grants. These funds tended to have shorter timelines for charging expenditures and so were tapped into first. Additionally, due to the COVID pandemic, a number of expenses that would normally take place such as travel to conferences, bringing in guest speakers or trainers, student field trips, and so forth were not permissible under COVID precautions, resulting in a substantial cost savings.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

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

LEA Name	Contact Name and Title	Email and Phone
Gridley Unified School District	Jordan Reeves Superintendent	jreeves@gusd.org (530) 846 - 4721

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

All students will have a safe and supportive school culture, climate, and learning environment that encourages physical, mental and emotional health.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Priority 1: Basic Facilities in Good Repair</p> <p>19-20 Facilities Inspection Tool (FIT) at all schools indicates "acceptable."</p> <p>Baseline Facilities Inspection Tool (FIT) at all schools indicates "acceptable."</p>	<p>All school sites were noted as "Good" overall condition, meeting this indicator.</p>
<p>Metric/Indicator Priority 5: Pupil Engagement Attendance Rate</p> <p>19-20 Maintain overall attendance percentage above 95% at all school sites.</p>	<p>Attendance at the end of month 6 (ending Feb 21, 2020) in the 2019-20 school year was at an average of 94% district-wide. This was the last full month of regular attendance calculation prior to the COVID outbreak and school closures. This goal was nearly met.</p>

Expected	Actual
<p>Baseline Attendance rate is 93% for the 2015-16 school year as measured at P2.</p>	
<p>Metric/Indicator Priority 5: Pupil Engagement Chronic Absenteeism Rate</p> <p>19-20 The number of students district-wide who are identified as Chronic Absentees will be at or below the state average (currently 9% for 17-18).</p> <p>Baseline The chronic absentee rate for the 2015-16 school year was 9.91% district wide.</p>	<p>Chronic Absenteeism was not officially calculated in 2019-20 due to COVID exemptions. The locally calculated rate, using the Aeries Analytics LCAP Dashboard tool was 3.9% overall.</p>
<p>Metric/Indicator Priority 6: School Climate Expulsion Rate</p> <p>19-20 Maintain Expulsion Rate below 1 percent.</p> <p>Baseline Expulsion Rate was less than 1 percent for the 2015-16 school year.</p>	<p>Expulsion rate was below 1 percent in the 2019-20 school year, meeting this goal.</p>
<p>Metric/Indicator Priority 6: School Climate Suspension Rate</p> <p>19-20 Maintain suspension rates in the "Green" or increase to "Blue" range as indicated on the Dashboard.</p> <p>Baseline McKinley: 0.5%</p>	<p>Suspension rates were not fully calculable in a comparable manner due to the COVID outbreak, but estimated suspension rate is 5.2% based on data published at ed-data.org for 2019-20 which pulls its information from the state's CALPADS system. This rate was comparable to the 5.1% reported in the 2018-19 year.</p>

Expected	Actual
<p>Wilson: 3.5% Sycamore 7% Gridley High School 6.3%. For the significant subgroup populations, suspension data was as follows: English Learners: 2.6% Socioeconomically Disadvantaged: 5.1% Hispanic: 3.5% White: 6.9%.</p>	
<p>Metric/Indicator Priority 6: School Climate CHKS Survey</p> <p>19-20 Improve performance data from the California Healthy Kids Survey (CHKS) as it relates to student and parent perceptions of safety and school connectedness, including bullying.</p> <p>Baseline The Safe School survey (CHKS) completed in February 2017 indicates that 71 percent of students feel safe and connected to school. The Secondary School Climate Index (SCI) improved from 346 in 2015 to 371. When compared to similar schools, Gridley ranks in the 98th percentile. There was also a noted decrease in the percentage of students who reported being harassed or bullied, from 45% down to 35%. At the Elementary school level, 87% of students reported they feel safe at school. 90 percent reported they feel proud to belong to their school</p> <p>Metric/Indicator Priority 8: Other Pupil Outcomes Physical Fitness</p>	<p>The CHKS survey was administered in the spring of 2019-20 prior to the COVID pandemic. CHKS survey results indicated that of students answering "most" or "all of the time", 67% of elementary students felt connected to school, 88% were academically motivated, 68% reported feeling safe at school, and 79% reported feeling proud to belong to the school. Secondary students (grades 7, 9, and 11) reported 66/51/44 percent connected, 72/60/54 motivation, 63/49/43 safe and pride is not assessed at this level. Some measures are no longer calculated by the CHKS and have been omitted. Reports of Bullying have been changed since the baseline, and elementary scores are now reported as presence of an antibullying climate (75% stated YES). At secondary levels, reports of having been harassed or bullied were 39/40/32. Overall though, school climate has declined in the district based on these results as school satisfaction and perceptions of safety have declined, and reports of bullying have increased.</p> <p>Metric not available for 19-20 due to COVID-related suspensions of the assessment. Last available data on fitness showed 76% passed at least 4 of 6 assessed standards, meeting this goal.</p>

Expected	Actual
<p>19-20 75% of students in grades 5, 7, and 9 will meet 4 of 6 standards of the Physical Fitness Test.</p> <p>Baseline In 2016-2017, 78.8% of students in grades 5, 7, and 9 met at least 4 of 6 standards of the Physical Fitness Test.</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Retain Bilingual (Spanish) Parent and Family Outreach Liaison to provide parent classes/outreach and manage attendance program districtwide, including SARB.</p>	<p>Bilingual (Spanish) Parent and Family Outreach Liaison 2000-3999: Classified Salaries and Benefits LCFF Supplemental and Concentration \$50,230</p> <p>Supplies for parent outreach and SARB 4000-4999: Books and Supplies LCFF Supplemental and Concentration \$1000</p> <p>Supplies for parent outreach 4000-4999: Books and Supplies Title I \$1000</p>	<p>Bilingual (Spanish) Parent and Family Outreach Liaison 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 38,852</p> <p>Supplies for parent outreach and SARB 4000-4999: Books and Supplies LCFF Supplemental and Concentration 578</p> <p>Supplies for parent outreach 4000-4999: Books and Supplies Title I 0</p>
<p>Provide staff training in meeting the needs of trauma sensitive students.</p>	<p>Ray Morgan Donation for Trauma Training 5000-5999: Services And Other Operating Expenditures Other \$5,000</p> <p>Classified Professional Development Grant - release time to attend trainings 2000-3999: Classified Salaries and Benefits Other \$15,000</p>	<p>Ray Morgan Donation for Trauma Training 5000-5999: Services and Other Operating Expenditures Other 0</p> <p>Classified Professional Development Grant - release time to attend trainings 2000-3999: Classified Salaries and Benefits Other 1,201</p> <p>Classified Professional Development Grant - release time to attend trainings 5000-5999:</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		Services and Other Operating Expenditures Other 3,709
Implement district-wide positive behavior supports for all students.	<p>Sycamore Supplies - PBIS 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$10,000</p> <p>Wilson Supplies - PBIS 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$10,000</p> <p>Alt Ed Supplies - PBIS 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$500</p>	<p>Sycamore Supplies - PBIS 4000-4999: Books and Supplies LCFF Supplemental and Concentration 7,678</p> <p>Wilson Supplies - PBIS 4000-4999: Books and Supplies LCFF Supplemental and Concentration 4,226</p> <p>Alt Ed Supplies - PBIS 4000-4999: Books and Supplies LCFF Supplemental and Concentration 1,485</p>
<p>All students will have access to physical and mental health counseling supports.</p> <p>Wilson Counseling 1.0 FTE McKinley Counseling 1.00 FTE Sycamore Counseling 1.0 FTE Alt Ed Counseling .50 FTE Districtwide Psychologist 1.0 FTE Districtwide Behaviorist 1.0 FTE</p>	<p>Counseling and Psychologist Staff 1000-1999, 3000-3999: Certificated Salaries and Benefits LCFF Supplemental and Concentration \$428,967</p> <p>Retain behavior specialist for districtwide service 2000-3999: Classified Salaries and Benefits LCFF Supplemental and Concentration \$88,237</p>	<p>Counseling and Psychologist Staff 1000-1999, 3000-3999: Certificated Salaries and Benefits LCFF Supplemental and Concentration 281,867</p> <p>Retain behavior specialist for districtwide service 5800: Professional/Consulting Services and Operating Expenditures LCFF Supplemental and Concentration 7,700</p>
All students will have access to health support services	<p>Four Health Aides 2000-3999: Classified Salaries and Benefits LCFF Supplemental and Concentration \$69,084</p> <p>Health Screening Equipment and Supplies 4000-4999: Books and Supplies LCFF Supplemental and Concentration \$10,000</p>	<p>Four Health Aides 2000-3999: Classified Salaries and Benefits LCFF Supplemental and Concentration 59,349</p> <p>Health Screening Equipment and Supplies 4000-4999: Books and Supplies LCFF Supplemental and Concentration 9,675</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Continue subscription for Attention 2 Attendance program to improve district-wide attendance rates and reduce chronic absentee rates.</p> <p>All sites will annually evaluate the condition of their facilities.</p>	<p>A2A Annual Subscription 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$19,300</p> <p>Not Applicable Not Applicable \$0</p>	<p>A2A Annual Subscription 5000-5999: Services and Other Operating Expenditures LCFF Supplemental and Concentration 19,300</p> <p>Complete Facilities Inspection Tool Reports. Not Applicable Not Applicable 0</p>
<p>Students in grades 5, 7, and 9 will participate in the Physical Fitness Test.</p>	<p>\$0</p>	<p>1.2 FTE PE Teachers at Elementary 1000-1999, 3000-3999: Certificated Salaries and Benefits LCFF Supplemental and Concentration 143,111</p>
<p>Maintain safety and security all all sites through hiring of campus-specific personnel appropriate to the needs of each campus such as crossing guards, high school campus supervisors, assistant principal position at elementary school, additional lunchtime supervision; installation of additional fencing, gates, and cameras at school sites to control unauthorized access and monitor access.</p>	<p>District-wide security needs - fencing, lock-blocks, gates, camera system installation 4000-4999: Books and Supplies LCFF Supplemental and Concentration \$75,000</p> <p>Wilson and Sycamore AP/TOSA Position, 0.75 FTE 1000-1999, 3000-3999: Certificated Salaries and Benefits LCFF Supplemental and Concentration \$94,202</p> <p>0.25 AP/TOSA for Wilson and Sycamore 1000-1999, 3000-3999: Certificated Salaries and Benefits LCFF Base \$34,115</p> <p>GHS Campus Supervisors - providing additional coverage on a large, open campus for student safety and security 2000-3999: Classified Salaries and Benefits LCFF Supplemental and Concentration \$136,261</p>	<p>District-wide security needs - fencing, lock-blocks, gates, camera system installation 4000-4999: Books and Supplies LCFF Supplemental and Concentration 1,558</p> <p>Wilson and Sycamore AP/TOSA Position, 0.75 FTE 1000-1999, 3000-3999: Certificated Salaries and Benefits LCFF Supplemental and Concentration 94,830</p> <p>0.25 AP/TOSA for Wilson and Sycamore 1000-1999, 3000-3999: Certificated Salaries and Benefits LCFF Base \$34,205</p> <p>GHS Campus Supervisors - providing additional coverage on a large, open campus for student safety and security. Added some time to Sycamore for supervision as well. 2000-2999: Classified Personnel Salaries LCFF</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>All parents will have access to parenting classes that support district initiatives.</p> <p>Provide training and collaboration opportunities for counseling staff in order to effectively support the socio-emotional needs of all students.</p>	<p>Wilson Campus Noon Duty Supervisors - Adding additional coverage before school in crosswalks and at lunch duty to ensure supervision and safety of students. 2000-3999: Classified Salaries and Benefits LCFF Supplemental and Concentration \$9,104</p> <p>Add additional serving line capacity to Sycamore cafeteria to reduce congestion and increase supervisory control of the cafeteria. 4000-4999: Books and Supplies LCFF Supplemental and Concentration \$20,000</p> <p>Parenting Classes Materials 4000-4999: Books and Supplies LCFF Supplemental and Concentration \$1,000</p> <p>Ray Morgan Donation for Trauma Training 5000-5999: Services And Other Operating Expenditures Other \$5,000</p> <p>MTSS/SUMS Grant at Sycamore 5000-5999: Services and Other Operating Expenditures Other \$2,500</p>	<p>Supplemental and Concentration 91,903</p> <p>Wilson Campus Noon Duty Supervisors - Adding additional coverage before school in crosswalks and at lunch duty to ensure supervision and safety of students. 2000-3999: Classified Salaries and Benefits LCFF Supplemental and Concentration 3,060</p> <p>Add additional serving line capacity to Sycamore cafeteria to reduce congestion and increase supervisory control of the cafeteria. 4000-4999: Books and Supplies LCFF Supplemental and Concentration 19,924</p> <p>Parenting Classes Materials 4000-4999: Books and Supplies LCFF Supplemental and Concentration 0</p> <p>Ray Morgan Donation for Trauma Training 5000-5999: Services and Other Operating Expenditures Other 0</p> <p>MTSS/SUMS Grant at Sycamore 5000-5999: Services and Other Operating Expenditures Other 4,730</p> <p>MTSS/SUMS Grant at Sycamore 1000-1999, 3000-3999: Certificated Salaries and Benefits Other 2,367</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		MTSS/SUMS Grant at Sycamore 4000-4999: Books and Supplies Other 3,194

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 year was especially unusual in that with school being shut down in March, a number of actions and services that were planned were not able to occur, in person trainings and associated travel did not happen, and even money normally allotted to cover individuals out sick were not spent. This led to a considerable cost savings to the district in several areas. Some planned projects took longer than anticipated, such as the camera installation project, and as such the funds, although budgeted, were not actually spent in the 2019-20 year and instead were spent in the 20-21 year to complete the project.

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

Aside from the school closures in the second half of the school year, some challenges faced in accomplishing this goal to the degree desired included some later-in-the-year hires that slowed progress due to the need to train individuals new to their positions and/or at times not being able to find qualified candidates to fill available positions, especially in the Classified positions. Another reported challenges from multiple sites was fatigue on the part of staff in areas like PBIS implementation. The work involved needs to occur after hours, or subs need to be brought in, and both of these are challenges as teachers don't want to be gone from their classrooms, and even if they are willing, substitutes are sometimes hard to find. By the end of the school day, there is limited time in which to collaborate and work on side projects such as PBIS planning and implementation.

Goal 2

All students will graduate from high school ready for college or career

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Priority 3: Parent Involvement Raise Parent Attendance at College & Career Nights</p> <p>19-20 Raise parent attendance at college and career nights and activities by 10% above previous year.</p> <p>Baseline Sign-in sheets from college and career activities indicate that 10% of parents attended an event on campus during the 2015-16 school year.</p>	<p>Parent attendance has been static at Cash for College, but remarked upon by Butte College staff as being among the highest they see compared to area schools. Actual attendance sheets from the 2019-20 Cash for College were not available.</p>
<p>Metric/Indicator Priority 4: Pupil Achievement SAT/ACT Participation</p> <p>19-20 Increase the number of students who take the SAT/ACT.</p> <p>Baseline</p>	<p>According to DataQuest, in 2018-19, 174 took the SAT or ACT and in 2019-20 only 77 tests were taken, due to the COVID pandemic. This represents success in the goal of increasing the number of students testing, accounting for the COVID disruption, given that Gridley enrollment has remained relatively static.</p>

Expected	Actual
<p>In the 2017-2018 school year, 123 students took the SAT and/or ACT test.</p>	
<p>Metric/Indicator Priority 4: Pupil Achievement AP Enrollment and Pass Rate</p> <p>19-20 Increase the number of students enrolled in AP courses and increase the AP assessment passing rate.</p> <p>Baseline AP test passing rates for 2014-15: 82 tests taken, 41% passed with a 3 or higher. 2015-16: 123 tests taken, 59% passed.</p>	<p>According to DataQuest, in 2018-19, 75 tests were taken and 43 passed for a 57% pass rate. A total of 99 students were enrolled in one or more AP classes. In 2019-20, 60 tests were taken and 47 were passed, a 78% rate. COVID was deemed to have had an effect on the number of students opting out of testing. A total of 77 students were enrolled in at least one AP class. The markedly higher pass rate may be indicative of the most dedicated (and likely to pass) students turning out for the test. This goal is deemed to not have been met, even using the 2018-19 data as the pass rate was lower than 15-16 and many fewer tests were taken.</p>
<p>Metric/Indicator Priority 4: Pupil Achievement College and Career Readiness</p> <p>19-20 Increase the percentage of students who are prepared for college and career as indicated on the California Dashboard.</p> <p>Baseline 32.7% of students were prepared for college and career on the Fall 2017 Dashboard.</p>	<p>In the last available official state data, the 2019 Dashboard, 43.4% of GUSD students were prepared, an increase of 2.4% over the 2018 Dashboard. This goal is deemed to have been met based on latest available state data. Data from the previous year were suspended under COVID.</p>
<p>Metric/Indicator Priority 4: Pupil Achievement Statewide Assessment Data</p> <p>19-20 Maintain 11th grade CAASPP scores above state average in ELA and Math.</p>	<p>CAASPP scores from the 2019 assessment showed 27.51% met or exceeded in ELA and 26.75% in math according to DataQuest. State pass rates were 57.27% and 32.24%. The baseline year for ELA was abnormally high, but even taking that into account, student performance at GHS has lagged. The goal of maintaining local scores at or above the state averages has not been met.</p>

Expected	Actual
<p>Baseline In the 2016-17 school year, 76% of 11th grade students met or exceeded standards in ELA and 42% met or exceeded standards in math. The state average for ELA was 62% and the average for math was 34%.</p>	
<p>Metric/Indicator Priority 4: Pupil Achievement A-G Completion</p> <p>19-20 48% of students will complete A-G requirements prior to graduation.</p> <p>Baseline For 2014-15 48 students (30%) completed all of the A- G course requirements.</p>	<p>Using the Aeries Analytics Dashboard, GHS students in 19-20 showed a 42.6% completion of A to G courses, numbering 58 students. In 2018-19 this was 34.4% and 52 students. Cohort data from ed-data.org showed 38.2% and 32.9% for each of the last 2 years. Although increased from baseline, insufficient progress was made to rate this goal as met.</p>
<p>Metric/Indicator Priority 5: Pupil Engagement Middle School Dropout Rate</p> <p>19-20 Middle School dropout rate will be 1.5% or below.</p> <p>Baseline Middle School dropout rate 15/16: 2%</p>	<p>CALPADS report 8.1b shows the middle school dropout rate in 2019-20 to have been 0%. The 2018-19 rate was under 1%, with a single dropout student.</p>
<p>Metric/Indicator Priority 5: Pupil Engagement High School Dropout Rate</p> <p>19-20 High School dropout rate will be 4.5% or below.</p> <p>Baseline High School dropout rate 15/16: 5%.</p>	<p>Ed-data.org Cohort dropout rate for 19-20 was 7.1% This appears to be a failure to meet goal, but when the baseline was first set, cohort information was not calculated the same. Cohort dropout rate in the district has been falling for each of the last four years that they have been calculated in this manner, down from 12.3% in 2016-17. Due to the changes in measures, this goal can only be deemed inconclusive.</p>

Expected	Actual
<p>Metric/Indicator Priority 5: Pupil Engagement Graduation Rate</p> <p>19-20 Maintain 91% or higher graduation rate.</p> <p>Baseline Graduation Rate for 2014- 15: 89.3% overall. For the designated subgroups the graduation rates were: Hispanic 87.7%, Disadvantaged 85.9%, English Learner 78.1%.</p>	<p>Ed-data.org District cohort graduation rates in 2019-20 were 89.9% overall, 89.2% for Hispanics, 90.4% for disadvantaged students, with 78.6% for English Learners. All of these show an increase over baseline data, but still fall below the target goal of an overall graduation rate of 91%, meaning that the goal was not met.</p>
<p>Metric/Indicator Priority 7: Course Access Students Eligible for Integrated Math in 9th Grade</p> <p>19-20 Increase the number of students enrolled in Integrated Math 1 or Integrated Math 2 in ninth grade.</p> <p>Baseline In 2016-17, 108 ninth grade students were enrolled in Integrated Math 1 or Integrated Math 2.</p>	<p>In 2019-20, 131 9th grades took either IM 1 or IM2. This was 67% of the freshman class. This was an increase over the baseline of 58.7% from 2016-17. This goal was successful.</p>
<p>Metric/Indicator Priority 7: Course Access Credit Deficiency</p> <p>19-20 28 or fewer GHS students will be 20 or more credits deficient.</p> <p>Baseline In 2014-15, 34 students were 20 or more credits deficient. In 2015-16, 28 students were 20 or more credits deficient.</p>	<p>In 2019-20 45 students were 20 or more credits deficient. This goal was not met.</p>

Expected	Actual
<p>Metric/Indicator Priority 8: Other Pupil Outcomes Career & Technical Education</p> <p>19-20 CTE Pathway completion will increase each year.</p> <p>Baseline CTE course completion will increase each year. As of the 2014-15 school year, 325 students were enrolled in a CTE course.</p>	<p>In 2019-20, 35 pathways were completed, another 37 showed concentrators, and a total of 447 students were enrolled in at least one CTE pathway class. This is an increase in students taking CTE classes. Compared to the previous year 2018-19 there were 25 completions and 108 concentrations with 449 separate students enrolled in at least one CTE pathway class. Overall, this pattern shows the goal of increasing pathway participation and completion to have been successful.</p>
<p>Metric/Indicator Priority 3: Parent Involvement Promote Parental Participation in programs for Unduplicated Pupils and Students with Exceptional Needs</p> <p>19-20 Hold at least one meeting or event per semester of the school year targeted toward parents of the unduplicated pupils or students with exceptional needs targeted toward College and Career Readiness.</p> <p>Baseline In the 2018-19 School Year there were no classes or meetings offered targeting the parents of unduplicated pupils or students with exceptional needs aside LCAP-related meetings in the spring.</p>	<p>Although work was done in the fall to identify and bring in out-of-district presenters for a parent education series, the COVID pandemic prevented this from taking place as planned for the spring. This goal was not met.</p>
<p>Metric/Indicator Priority 7: Course Access Programs and services for Unduplicated Pupils and Students with Exceptional Needs</p> <p>19-20 Increase participation of targeted student groups in CTE courses from baseline data for all three groups as measured by registration for enrollment in those courses.</p>	<p>Of the 449 students enrolled in pathway classes in 2019-20, four were English learners (less than 1%), 44 were students with disabilities (9.8%), and 441 were economically disadvantaged (98%).</p> <p>If redesignated English learners are included, the number of ELs or former ELs rises to 166 (37%). Moving forward, this will be deemed a more accurate measure as GHS has a relatively low EL percentage overall, with about 2.5-3% of the school designated as English Learners. Counting ELs and reclassified students together, this rises to 42%. In the general population, students with</p>

Expected	Actual
<p>Baseline In the 2018-19 School Year, of the students enrolled in CTE courses, less than 1% were English Learners, less than 4.6% were Students with Disabilities, and 69% were economically disadvantaged.</p>	<p>disabilities account for 10% of the overall students and 98% are economically disadvantaged.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Maintain support for CTE Health Sciences Pathway.</p>	<p>CTE Health Pathway (3 periods) 1000-1999, 3000-3999: Certificated Salaries and Benefits LCFF Supplemental and Concentration \$44,556</p> <p>CTE Health Pathway Materials and Supplies 4000-4999: Books and Supplies LCFF Supplemental and Concentration \$5,000</p>	<p>CTE Health Pathway (3 periods) 1000-1999, 3000-3999: Certificated Salaries and Benefits LCFF Supplemental and Concentration 45,051</p> <p>CTE Health books and HOSA conference 4000-4999: Books and Supplies LCFF Supplemental and Concentration 2,451</p>
<p>Provide for on-site college testing at minimal or no cost to students.</p>	<p>Provide for on-site college testing at minimal or no cost to students. 4000-4999: Books and Supplies LCFF Supplemental and Concentration \$20,000</p>	<p>Provide for on-site college testing at minimal or no cost to students. 4000-4999: Books and Supplies LCFF Supplemental and Concentration 6,247</p>
<p>Provide remedial literacy and math support classes at GHS and Sycamore, including through lower class sizes for Sycamore. Provide intervention teachers for Wilson and McKinley.</p>	<p>1.0 Math Intervention through Low Performing Student Block Grant. 1000-1999, 3000-3999: Certificated Salaries and Benefits Other \$75,000</p> <p>GHS After-School Academy 1000-1999, 3000-3999: Certificated Salaries and Benefits LCFF Supplemental and Concentration \$10,000</p>	<p>1.0 Math Intervention through Low Performing Student Block Grant. 1000-1999, 3000-3999: Certificated Salaries and Benefits Other 64,601</p> <p>Accounted for elsewhere under extra duty time. 0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>GHS Tutors 1000-1999, 3000-3999: Certificated Salaries and Benefits LCFF Supplemental and Concentration \$3773</p> <p>GHS Math Support (one period) 1000-1999, 3000-3999: Certificated Salaries and Benefits LCFF Supplemental and Concentration \$17,074</p>	<p>Accounted for under extra duty time elsewhere. 0</p> <p>GHS Math Support (one period) 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 17,120</p>
Support CTE Pathways sustainability.	<p>CTE Pathway Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$10,000</p> <p>CTE Equipment Repairs and Servicing 5000-5999: Services and Other Operating Expenditures LCFF Supplemental and Concentration \$6,000</p> <p>Travel to Competitions/Events 5000-5999: Services and Other Operating Expenditures LCFF Supplemental and Concentration \$20,000</p> <p>Add .36 FTE CTE Ag teacher for additional course offerings 1000-1999, 3000-3999: Certificated Salaries and Benefits LCFF Supplemental and Concentration \$48,385</p>	<p>CTE Pathway Supplies 4000-4999: Books and Supplies LCFF Supplemental and Concentration 2192</p> <p>CTE Equipment Repairs and Servicing 5000-5999: Services and Other Operating Expenditures LCFF Supplemental and Concentration 14,963</p> <p>Travel to Competitions/Events 5000-5999: Services and Other Operating Expenditures LCFF Supplemental and Concentration 1744</p> <p>Add .36 FTE CTE Ag teacher for additional course offerings 1000-1999, 3000-3999: Certificated Salaries and Benefits LCFF Supplemental and Concentration 46,051</p>
Implement career exploration and career counseling at Alt. Ed.	Field Trips, Speakers (Alt. Ed) 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$2,100	Field Trips, Speakers (Alt. Ed) 5000-5999: Services and Other Operating Expenditures LCFF Supplemental and Concentration 1604

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Professional Development for Staff - "Boot Camp" 1000-1999, 3000-3999: Certificated Salaries and Benefits LCFF Supplemental and Concentration \$2,415 Supplies for staff "Boot Camp" 4000-4999: Books and Supplies LCFF Supplemental and Concentration \$500	Professional Development for Staff - "Boot Camp" 5000-5999: Services and Other Operating Expenditures LCFF Supplemental and Concentration 3,187 Supplies for staff "Boot Camp" 4000-4999: Books and Supplies LCFF Supplemental and Concentration 137
Continue credit recovery options using Cyber High (GHS) and Odysseyware (Alt. Ed).	Odysseyware 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$20,000 Cyber High 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$8,500 0.5 FTE additional teacher for Esperanza to increase credit recovery capacity 1000-1999, 3000-3999: Certificated Salaries and Benefits LCFF Supplemental and Concentration \$47,641	Odysseyware 5000-5999: Services and Other Operating Expenditures LCFF Supplemental and Concentration 18,000 Cyber High 5000-5999: Services and Other Operating Expenditures LCFF Supplemental and Concentration 8,518 0.4 FTE at alt ed to increase credit recovery 1000-1999, 3000-3999: Certificated Salaries and Benefits LCFF Supplemental and Concentration 36,420
Continue implementation of AVID at Sycamore.	AVID membership 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$4,000 AVID supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$2,000 AVID Travel and Professional Development 5000-5999: Services and Other Operating Expenditures LCFF Supplemental and Concentration \$4,000	AVID membership 5000-5999: Services and Other Operating Expenditures LCFF Supplemental and Concentration 3,999 AVID supplies 4000-4999: Books and Supplies LCFF Supplemental and Concentration 202 AVID Travel and Professional Development 5000-5999: Services and Other Operating Expenditures LCFF Supplemental and Concentration 4,850

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide college and career information nights.	Supplies for College and Career 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$1,000	AVID Teacher 0.16 FTE 1000- 1999, 3000-3999: Certificated Salaries and Benefits LCFF Supplemental and Concentration 19,011 Supplies for College and Career 4000-4999: Books and Supplies LCFF Supplemental and Concentration 0
Provide additional AP courses for students.	1 period AP History 1000-1999, 3000-3999: Certificated Salaries and Benefits LCFF Supplemental and Concentration \$21,442 1 period AP Geography 1000- 1999, 3000-3999: Certificated Salaries and Benefits LCFF Supplemental and Concentration \$18,598 1 period AP English 1000-1999, 3000-3999: Certificated Salaries and Benefits LCFF Supplemental and Concentration \$17,970	1 period AP History 1000-1999, 3000-3999: Certificated Salaries and Benefits LCFF Supplemental and Concentration 21,502 1 period AP Geography 1000- 1999, 3000-3999: Certificated Salaries and Benefits LCFF Supplemental and Concentration 18,648 1 period AP English Lit 1000- 1999, 3000-3999: Certificated Salaries and Benefits LCFF Supplemental and Concentration 17,900 1 period AP English Lang 1000- 1999, 3000-3999: Certificated Salaries and Benefits LCFF Supplemental and Concentration 16,805 1 period Honors English 1000- 1999, 3000-3999: Certificated Salaries and Benefits LCFF Supplemental and Concentration 14,718

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide a year-long geography course for all 9th grade students.	Accounted for in Goal 3 as one of the core program teachers. Not Applicable Not Applicable \$0	Accounted for in Goal 3 as one of the core program teachers. Not Applicable Not Applicable 0
Provide an additional Spanish teacher.	Additional Spanish Teacher 1000-1999, 3000-3999: Certificated Salaries and Benefits LCFF Supplemental and Concentration \$74,991	Additional Spanish Teacher 1000-1999, 3000-3999: Certificated Salaries and Benefits LCFF Supplemental and Concentration 75,322
Support two periods of Spanish 1 - one for native speakers and one for all students.	Purchase Texts for new Spanish 1 classes 4000-4999: Books and Supplies Lottery \$15,000	Purchase Texts for new Spanish 1 classes 4000-4999: Books and Supplies Lottery 10,628

Goal Analysis

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

In this goal area, an example of how funds not otherwise expended were used to support students and families was through adding additional LCAP-funded honors and AP sections to the GHS schedule. As often lower enrollment courses, the LCAP provides a means to fiscally support low enrollment but important classes that provide students the opportunities they need to excel. Aside even from advanced classes, the district uses this strategy often to get a net result of lower class sizes for students to increase their contact time with the teacher in smaller environments. As the year closed and the district realized further cost savings through not having to pay some overhead costs or costs for substitutes, dollars were freed to begin purchasing materials for the coming school year in preparation to return as well, although this ended up occurring in the 20-21 fiscal year most often and so is not represented in this LCAP update.

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

Finding qualified teachers for Career and Technical Education programs aside from those in the Ag industry is a challenge. For too long, California was in CTE decline, and the state is still suffering from a shortage of individuals with the credentials to teach in an approved CTE pathway. To make entering this field more attractive, GUSD has worked to secure extra grant funding and committed resources from its LCAP funding to promote and support its CTE programs and make them an enticing place to work. Like in CTE programs, attracting quality teachers in science or math is also at times difficult, especially in a small rural community, which makes supporting the recognized needs of the district in this area a slow process at times.

Goal 3

All students will achieve proficiency in core subject areas as measured by State and Local Assessment Data

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 3: Parental Involvement (Engagement)
 - Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Priority 1: Basic Appropriate Teacher Assignment</p> <p>19-20 100% of teachers are fully and appropriately credentialed.</p> <p>Baseline 100% of teachers are fully and appropriately credentialed.</p>	<p>Maintained 100% assignment of credentialed teachers in classes.</p>
<p>Metric/Indicator Priority 1: Basic Sufficient Instructional Materials</p> <p>19-20 All students have access to CCSS aligned instructional materials in English Language Arts/ELD and Mathematics as measured by Williams requirements.</p>	<p>No Williams Act complaints were filed, and surveys of site supplies in September/October showed sufficiency of materials in all core subjects for the number of students registered at district schools, attested to in the October board resolution to that effect.</p>

Expected	Actual
<p>Baseline All students have access to CCSS aligned instructional materials in English Language Arts/ELD and Mathematics as measured by Williams requirements.</p>	
<p>Metric/Indicator Priority 2: Implementation of State Standards</p> <p>19-20 Increase the implementation of state standards in ELA, Mathematics, Science and Social Studies based on staff reflection of the standards implementation matrix.</p> <p>Baseline Survey data collected during the 2016-17 school year indicate that teachers rated themselves in the "Developing Awareness" category on the standards implementation matrix for ELA, and in the "Initial Awareness" category in Mathematics.</p>	<p>The data collected in the spring 2020 CCSS Implementation Survey of staff showed staff rated themselves most often as being on average in the "Full Implementation" level for ELA and math both (average of 3.93 and 3.74), while science was most commonly rated as at "Initial Implementation" with an average score of 2.68. Social studies was most commonly rated as only at the were at "Exploration" phase, while the numeric average score was 2.6. This shows perception of growth in all of the subjects among the surveyed staff members. Staff members were most comfortable with ELA and math, while science and social studies continue to show more mixed results.</p>
<p>Metric/Indicator Priority 3: Parental Involvement</p> <p>19-20 Increase or maintain opportunities for parent involvement and stakeholder engagement.</p> <p>Baseline Sign-in sheets from school and district parent involvement activities indicate that efforts are made to involve parents but parent turnout is inconsistent.</p>	<p>Parental activities slated for the 19-20 year were targeted for Spring such as Parent Institute for Quality Education, and were not able to be implemented due to the beginning of the COVID pandemic. Parent turnout for other involvement activities continues to lag behind expectations (e.g. ELAC and DELAC).</p>
<p>Metric/Indicator Priority 4: Pupil Achievement Language Proficiency</p> <p>19-20 Decrease the number of students district-wide who are identified as Long Term English Learners (LTELs) to below the state average (currently at 11.7% for 18-19).</p>	<p>In the 2019-20 DataQuest report for GUSD, 7.7% of English learners were identified as LTEL versus 14.5% at the county and 17.7% at the state level.</p>

Expected	Actual
<p>Baseline In 2015-2016, 6.2% of GUSD students were classified as Long Term English Learners (LTELs). The state average was 10.1%.</p>	
<p>Metric/Indicator Priority 4: Pupil Achievement Language Proficiency</p> <p>19-20 The percentage of students who grow by one level as measured by the ELPAC will increase by 5% over the previous year. 2018-19 was baseline year of new summative ELPAC.</p> <p>Baseline In 2015-16, 70.5% of English Learners moved towards proficiency in English, as measured by moving up one level on the CELDT or being reclassified.</p>	<p>There was no ELPAC for 2019-20, but 57.2% made progress on the ELPAC based on the 2019 Dashboard, putting GUSD into the "High" category. This was the first year that EL Progress could be noted since the ELP indicator was not available for the assessment in the 2019 Dashboard.</p>
<p>Metric/Indicator Priority 4: Pupil Achievement Language Proficiency</p> <p>19-20 The percentage of students who are reclassified will increase by 5% over the previous year. Reclassification rate for 18/19 was over 25%</p> <p>Baseline In 2015-16, 70.5% of English Learners moved towards proficiency in English, as measured by moving up one level on the CELDT or being reclassified.</p>	<p>DataQuest shows the reclassification rate in 2019-20 as having been 16.1%. The previous year the reported reclassification rate in DataQuest was 13.5% and the year prior to that was 27.7%. The goal to improve the reclassification rate by 5% per over the previous year was technically met, although the rate in both of the last two years fell behind the marked rise in the earliest year. That year was anomalous as the year prior to that (16-7) the rate was 12.0% and the year prior was only 6.5%. That spike was attributed by EL services staff to have been an improvement in tracking of EL students within the district which resulted in an anomalous year with close to 30% reclassification. The overall trend, though, shows improvements in the reclassification rate of the district over the past 5-6 years.</p>
<p>Metric/Indicator Priority 4: Pupil Achievement District Benchmarks</p>	<p>Original metric not available for 19-20 as schools were closed by COVID prior to delivering end of year benchmarks.</p>

Expected	Actual
<p>19-20 Increase the percentage of first-grade students reading at grade level as measured by district benchmark assessments (BPST and Running Records). Was at 80% for 2018-19.</p> <p>Baseline Multiple Measures (BPST, Running Records) indicated that 87% of first-grade students were proficient in reading at the end of the 2015/16 school year.</p>	
<p>Metric/Indicator Priority 4: Pupil Achievement CAASPP</p> <p>19-20 The average distance from level 3 in ELA for students in grades 3-5 will be no more than 5 points below level 3.</p> <p>Baseline In 2015-2016, the status for students in grades 3-5 was 3.7 points above level 3 in ELA.</p>	<p>Original metric not available as CAASPP was canceled due to COVID. Replacement local measure of I-Ready reading diagnostic from end of year 19-20 taken by students in grades 3-5 showed 58% of grade 3, 37% of grade 4, and 32% of grade 5 students reading at or above grade level. Students slightly below level were 23% of grade 3, 45% of grade 4, and 40% of grade 5. I-Ready does not computer a comparable "distance from standard" measure like the CAASPP does.</p>
<p>Metric/Indicator Priority 4: Pupil Achievement CAASPP</p> <p>19-20 The average distance from level 3 in Math for students in grades 3-5 will be no more than 18 points below level 3</p> <p>Baseline In 2015-2016, the status for students in grades 3-5 was 14.4 points below level 3 in Math.</p>	<p>Original metric not available as CAASPP was canceled due to COVID. Replacement local measure of I-Ready math diagnostic from end of year 19-20 taken by students in grades 3-5 showed 27% of grade 3, 35% of grade 4, and 46% of grade 5 students at or above grade level in math. Students slightly below level were 59% of grade 3, 48% of grade 4, and 36% of grade 5. I-Ready does not computer a comparable "distance from standard" measure like the CAASPP does.</p>
<p>Metric/Indicator Priority 4: Pupil Achievement CAASPP</p>	<p>Original metric not available as CAASPP was canceled due to COVID. No comparable local metric was available for 19-20 data in this grade range in the district for ELA. The 18-19 CAASPP</p>

Expected	Actual
<p>19-20 The average distance from level 3 in ELA for students in grades 6-8 will be no more than 10 points below level 3.</p> <p>Baseline In 2015-2016, the status for students in grades 6-8 was 20.2 points below level 3 in ELA.</p> <p>Metric/Indicator Priority 4: Pupil Achievement CAASPP</p> <p>19-20 The average distance from level 3 in Math for students in grades 6-8 will be no more than 60 points below level 3.</p> <p>Baseline In 2015-2016, the status for students in grades 6-8 was 58.5 points below level 3 in Math.</p>	<p>results for CAASPP showed 2.8 points below standard, which was an increase of 9.1 points above the previous year. Compared to the baseline score of the LCAP cycle, the goal was met.</p> <p>Original metric not available as CAASPP was canceled due to COVID. No comparable local metric was available for 19-20 data in this grade range in the district for math. The 18-19 CAASPP results for CAASPP showed 45.2 points below standard, which was an increase of 9.5 points above the previous year. Compared to the baseline score of the LCAP cycle, the goal was met.</p>
<p>Metric/Indicator Priority 2: Implementation of State Standards Programs and Services enabling English Learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.</p> <p>19-20 English Learner students will maintain or increase the percent of students scoring a level 4 on the ELPAC Summative.</p> <p>Baseline In the 2018 administration of the ELPAC Summative in which a level 4 achievement is considered a likely predictor of student likelihood of achieving Met or Exceeds standard on CAASPP ELA, 31% of EL students scored a 4.</p>	<p>Completed, valid, and consistent ELPAC scoring was not available for the 2019-20 year. Prior to the COVID closures, only students at Wilson school completed their ELPAC testing in total. At Wilson, 125 students took the ELPAC summative for 2019-20 and 9 scored a 4, which is a 7% rate. This belies the trend that most students in GUSD reclassify once they reach Sycamore and not before. Not enough data are therefore available to make a valid conclusion about ELPAC pass rates in 19-20.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Textbook purchases for Anatomy/Physiology at GHS	Update Anatomy and Physiology textbooks 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$38,400	Update Anatomy and Physiology textbooks; supplies 4000-4999: Books and Supplies LCFF Supplemental and Concentration 10,909
Identify essential standards and common assessments through district-wide collaboration.	<p>Subs for Districtwide Teacher Release or Training Days 1000-1999, 3000-3999: Certificated Salaries and Benefits LCFF Supplemental and Concentration \$10,948</p> <p>Refreshments/Supplies for Districtwide Teacher Release Days and trainings 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$4,000</p>	<p>Subs for Districtwide Teacher Release or Training Days, plus sick time attributable to LCAP-funded teachers. 1000-1999, 3000-3999: Certificated Salaries and Benefits LCFF Supplemental and Concentration 17,561</p> <p>Refreshments/Supplies for Districtwide Teacher Release Days and trainings, including Systematic Supervision materials 4000-4999: Books and Supplies LCFF Supplemental and Concentration 1407</p>
Maintain class size in grades K-3 at 24:1.	Two Extra Teaching Positions 1000-1999, 3000-3999: Certificated Salaries and Benefits LCFF Supplemental and Concentration \$119,180	1.0 FTE Wilson and 0.5 FTE McKinley extra teachers 1000-1999, 3000-3999: Certificated Salaries and Benefits LCFF Supplemental and Concentration 134,040
Provide instructional aide support to K-3 classrooms.	<p>Wilson Instructional Aides 2000-3999: Classified Salaries and Benefits LCFF Supplemental and Concentration \$168,193</p> <p>McKinley Instructional Aides 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$191,887</p>	<p>Wilson Instructional Aides 2000-3999: Classified Salaries and Benefits LCFF Supplemental and Concentration 139,665</p> <p>McKinley Instructional Aides 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 197,865</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Continue to train all teachers and implement a CCSS aligned ELA/ELD curriculum in every district classroom K-12.</p>	<p>Total cost of teacher subs for release days and extra duty hours. 1000-1999, 3000-3999: Certificated Salaries and Benefits LCFF Supplemental and Concentration \$189,740</p> <p>Professional Development and Travel - District 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$15,000</p> <p>Professional Development and Travel - McKinley 5000-5999: Services and Other Operating Expenditures LCFF Supplemental and Concentration \$5,000</p> <p>Professional Development and Travel - Wilson 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$2,600</p> <p>Professional Development and Travel - Sycamore 5000-5999: Services and Other Operating Expenditures LCFF Supplemental and Concentration \$2,000</p> <p>Professional Development and Travel - GHS 5000-5999: Services and Other Operating Expenditures LCFF Supplemental and Concentration \$20,000</p> <p>Professional Development and Travel - Alt Ed. 5000-5999: Services and Other Operating Expenditures LCFF Supplemental and Concentration \$4,000</p>	<p>Broken out into other areas Not Applicable Not Applicable 0</p> <p>Professional Development and Travel - District 5000-5999: Services and Other Operating Expenditures LCFF Supplemental and Concentration 7,943</p> <p>Professional Development and Travel - McKinley 5000-5999: Services and Other Operating Expenditures LCFF Supplemental and Concentration 1,510</p> <p>Professional Development and Travel - Wilson 5000-5999: Services and Other Operating Expenditures LCFF Supplemental and Concentration 2,033</p> <p>Professional Development and Travel - Sycamore 5000-5999: Services and Other Operating Expenditures LCFF Supplemental and Concentration 8,427</p> <p>Professional Development and Travel - GHS 5000-5999: Services and Other Operating Expenditures LCFF Supplemental and Concentration 3,718</p> <p>Professional Development and Travel - Alt Ed. 5000-5999: Services and Other Operating Expenditures LCFF Supplemental and Concentration 1,078</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Utilize a district-wide CCSS benchmarking assessment in ELA and Math and provide an online intervention system.</p> <p>Provide Library/Media Services and Technical support at sites.</p>	<p>IXL Subscription for 1-12 ELA and Math, 6-12 ELA 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$20,000</p> <p>K-12 Subscription to Illuminate for benchmarking and common assessment storage 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$12,500</p> <p>Two support technicians 2000-3999: Classified Salaries and Benefits LCFF Supplemental and Concentration \$145,085</p> <p>GHS Media/Library Clerk 2000-3999: Classified Salaries and Benefits LCFF Supplemental and Concentration \$40,272</p> <p>Sycamore Media/Library Clerk 2000-3999: Classified Salaries and Benefits LCFF Supplemental and Concentration \$19,680</p> <p>Wilson Media Library/Clerk 2000-3999: Classified Salaries and Benefits LCFF Supplemental and Concentration \$40,324</p>	<p>IXL Subscription for 1-12 ELA and Math, 6-12 ELA 5700-5799: Transfers of Direct Costs LCFF Supplemental and Concentration 22,795</p> <p>K-12 Subscription to Illuminate for benchmarking and common assessment storage 5000-5999: Services and Other Operating Expenditures LCFF Supplemental and Concentration 12,498</p> <p>Two support technicians 2000-3999: Classified Salaries and Benefits LCFF Supplemental and Concentration 145,135</p> <p>GHS Media/Library Clerk 2000-3999: Classified Salaries and Benefits LCFF Supplemental and Concentration 46,964</p> <p>Sycamore Media/Library Clerk 2000-3999: Classified Salaries and Benefits LCFF Supplemental and Concentration 20,295</p> <p>Wilson Media Library/Clerk 2000-3999: Classified Salaries and Benefits LCFF Supplemental and Concentration 39,703</p>
<p>Provide district coordination for a consistent, Common Core aligned instructional program and support for Technology Integration. 1 District level TOSA. 1 District level Special Projects/Curriculum Coordinator.</p>	<p>Special Projects and Curriculum Coordinator 1000-1999, 3000-3999: Certificated Salaries and Benefits LCFF Supplemental and Concentration \$133,975</p> <p>1.0 FTE District TOSA (Instructional Coach) 1000-1999, 3000-3999: Certificated Salaries</p>	<p>Special Projects and Curriculum Coordinator 1000-1999, 3000-3999: Certificated Salaries and Benefits LCFF Supplemental and Concentration 134,130</p> <p>1.0 FTE District TOSA (Instructional Coach) 1000-1999, 3000-3999: Certificated Salaries</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>and Benefits LCFF Supplemental and Concentration \$120,220</p> <p>Overtime/Extra Duty for District Technology Classified 2000-3999: Classified Salaries and Benefits LCFF Supplemental and Concentration \$,3294</p>	<p>and Benefits LCFF Supplemental and Concentration 121,111</p> <p>Overtime/Extra Duty for District Technology Classified 2000-3999: Classified Salaries and Benefits LCFF Supplemental and Concentration 14,303</p>
<p>Ensure student access to emerging technologies.</p>	<p>Chromebook Refresh/Replacement 4000-4999: Books and Supplies LCFF Supplemental and Concentration \$150,000</p> <p>PC Refresh/Replacement 4000-4999: Books and Supplies LCFF Supplemental and Concentration \$100,000</p> <p>Districtwide technology supply purchases 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$80,000</p> <p>Wilson Technology (software) 5000-5999: Services and Other Operating Expenditures LCFF Supplemental and Concentration \$29,000</p> <p>GHS Technology (software) 5000-5999: Services and Other Operating Expenditures LCFF Supplemental and Concentration \$16,319</p> <p>Districtwide software contracts 5000-5999: Services and Other Operating Expenditures LCFF Supplemental and Concentration \$170,000</p>	<p>Chromebook Refresh/Replacement 4000-4999: Books and Supplies LCFF Supplemental and Concentration 23,019</p> <p>PC Refresh/Replacement SSDs 4000-4999: Books and Supplies LCFF Supplemental and Concentration 18,461</p> <p>Districtwide technology supply purchases 4000-4999: Books and Supplies LCFF Supplemental and Concentration 17,006</p> <p>Wilson Technology (software) 5000-5999: Services and Other Operating Expenditures LCFF Supplemental and Concentration 32,801</p> <p>GHS Technology (software) 5000-5999: Services and Other Operating Expenditures LCFF Supplemental and Concentration 15,279</p> <p>Districtwide software contracts 5000-5999: Services and Other Operating Expenditures LCFF Supplemental and Concentration 17,743</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Provide enrichment opportunities for all students across all grade levels in a broad range of subjects</p>	<p>Music Program 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$20,000</p> <p>Sycamore Enrichment - supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$6,982</p> <p>McKinley Enrichment - supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$10,000</p> <p>Wilson Enrichment - library books and class supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$22,454</p> <p>Wilson Performances 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$8,000</p> <p>Release time (subs) for field trips, clubs, and faculty extra duty supporting student enrichment. 1000-1999, 3000-3999: Certificated Salaries and Benefits LCFF Supplemental and Concentration \$95,410</p>	<p>Server Replacement 6000-6999: Capital Outlay LCFF Supplemental and Concentration 13,204</p> <p>Music Program 4000-4999: Books and Supplies LCFF Supplemental and Concentration 17,896</p> <p>Sycamore Enrichment - supplies 4000-4999: Books and Supplies LCFF Supplemental and Concentration 15,181</p> <p>McKinley Enrichment - supplies 4000-4999: Books and Supplies LCFF Supplemental and Concentration 10,375</p> <p>Wilson Enrichment - library books and class supplies 4000-4999: Books and Supplies LCFF Supplemental and Concentration \$10,391</p> <p>Wilson Performances 5000-5999: Services and Other Operating Expenditures LCFF Supplemental and Concentration 3,700</p> <p>Release time (subs) for field trips, clubs, and faculty extra duty supporting student enrichment. 1000-1999, 3000-3999: Certificated Salaries and Benefits LCFF Supplemental and Concentration 41,057</p> <p>Guest speaker, GHS 5800: Professional/Consulting Services and Operating Expenditures LCFF</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		Supplemental and Concentration 3000
Support Leadership Teams (PLC) at all school sites by funding Leadership Team positions for each site and provide professional development (PD and release time moved).	Leadership stipends 1000-1999, 3000-3999: Certificated Salaries and Benefits LCFF Supplemental and Concentration \$34,420	Leadership stipends 1000-1999, 3000-3999: Certificated Salaries and Benefits LCFF Supplemental and Concentration 34,487
Provide Intervention support.	<p>Wilson Academic Support Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$10,000</p> <p>Wilson Intervention Teachers 1000-1999, 3000-3999: Certificated Salaries and Benefits LCFF Supplemental and Concentration \$88,080</p> <p>McKinley Intervention Teachers 1000-1999, 3000-3999: Certificated Salaries and Benefits LCFF Supplemental and Concentration \$78,647</p> <p>Sycamore Intervention Teachers 1000-1999, 3000-3999: Certificated Salaries and Benefits LCFF Supplemental and Concentration \$210,583</p> <p>Title I Intervention Staff (teachers) 1000-1999, 3000-3999: Certificated Salaries and Benefits Title I \$418,088</p> <p>Title I Intervention Staff (classified) 2000-3999: Classified Salaries and Benefits Title I \$24,420</p>	<p>Wilson Academic Support Supplies 4000-4999: Books and Supplies LCFF Supplemental and Concentration 8459.81</p> <p>0.66 FTE Wilson Intervention Teachers 1000-1999, 3000-3999: Certificated Salaries and Benefits LCFF Supplemental and Concentration 88,332</p> <p>McKinley Intervention Teachers 1000-1999, 3000-3999: Certificated Salaries and Benefits LCFF Supplemental and Concentration 80,203</p> <p>2.2 FTE Sycamore Intervention Teachers 1000-1999, 3000-3999: Certificated Salaries and Benefits LCFF Supplemental and Concentration 227,891</p> <p>Title I Intervention Staff (teachers) 1000-1999, 3000-3999: Certificated Salaries and Benefits Title I 459,883</p> <p>Title I Intervention Staff (classified) 2000-3999: Classified Salaries and Benefits Title I 17,223</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Attract and retain high-quality teachers to the core program.	Core Program Teaching Staff 1000-1999, 3000-3999: Certificated Salaries and Benefits LCFF Base 7,663,979 CTE Agriculture Teachers - GHS 1000-1999, 3000-3999: Certificated Salaries and Benefits Lottery \$294,429 Prop 30/Ed Protection Account Funded Core Program Teaching Staff 1000-1999, 3000-3999: Certificated Salaries and Benefits Other \$3,054,915	Core Program Teaching Staff 1000-1999: Certificated Personnel Salaries LCFF Base 8,653,361 CTE Agriculture Teachers - GHS 1000-1999, 3000-3999: Certificated Salaries and Benefits Lottery 293,777 Prop 30/Ed Protection Account Funded Core Program Teaching Staff 1000-1999, 3000-3999: Certificated Salaries and Benefits Other 3,245,555
Monitor appropriate credentialing and assignments for all teachers.	Monitor appropriate credentialing and assignments for all teachers. Not Applicable Not Applicable \$0	Monitor appropriate credentialing and assignments for all teachers. Not Applicable Not Applicable 0
Continue implementation and support of NGSS at all sites through professional development and curricular support.	Curricular Support for NGSS Adoption and Supplies 4000-4999: Books and Supplies LCFF Supplemental and Concentration \$131,044	Curricular Support for NGSS Adoption and Supplies 4000-4999: Books and Supplies LCFF Supplemental and Concentration 11,228
Monitor progress of English Learners and Reclassified students biannually.	Monitor progress of English Learners and Reclassified students biannually. Not Applicable Not Applicable \$0	Monitor progress of English Learners and Reclassified students biannually. Not Applicable Not Applicable 0
Provide opportunities for parent participation at all sites through involvement in School Site Council, LCAP Advisory, ELAC/DELAC, and site parent meetings.	EL Parent and Family Engagement Activities 4000-4999: Books And Supplies Title III \$800 Title I Parent and Family Engagement Activities 4000-4999: Books And Supplies Title I \$5,335	EL Parent and Family Engagement Activities 4000-4999: Books and Supplies Title III 96 Title I Parent and Family Engagement Activities 4000-4999: Books and Supplies Title I 163
Purchase supplemental materials for English Learners	Supplemental materials for English Learners 4000-4999:	Supplemental materials for English Learners 4000-4999: Books and Supplies Title III 4,205

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Books And Supplies Title III \$21,500	
Train staff on ELA/ELD frameworks to fully implement Designated and Integrated ELD instruction.	Professional Development 5000-5999: Services And Other Operating Expenditures Title III \$5,870 Teacher Release Time for Professional Development 1000-1999: Certificated Personnel Salaries Title III \$2,000	Professional Development 5000-5999: Services and Other Operating Expenditures Title III 0 Teacher Release Time for Professional Development 1000-1999: Certificated Personnel Salaries Title III 0
Specified ELD instruction for LTELs and staff training in grades 6-12.	Sycamore Staffing 1000-1999, 3000-3999: Certificated Salaries and Benefits LCFF Supplemental and Concentration \$48,681 Staff Training 5000-5999: Services And Other Operating Expenditures Title III \$5,000 Subs for staff training 1000-1999, 3000-3999: Certificated Salaries and Benefits Title III \$2,000	0.4 FTE Sycamore Staffing for ELD 1000-1999, 3000-3999: Certificated Salaries and Benefits LCFF Supplemental and Concentration 48,819 Staff Training 5000-5999: Services and Other Operating Expenditures Title III 8,163 Subs for staff training 1000-1999, 3000-3999: Certificated Salaries and Benefits Title III 0

Goal Analysis

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

In some instances, funds that were committed and not spent (such as for the science adoption goal in this area) were essentially saved to be spent on the adoption later. For instance, a science adoption was ultimately completed for Sycamore Middle School in the 2020-21 school year - a process that was interrupted by the school shutdowns as it neared completion in the spring of 2020. In other instances, saving realized when schools shut down were repurposed to increase take-home materials for students and make to start putting together the materials that teachers would need to teach from home (such as web cams). Although the process of beginning to acquire some of these materials began during the later spring of 2020, the actual expenditures won't show on the LCAP update as they occurred in the new fiscal year. In some other instances, payments that did go out of the LCAP budget were later reversed as COVID relief dollars became available that had to be spent in a short time frame, but could be spent retroactively back to the beginning of the pandemic. This shuffling of money permitted the district to be in a position to put in motion some otherwise cost-prohibitive actions in the 20-21 school year to better serve district families, such as purchase of hotspots, improvements to the district Wi-Fi network, and purchase of new Chromebooks with increase capabilities for the youngest learners at McKinley who might not know how to type yet, but can certainly use a touch screen version.

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

The goal of moving ahead on PLC work and aligning common assessments was halted in spring as the pandemic emerged. Given that this condition continued through the 20-21 school year, this is a goal that will be revisited in the next LCAP cycle as the district returns to normalcy. Another challenge that slowed progress on this and other goals of the district was a looming financial crisis in the spring announced at the state level that led to spending freezes in the district and a slashing of several planned expenditures, such as a large refresh of teacher and staff computers - almost all of which were desktops of an age that made running Windows 10 nearly impossible without huge slowdowns. With the stopping of support and updates for Windows 7, this would leave the district open to vulnerability on its networks.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Scheduling appropriately-trained paraprofessionals to maximize instructional contact with specific student groups	6317.00	6317	Yes
Training and scheduling for all personnel in increasing cleaning and sanitation of work areas for both staff and student groups	22,096.00	22096	No
Maintaining purchasing procedures to ensure continued available of appropriate masks and/or face shields, plexiglass barriers, hand sanitizers and disinfectant spray, especially to ensure access of safety materials (PPE) to students from the unduplicated pupil groups who may not have the resources for providing their own. Barriers facilitate testing and work with EL students as well.	21,392.00	0	Yes
Add STAR and Accelerated Reader for all Wilson students, reading and math	19,090.00	11,783	Yes
Transport Special Education Students for in person instruction 1:1 and cohort	23,390.00	23,000	No
Customized inside seating configurations for McKinley and additional outside tables to promote distancing at multiple sites	27,360.00	1609	Yes
Approval and hiring process for family liaison, Spanish-Speaking, to facilitate family engagement	48,591.00	29,346	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Much of the PPE and purchases related to social distancing was shifted to the newly available federal and state emergency funding that was specific to COVID relief and had limitations on what it could be spent on. The family liaison position took some time to hire, the hired individual then was placed lower on salary schedule, and then was replaced after a period of time with another individual who was placed lower on salary schedule.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

What began as a year in question for both funding and providing quality instruction in forced distance learning was financially alleviated by repeated releases of relief dollars from state and federal sources. The district was forced to begin the year in distance learning mode by the state of California, but returned to fulltime in-person learning on October 19 at the earliest possible opportunity. Returning safely to in-person learning for 90% of our students was the district's greatest success this year. As of June, there were no confirmed cases of at school COVID transmission between any students and staff who took part in in-person education. Challenges imposed by this return included constantly changing requirements for "safe" instruction by the state, and coordinating the mix of in-person students and those who chose to remain on distance learning. Supply chains for protective equipment and supplies as well as items of technology to support distance learning were a challenge early in the year as well, and in some cases the district was forced to purchase sub-optimal equipment as a result of it being all that was available in quantity. An additional challenge posed around the return to classes in person and the split of some in distance learning was attendance. Participation in distance learning was hit-or-miss at times, and the usual supports that could be employed to encourage or coerce participation, such as an in-person school attendance review board and cooperation with county legal authorities were absent this year. Even legitimate absences became a problem as well due to multiple quarantine events triggered by proximity at school to students who tested positive for COVID due to out of school activities, causing further disruption to the education of students who were attempting to return to normalcy and be present for their education.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Workshops offered at Back-to-School Inservice; including options such as Edgenuity with elementary and secondary cohorts, Clever single sign-on portal, regular annual mandated video-based trainings. Includes any additional staffing costs and fees for service by training vendors. Copies of Distance Learning Playbook purchased for all teachers.	3620.00	0	Yes
Additional salary for teachers who accepted district's offer of two additional days at their own regularly hourly rate to provide opportunity ON SITE to utilized the added time for preparation for distance learning	115,321.00	100,000	Yes
Licensing fees for online programs such as SeeSaw, Edgenuity, Clever, Go Guardian, and I-Ready (McKinley), STAR (Wilson), Guided Readers, SchoolHouse Global,, and other vendors supporting our expanded distance learning programs	58,227.00	95,830	Yes
Salary and benefits for additional social-emotional counselor for Gridley High	114,545.00	47,145	Yes
Makerboard whiteboards and other individual supply kits for students to facilitate at-home learning	8211.00	0	Yes
Remote learning brochures for parents from Woodburn Press	5838.00	0	Yes
Purchase order of Chromebooks with touch screen and stylus capability for TK-1 Students at McKinley Primary School for 1:1 distribution	184,881.00	0	Yes
T-Mobile Hotspots - approved for up to 500	120,000.00	0	Yes
Classroom Instructional Aide support	127,776.00	110,771	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Laptops, Document cameras, monitors, and docking stations to support teachers in providing distance learning	300,000.00	24,700	
Spare Parts for Support Quick Replacement/Repair of Student Chromebooks onsite	20,000.00	16,135	Yes
Administration support for tech implementation	63,123.00	63,123	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

A number of purchases were ultimately funded through other restricted-use state and federal sources that were limited to being spent to support PPE, distance learning, and other COVID-related areas. The counseling position was not hired until further on into the school year. Software and programs to support distance learning shifts exceeded what was originally budgeted.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

The original GUSD return plan was to come back for 100% in-person instruction, which was shattered when the State of California announced at the end of July and beginning of August that all districts were to come back in distance learning mode only. As a result, GUSD pivoted as quickly as possible to ensure that teachers would have access to portable computers with which they could conduct distance learning and Zoom sessions for direct instruction. A number of mobile workstations were located as were some portable document cameras that had microphones and could be used as a backup web cam. These arrived just in time for the beginning of the school year so that over 90% of certificated staff were able to start the year with tools enabling mobility and working from home, should it have been necessary. The district had already enough student devices in stock, although some were at their end of life, that all students who needed a device could be issued one. To aid the 100% delivery of distance learning on such a short time frame, all planned professional development was canceled and the focus placed on distance learning pedagogy and the tools of distance learning, including required training in the Edgenuity platform and its sister product Pathblazer for the lower grades. Copies of the Distance Learning Playbook were made available as resources for teachers, and instruction was thus able to begin with minimal disruption aside from the difficulty of teaching the content plus the technical aspects with brand new computers, brand new document cameras, and little opportunity to train with them before hand. This issue flowed into the early days of teaching as well while students and staff navigated the new learning environments on line both through Edgenuity and Zoom, which was especially hard for families with the youngest students who it was learned had Chromebooks that were not well suited to non-reading kindergarteners and which had connection issues as they were the oldest units in the fleet. Connection was also hard for families with language barriers and lack

of at-home connectivity in rural Butte County. To combat the connectivity issue, GUSD contracted with T-Mobile to provide Wi-Fi hotspots to families, though it was found that the connections were spotty based on location of the home or that the bandwidth requirements of Zoom were excessive to operate with full video, made worse when multiple students were attempting to connect within the home.

In part due to the ongoing connection issues some families faced, plus the unfamiliarity of the distance learning format and its unsuitability for all learners, student engagement was challenging at all school sites to maintain, despite putting into place tiered re-engagement supports. Families that attempted to "tap out" of learning this year were especially difficult to re-engage despite home visitations, letters, and calls since an in-person School Attendance Review Board was not feasible, and the county courts did not support compulsory attendance enforcement through the court systems this year according to Butte County Office of Education. Once schools in the district were allowed in mid October to come back to in-person instruction and did so, 10-15% of students across the district remained on distance learning, dwindling to 10% overall by the end of the year. Even so, those students who remained on distance learning often continued to suffer the same issues of disengagement seen during the enforced period of distance learning, and changes to Education Code under the pandemic meant that GUSD could not force them back into in-person instruction. Monitoring the progress of students in distance learning remained a challenge throughout the year due to the lack of constant interaction present in a traditional classroom and the lack of consistency on the part of some students to engage in the work. This extended to end of year state testing, where a much larger number of students than normal were opted out of testing by their parents, or in some cases refused to file paperwork officially opting out of testing or just didn't participate in non-optional testing such as the ELPAC for language learners. The number of students who did not test on ELPAC was surprisingly minimal though, and is considered a victory overall that teachers and staff worked so hard to encourage students to come onto campus or take the test remotely at home. In the area of staff responsibility changes, because the vast majority of students returned to campus in mid October there was little need to significantly shift the roles of any employees within the district, though there were significant increases in workload placed upon them some for duties that did not exist or did not exist to the extent that they grew to before COVID. Some examples of this included contact tracing for COVID exposures for nursing and health staff, constant cleaning and disinfection by custodial, learning to use technology to interact with students for instructional aides, and attempting to support families using district technology at home for the IT staff plus setting up and managing an explosion of software platforms.

In the area of students with special needs, such as English learners and students with disabilities, the ability in October to return to classes helped offset potential learning losses. During distance learning for all, GUSD was able to provide small cohorts in person with precautions for those most challenged students. Students with special needs whose families kept them out during distance learning were often difficult to serve at the level that would have been preferred. For English learners, there was the sheer lack of regular and frequent interactions with native English speaking peers and adults at school for 6-7 hours daily, and for students with disabilities, although provided with online and phone access to their assigned case carriers for instructional support, they too missed out on the frequency of live interaction with supportive adults and peers for which there is no good substitute.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchasing of any licenses to begin/expand the implementation of diagnostic assessments and disaggregate data through current/future vendors ILLUMINATE	12,522.00	12522	Yes
Purchase of any additional curriculum or intervention support materials to support all students, particularly students with unique needs	11,843	0	Yes
Staffing costs for para -pros 1:1 model for special education	117,125	92351	No
Students with unique needs have equal availability to meet with teacher for 1 :1 support using appropriate precautions and following guidelines (e.g. partitions, face shields, etc.)	9343.00	0	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Special additional supports for distance learning or intervention were often supported through limited use funding sources that became available during the course of the year with greater limitations on time to spend the funds or the purpose to which they could be spent (e.g. COVID-related). Some staffing positions remained unfilled for at least part of the year.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Unlike districts that moved to partial day formats, split schedules, or that remained solely on distance learning for the bulk of the year, GUSD has offered full day in-person learning since October 19, and as a result has seen 90% of its students return by the end of the year to fulltime instruction. At its height, only 10-15% were on distance learning after October 19. Students who remained on distance learning for the entire year are expected to have shown the greatest amount of learning loss as a result of their reduced contact with teachers and peers in the classroom. Efforts to combat continued learning loss as a whole were thus minimal this year due to the speed with which fulltime instruction returned. Students who participated in distance learning only are expected to have shown the greatest slide in learning, as will be revealed over the summer as end of year assessment results are tabulated. To attempt to reduce loss among the distance learning population, tiered reengagement strategies were put in place, beginning with teacher contact to students and families, followed by contacts from site-based responses teams whose composition included (depending on the site) school counselors, campus supervisors, Gridley police, and site administrators. Families in need of resources were either provided with those (such as hotspots) or directed as to what services might be available to meet their needs and get their children connected to school again, with the most often offered resource being a full return to on campus instruction in person. The greatest challenge in this area through the year was the lack of ability to enforce compulsory education among the distance learning students due to lack of support from law enforcement at the county level and the disconnected nature of the community during the pandemic which enabled already tenuously connected families to slide into non-attendance.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

GUSD supported student emotional well being this year through placement of a site-based socioemotional counselor on each school site dedicated to promoting mental wellness of the students. During the brief period of enforced distance learning this year, GUSD counselors offered contact with students via Zoom after outreach was made, counselors participated in the reengagement efforts for families that were disconnecting from schools, and several counselors also were available to meet in small groups through Zoom. Once campuses reopened, counselors continued availability through Zoom and in person, and wellness resources continued to be shared through the counseling web page on the district site, and pushed out through site-based channels. The district also supported placement of another resource for emotional support into family hands, which was access to the Care Solace counseling referral service for families or for family members not able to be served by the school-based counselors. Partnership with county behavioral health and Victor services also continued throughout the year as well.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

GUSD reached out to families in the 20-21 school year through frequent use of the text and email connections of the districtwide Catapult Connect system to promote opportunities in the district such as advisory committees like those convened around English Learner issues and the creation of the LCAP and Expanded Learning Opportunities grant plan. Frequent use of the announcements tool on the district website was made as well, including pop-up notices that greeted website visitors. At the primary grades, McKinley school made extensive use of the SeeSaw platform to share student work and class happenings with families. A number of survey opportunities were pushed out to collect information about interest in distance learning, transportation needs, plans to return to on-campus instruction, and the satisfaction of parents and students with their campuses and the quality of instruction being offered to them. Families were also provided links to send in emailed questions or comments to district staff as well through an embedded email form on the district web page. An important planned part of the outreach efforts this year, a bilingual family support liaison, was only partially successful as the position was unfilled for part of the school year. Outreach efforts were also hampered by the inability to meet in person. Just prior to COVID breaking out in spring of 2020, GUSD was negotiating to bring in programming for parents and families but that was put on hold until after the pandemic as those presenters were not positioned to deliver well in a virtual environment and parents showed little interest in virtual environments. Attendance at all planned Zoom meetings was much lower, especially for populations such as low income and English learner parents. When the district hosted its last DELAC meeting in person, attendance crept up somewhat, but the social distancing requirements and prohibitions against in-person gatherings for so much of the school year definitely posed a significant challenge o parent and family engagement.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

The GUSD nutrition services department worked tirelessly from the outbreak of COVID through to the summer of 2021 and will be continuing through the summer as well. Nutrition services staff provided daily meal boxes or bags to anywhere from over 500 children a day at the low to upwards of an average of 1100 a day for extended periods when schools were closed. Once schools reopened, nutrition services continued to provide free meals to children under age 18 in the community under the expanded freedom of pandemic regulations to do so. Service continued almost nonstop even through school vacations as well. Some challenges of providing this level of service have included supply chain issues, and the need to provide changes to food service that kept the food from being handled other than minimally in case of contamination, leading to a lot of pre-packaged foods and a lack of variety at times, a reality which was noted in some parent feedback about quality of services in the district during the pandemic.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

No additional actions were implemented aside from those already noted.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

As GUSD prepares to enter the 2021-22 school year and beyond, minimal effect on the planning of the core LCAP document occurred. With GUSD's relatively quick return to in-person instruction, the district leadership intends the LCAP to reflect where the district was already going before the events of the 2020-21 school year. As such, there were minimal changes to the LCAP planned that can be said to have been affected by the COVID pandemic. As a three year plan, it is the intent of GUSD to return to complete "normalcy" as quickly as possible, and picking up "where we left off" is the direction to go to see that three year plan through. With that said, GUSD is not ignorant of the effects of the pandemic and has developed a separate plan using the funds of the state's Expanded Learning Opportunities grant (ELO grant) to develop a shorter, two-year, program of expanded services and opportunities for students to mitigate learning loss and accelerate learning again in the district. The funds of the ELO grant expire and must be committed by August of 2022, with a final spending deadline of December 2022, so the plan makes up for that difference by adding in additional federal sources of money in the ESSER grant to make up the difference and expand the plan to two full years.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

If there was a lesson learned in the creation of the 21-24 LCAP plan, it was that the district is lacking in consistent locally gathered and readily accessible data about student performance across all grade spans. As a result, part of the planning for the new three year cycle is the intentional exploration and adoption of local assessments the data for which can be readily accessed and used in planning both by teachers and by administrators. Assessment data gathered in the delivery of the spring CAASPP and ELPAC as well as the locally available assessments will be key in targeting class compositions for the coming school year and in planning assessments and interventions.

The district is also well positioned to explore assessments as well, as the influx of funds to support distance learning and COVID needs during the last year allowed the district to complete or get underway with several upgrades to staff and student technology that might have taken considerably longer without those funds, including upgrades to site Internet capacity, staff technology, and student technology. This frees up LCAP funding to be redirected to other areas, such as completing curricular purchases to bring all core subjects up to current state adoption standards over each of the next three years, and in providing the resources to site teams to implement updated common assessments aligned to standards. As was mentioned above, the LCAP is not the main source of GUSD's plan to address learning loss, however. The ELO grant plan is. Highlights of the ELO plan include extending opportunities for staff to participate in additional professional development during two optional, but paid, days of training in each of the next two school years to accelerate their learning loss since so many trainings were cancelled or postponed in the last year; adding in support for district-wide summer school in each of the next two years following assessment of parental interest in summer school for their children; bringing in additional family supports in the form of a district social worker and a school resource officer to help reconnect families to the district that might have "drifted" during the pandemic, providing what are termed "wellness center" supports K-8 for students struggling emotionally during the school day; adding in additional after school supports plus additional instructional aide time during the regular school day including targeted supports to EL students who may have fallen behind during the pandemic; exploring bringing back the College Connection program with Butte College for high school acceleration; and hiring a teacher on special assignment to facilitate the bridge to college and assist students at risk of falling so far behind in their work that they may be looking at Esperanza Continuation High School.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between the planned and implemented services targeted to meeting the requirement to increase or improve services. Any differences noted reflected changes in the source of the money, as several more funding sources became available during 20-21 that were used instead of the original LCFF supplemental and concentration dollars outlined at the beginning of the year in the Learning Continuity and Attendance Plan.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Student outcomes over the past two years showed that GUSD was on track pre-COVID toward most of its goals for student achievement as student performance academically showed promising increases as a general rule in the last available full sets of state data and in locally available data, though academic progress was not anywhere near complete. Areas of continued growth included challenges in student attendance and some in the area of discipline, plus a lack of movement forward in curricular adoptions and professional learning community work that were stymied with the events of the spring of 2020 and through the 20-21 school year. A newer data point affecting the planning process has been the parent community's repeated and overwhelming expressions to "get back to normal", "thanks for bringing the kids back full time" and "when do the masks go away" that have been repeated time and again in parent survey feedback for the past year and far outweigh those of parents still cautious about COVID and fearful for their children. This is a data point also reflected and shown with the 90% return of students to fulltime instruction in the close of the school year. Therefore, the GUSD plan of action is to use the LCAP planning process to pick up where longer term goals were and maintain progress in those directions of improving campus culture and engagement, preparing all students for graduation and post-graduation success in college or career, and increasing student academic performance of the academic standards under Common Core, Next Generation Science Standards, and in the standards of the non-core subjects such as visual and performing arts through refocusing efforts on the collaboration and trainings of teachers and staff and the adoption of modern curricular materials, plus the supports to enrich student experiences in Gridley schools. This long term vision is reflected in the use of the ongoing LCAP funding to maintain that course to the future while using short term funding sources over the coming two years in a separate Expanded Learning Opportunities plan of short-term supports to address shortfalls and challenges brought on by the events of the COVID pandemic while not forgetting where the future truly lies.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	15,699,699.00	15,810,421.81
	0.00	0.00
LCFF Base	7,698,094.00	8,687,566.00
LCFF Supplemental and Concentration	4,048,748.00	3,003,360.81
Lottery	309,429.00	304,405.00
Not Applicable	0.00	0.00
Other	3,157,415.00	3,325,357.00
Title I	448,843.00	477,269.00
Title III	37,170.00	12,464.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	15,699,699.00	15,810,421.81
	0.00	0.00
1000-1999, 3000-3999: Certificated Salaries and Benefits	13,502,424.00	5,859,255.00
1000-1999: Certificated Personnel Salaries	2,000.00	8,670,481.00
2000-2999: Classified Personnel Salaries	191,887.00	328,620.00
2000-3999: Classified Salaries and Benefits	809,184.00	486,898.00
4000-4999: Books And Supplies	782,515.00	218,971.81
5000-5999: Services and Other Operating Expenditures	411,689.00	199,497.00
5700-5799: Transfers of Direct Costs	0.00	22,795.00
5800: Professional/Consulting Services and Operating Expenditures	0.00	10,700.00
6000-6999: Capital Outlay	0.00	13,204.00
Not Applicable	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	15,699,699.00	15,810,421.81
		0.00	0.00
1000-1999, 3000-3999: Certificated Salaries and Benefits	LCFF Base	7,698,094.00	34,205.00
1000-1999, 3000-3999: Certificated Salaries and Benefits	LCFF Supplemental and Concentration	1,959,898.00	1,758,867.00
1000-1999, 3000-3999: Certificated Salaries and Benefits	Lottery	294,429.00	293,777.00
1000-1999, 3000-3999: Certificated Salaries and Benefits	Other	3,129,915.00	3,312,523.00
1000-1999, 3000-3999: Certificated Salaries and Benefits	Title I	418,088.00	459,883.00
1000-1999, 3000-3999: Certificated Salaries and Benefits	Title III	2,000.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Base	0.00	8,653,361.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	0.00	17,120.00
1000-1999: Certificated Personnel Salaries	Title III	2,000.00	0.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	191,887.00	328,620.00
2000-3999: Classified Salaries and Benefits	LCFF Supplemental and Concentration	769,764.00	468,474.00
2000-3999: Classified Salaries and Benefits	Other	15,000.00	1,201.00
2000-3999: Classified Salaries and Benefits	Title I	24,420.00	17,223.00
4000-4999: Books and Supplies	LCFF Supplemental and Concentration	738,880.00	200,685.81
4000-4999: Books and Supplies	Lottery	15,000.00	10,628.00
4000-4999: Books and Supplies	Other	0.00	3,194.00
4000-4999: Books and Supplies	Title I	6,335.00	163.00
4000-4999: Books And Supplies	Title III	22,300.00	4,301.00
5000-5999: Services and Other Operating Expenditures	LCFF Supplemental and Concentration	388,319.00	182,895.00
5000-5999: Services And Other Operating Expenditures	Other	12,500.00	8,439.00
5000-5999: Services and Other Operating Expenditures	Title III	10,870.00	8,163.00
5700-5799: Transfers of Direct Costs	LCFF Supplemental and Concentration	0.00	22,795.00

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
5800: Professional/Consulting Services and Operating Expenditures	LCFF Supplemental and Concentration	0.00	10,700.00
6000-6999: Capital Outlay	LCFF Supplemental and Concentration	0.00	13,204.00
Not Applicable	Not Applicable	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	1,085,500.00	834,502.00
Goal 2	499,945.00	471,871.00
Goal 3	14,114,254.00	14,504,048.81

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$168,236.00	\$94,151.00
Distance Learning Program	\$1,121,542.00	\$457,704.00
Pupil Learning Loss	\$150,833.00	\$104,873.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$1,440,611.00	\$656,728.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$45,486.00	\$45,096.00
Distance Learning Program	\$300,000.00	\$24,700.00
Pupil Learning Loss	\$117,125.00	\$92,351.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$162,611.00	\$137,447.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$122,750.00	\$49,055.00
Distance Learning Program	\$821,542.00	\$433,004.00
Pupil Learning Loss	\$33,708.00	\$12,522.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$978,000.00	\$494,581.00

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Gridley Unified School District	Jordan Reeves Superintendent	jreeves@gusd.org (530) 846 - 4721

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

The Gridley Unified School District (GUSD) is located in a small, rural community approximately 90 minutes north of Sacramento in the central valley. The district serves just over 2,000 students in 5 schools; McKinley (K-1), Wilson (2-5), Sycamore (6-8), Gridley High School (9-12), and Esperanza (alternative education). The demographics of the area include a high percentage of students living in low socio-economic households (75%) and approximately 15% English Language Learners and 9.4% students with disabilities according to the 2020 Dashboard calculations. Student population consists of 57% Hispanic, 35% Caucasian, 3% Asian, and all other groups at 1% or less.

The GUSD School board currently operates under five goals, four of which find their way explicitly into the LCAP resource plan:

1. Provide effective curriculum and instruction that results in increased student achievement.

- Professional Learning Communities - Teachers will collaborate around data-driven instruction in subject and/or grade-level meetings regularly.
- Provide consistent, articulated instructional program K-12 within the district and with Manzanita - Teachers will create and implement regular common assessments in core subject areas at each grade level and/or subject area.
- Implement technology and make it accessible to all students and teachers
- All students, including English Language Learners, will become proficient in ELA and Math
- All students will graduate from high school prepared for College or Career
- Promote and support the arts (VAPA)
- Utilize district funding to support student achievement

2. Provide a Safe and Supportive Learning Environment

- Develop and implement a single districtwide unified safety plan.
- Continue to utilize Catapult communication and Emergency Management System
- PBIS implementation at all sites on site-determined level of implementation.
- Train in crisis prevention intervention and behavior management
- Increase parental involvement and awareness of efforts to improve environment on campuses
- Maintain mental health and socio-emotional learning support for students
- Continue to support increasing security levels on campus through direct supervision and cameras

3. Develop a facilities plan to address infrastructure needs for students

- Create an inventory of current district facilities, their current condition, and future prioritization list based on condition, funding, and emerging needs.

4. Implement District Wide Health and Wellness Plan

- Increase awareness of and adherence to elements of the plan.
- Implement and monitor the district wellness plan.
- Increase health awareness and habits in students
- Increase local partnerships for substance abuse, mental health, and physical health
- Form district health advisory committee

5. Increase parent, family and community involvement in the education of all students.

- Increase partnership with Parent Institute for Quality Education, Project Inspire (through CAFE), or other parent-involvement programs
- Implement monthly parent-oriented informational and educational meetings such as a locally created Parent University
- Increase parent participation in LCAP, ELAC, and DELAC and site-based opportunities

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Data in the most recent Dashboard (2020) were limited largely to enrollment-based information. The most recent complete Dashboard (2019) showed improvements in College and Career with a 2.4% improvement to 43.4% overall and an increase of 4% in the graduation rate, to 90.9%, putting both of these into the Green indicator. Chronic Absenteeism (decline of 0.5% down to 10.3% overall) putting this into the

Yellow. Although no color was yet associated with the new English Learner Progress indicator, it is notable that GUSD was in the High performance group, with just over 57% of its EL students making progress toward proficiency.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Data in the most recent Dashboard (2020) were limited largely to enrollment-based information. The most recent complete Dashboard (2019) showed some areas of need for GUSD in suspension rates and in academic performance.

Suspension rates increased by 1.7%, up to 4.9% of students having been suspended at least once and putting the district into the Orange indicator. Of particular concern in the subgroups for suspension were foster youth and students with disabilities, showing 20% and 6.6% overall, with increases of 13.8% and 2.4% respectively putting them into the Red indicator. All other subgroups also showed increases in their suspension rates as well, but their overall increases or rates were not sufficient to put them down into the Red. For instance, ELs showed a 1.7% increase up to 2.5%, but because 2.5% overall is such a low figure, ELs were able to stay in the Yellow indicator.

The academic performance areas in both ELA and Math fell in the 2019 Dashboard, to 11 points below standard and 40.8 points below standard, or declines of 6.8 and 4 points respectively. In ELA, EL students were among the lowest performers, but they maintained overall at 34.5 points below standard. Hispanics and Socioeconomically Disadvantaged students both declined from the previous dashboard and were placed into the Orange indicator along with the EL students. White students also saw a slight decline, but maintained their Yellow status at only 4 points below overall standard. Students with Disabilities were also in Yellow, having enjoyed a 13.4 point increase but remaining the overall lowest performers at 56.4 points below standard on average. In math, the pattern was similar with ELs, Hispanics, and Socioeconomically Disadvantaged students all in Orange with values of 62.3, 50.1, and 48.3 points below standard - all of which were declines over the previous year. Whites and Students with Disabilities came in Yellow, with a slight increase in performance for White students and a larger increase for Students with Disabilities, but still 24.6 points and 90.5 points below standard overall for each subgroup.

During the past year that these data have been available, the district continued to support socioemotional counseling to address behavioral concerns for the suspension rates through placing a fulltime counselor at every school site and making available the Care Solace referral service to families at home. Academic performance was supported through maintaining lower class sizes at many sites and offering intervention options for students, including Saturday academies and intervention courses, or courses taught at a different pace in math. These efforts were made more challenging due to the continually changing operations under the COVID pandemic, and the need to pivot planned professional developments away from academic improvement to support the emergent needs of distance learning pedagogy and technology.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The LCAP for 2021-22 continues the major goals, actions & services set forth in the last full LCAP as these needs are still present. Newly emergent issues stemming from the COVID pandemic and the need to recover from learning losses are being addressed through the Expanded Learning Opportunities Grant Plan over a two year period, supplemented by ESSER grant money to extend the ELO Grant plan to a total of two full years.

Some specific highlights of the current LCAP include:

- Maintain one full FTE socioemotional counselor at each of the five school sites and continue to support staff training to better meet the needs of trauma-sensitive students in order to improve their success in school, decrease district suspension rates, and improve school climate
- Maintain an additional 1.0 FTE district school psychologist to address increased demands of Child Find requirements and to assess students referred for special education testing, many of whom are among the unduplicated pupil count
- Maintain additional Campus Supervisor positions at Gridley High School and Sycamore Middle School
- Continue the Attention to Attendance subscription and attendance tracking service in addition to a local 1.0 FTE bilingual (Spanish) position to address attendance and SARB issues with families as well as to bring
- proactive outreach to families within the district
- Continue additional Health Aide staffing to increase coverage at all school sites to maintain health supports for all students as well as additional funding toward health services equipment to enable better health screening
- Increasing resources toward NGSS and CCSS implementation through professional learning, curricular support, and adoption of state-approved materials in the lower and middle grades, plus support for upper grades
- Continued investment in the district-wide visual and performing arts program by allocating funds to purchase instruments and materials
- Continued support for the Career Technical Education (CTE) pathways
- Investing in the resources to support full implementation of district-wide of Professional Learning Communities by funding leadership stipends and investing in professional development
- Continued support of technology integration by investing in hardware, software, and IT support

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

No campuses within Gridley Unified have been identified by the state for Comprehensive Support and Improvement under the Every Student Succeeds Act.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

No campuses within Gridley Unified have been identified by the state for Comprehensive Support and Improvement under the Every Student Succeeds Act.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

No campuses within Gridley Unified have been identified by the state for Comprehensive Support and Improvement under the Every Student Succeeds Act.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Each adopted GUSD LCAP is prominently available on the district homepage through a link in the top menu bar, along with an always available email question or comment form that can be submitted by any member of the public at any time. Additionally, GUSD promoted a series of live Zoom-based parent meetings in the spring of 2021 to orient parents new to the LCAP process, go over what had been done thus far in the development of the LCAP, and seek input about the planned operations of the district. These meetings occurred on March 8, April 12, and May 3 of 2021 with Spanish and English translations of the slides available for each, plus live Spanish translation available during the meetings. Meetings were publicized through outreach of email, text, and phone call to GUSD families. A live public hearing before the governing board of the district was scheduled for June 16 as well. In addition to these opportunities, families were also able to provide input to the GUSD planning process through several surveys during the course of the school year, beginning as far back as the summer of 2020 and continuing through to the yearly administration of the Healthy Kids family surveys in spring of 2021. Student input into the planning process took place through student participation in the Healthy Kids survey in spring of 2021. Staff input to the district planning process occurred through outreach to the bargaining unit leadership in the district and through general outreach in the form of a CCSS implementation survey and a professional learning needs survey in May of 2021. School site leadership were also encouraged to share the process with their school site councils and bring any feedback to the attention of the LCAP design team at the administrative cabinet meetings. Finally, specific input was sought from the EL parent advisory by presenting the planned coordination of the ELO grant and the LCAP at the final District English Learner Advisory Committee meeting of the year on May 12, 2021.

A summary of the feedback provided by specific stakeholder groups.

Parents

Feedback about plan specifics at any of the live meetings was minimal this year, as was overall parent participation. Survey responses provided the majority of actionable parent input into this planning process as a result. Respondents reported 86% satisfaction with the way learning was structured under current district plans, which supports the maintenance of the current overall plan. They did report less feeling of regular and effective communication from their schools about advice or resources to support their children's learning (54%), but did agree at 81% that support staff were available if needed by their children. In a related area, there was also some feeling among parents that schools could do a better job at informing parents about student progress and expectations about learning goals (29% felt this was not well done), but 91% felt that GUSD provides high quality instruction. Over a third (38%) reported some level of concern over possible learning loss and falling behind academically as a result of the pandemic, and 20% reported higher concern about their child's mental state and the same number felt that the schools could do a better job of seeking parental input about important decisions. Parents also reported feeling that quality counseling was availability in the district at 72%. In the area of school safety, 14% of parents who responded feeling that school was not a safe place for their child, and 28% reported that tobacco and/or vaping were issues, largely at the secondary level. Slightly fewer reported drugs and alcohol as an issue, at 14% (again, mostly at the secondary level). Harassment and bullying were reported concerns of parents at 27% overall with the bulk at secondary level with other issues such as gangs, vandalism, and overall violence very minimal if at all.

Elementary Students (Grade 5)

Elementary students reported 78% feeling that caring adults were present at school and 91% reported feeling that there were high expectations on them. Upwards of 87% felt motivated academically and 82% felt connected to school. Fifth graders also noted 84% agreement that school provides them with socioemotional learning support. In the area of safety and school climate, 87% reported feeling safe most or all of the time at school. In terms of bullying, 78% report sufficient anti-bullying climate at school and 78% report never being cyberbullied at all but about half have experience some form of teasing or bullying from peers in other contexts. In socioemotional health, only 14% reported frequent sadness or depression some or all of the time. Among elementary students, 18% reported being absent 3 or more days in a month.

Secondary Students (Grades 7, 9, and 11)

Secondary students reported about 58% feeling that caring adults were present in school, and 64-75% felt that there were high expectations on them, depending on grade level. All grade levels reported 60% agreement that they were motivated to do well in school, and 49-63% felt connected to school, depending on grade level. Anywhere from 38-49% felt parent involvement in school was promoted, again depending on grade level. In the area of safety and school climate, 57% of 7th graders said they felt safe at school while 74% of 9th graders reported feeling safe and 52% of 11th graders. In the area of bullying, 30-33% of high schoolers reported an anti-bullying climate at school and 41% of middle schoolers. Middle schoolers reported 36-39% had ever been bullied or had rumors spread, dropping into the mid 20s by 11th grade.

Students in this level report feeling sad or depressed at just over a third (35-39%). Students in the secondary grades also report increasing uses of marijuana, going from 5% in grade 7 up to 17% in grade 9 and then 27% by grade 11, with 14% of 7th graders and 46% of 11th graders reporting having ever used alcohol or drugs to get high. With regard to currency of use versus lifetime of ever having used, 7% of 7th graders report current use, 13% of 9th graders, and 18% of 11th graders. In the area of vaping specifically, 6% of 7th graders report current vape use while 18% have at least tried it, which climbs to 9 and 22 for grade 9 and then 10 and 29% for grade 11, with 3-4% reporting vaping at school. Vaping was reported with much higher frequency of use than either cigarettes or smokeless tobacco. In looking at absences of three or more in the last 30 days, for students in grade 7, this was at 22% and averaged 15% for high school students. In self reporting their reasons for the absences, students reported illness (32%), lack of sleep (16%), stress or depression (10%), as the three highest reasons aside from "other" which was reported by 27%.

Staff

From staff input on the Healthy Kids Staff Survey, there was corroboration to the parent feeling that schools were supportive and inviting places to learn that promoted academic success for students (89% or higher agreeing on these measures). This was also fairly in line with student perceptions about the challenge of school. Staff also agreed with parent and student results that parental involvement could be improved, that sufficient supports for socioemotional needs were in place (91%), and also that schools could do a better job of informing

parents about student progress and expectations (average of 18% disagreed that this was well done, with the lowest belief at the middle school where 33% disagreed). In terms of school safety, 11 % of staff on average felt school was unsafe for students and that student disruptive behavior was a moderate to severe problem was noted by 44% of staff, reflected in 19% of staff feeling unsafe at work on average, with the highest proportion at the middle school level where 24% felt unsafe to some degree. Staff data also corroborated parent reports about substance use for the most part with greater likelihood of problems at the secondary level, with overall 15% reporting tobacco use as an issue, alcohol or drugs at 26 percent, and an overall 40% on vaping. Secondary staff numbers were much higher, with 62% of middle and 78% of high school staff stating vaping was a moderate to severe problem. Staff agreed with parents about the severity of bullying at 27% noting this as a moderate or severe problem, highest among middle school staff.

Staff data did not correlate with parent perceptions in motivation of students with 87% of elementary staff stating their students were motivated, dropping to 57% at middle and only 44% at high school. Looking to the source of the lack of motivations, only 10% of staff on average stated that staff approaches were to blame for lower motivation, with the range from 8% at elementary to 19% at high school. In the area of overall mental health, staff also reported differently than parents ,with 54% of staff feeling student depression or mental health was moderate to severe as a problem, with the highest numbers among both middle and high school staff (both 70 and above). Staff further disagreed with parents about issues such as vandalism where overall 11% of staff felt it was an issue (30% at middle school).

In areas that were not specifically also targeted on the parent survey, 28% of staff respondents felt that not all students were receiving the supports they needed academically at school, with the highest numbers at elementary (32%) and high school levels (38%). Staff also reported at 58% level needing/wanting more training for handling students exposed to traumas. Staff also felt disconnected from the decision making processes at school, with 37% on average disagreeing that staff participation in school policies and practices was promoted, with the lowest satisfaction at the high school level (57% in disagreement). This was also reflected somewhat in staff responses to their feeling of connection to each other as a staff and to their shared responsibility to improve the school. Related to this, 18% of staff disagreed with the premise that every student can be a success, with the highest percent disagreement among high school where 31% expressed this. High school staff were more positive about the enrichment opportunities for students in their grades, whereas only 54% of elementary staff felt there was sufficient extracurricular and enrichment available, though this number could be clouded by the COVID-related restrictions this year. Staff reported 24% overall feeling that truancy or cutting was a problem, with 54% of high school teachers reporting this as an issue at the moderate to severe level. In reporting their needs around professional development, staff reported greatest area of need on the Healthy Kids survey as being meeting socioemotional needs (55%) and creating positive school climate at 35%.

From the staff-specific separate survey on professional development needs, classified staff and certificated continue to report a need to have additional trainings around disruptive behavior management and trauma-informed practices and a specific call-out for more work around autism spectrum disorders and how this affects the classroom environment. Teachers were most interested in content-specific trainings, innovative instructional and strategies, infusion of technology into teaching, and work in English Language Development for EL students.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

From the input received from stakeholders, the district is maintaining its commitments to socioemotional learning, the increased campus supervision in the form of camera placements/improvements and live campus supervisors for the secondary level to make campuses feel as safe as possible, and has also maintained the commitment to increased parental outreach via the bilingual family support position and in attempting to bring more parental awareness and engagement opportunities to the district, much of which was sabotaged by social distancing regulations in the previous LCAP cycle and the inability to meet in person. Seeing self-reported issues in this year's Healthy Kids data about frequency of missed school, the district is also recommitting to improving attendance through awareness campaigns, improving school climate, and providing more positive reasons for students to attend school whether it be through events for family and students, increased electives, incentive programs, and so forth. Seeing additional issues in staff self-reporting about school climate and shared commitment to improvement, a re-focusing of the professional learning community (PLC) climate will be taking place with work to be done to generate root cause analysis for the lack of positive image about campuses from the staffs who work there, which goes hand in hand with the work to raise student achievement in academics. This will take place in conjunction with renewing training or training new teachers in key aspects of the GUSD PLC philosophy such as common assessments, data sharing, and standards-aligned teaching and assessment.

Goals and Actions

Goal

Goal #	Description
1	All students will have a safe and supportive school culture, climate, and learning environment that encourages physical, mental and emotional health.

An explanation of why the LEA has developed this goal.

This goal is consistent with GUSD Board goal 2 to "provide a safe and supportive learning environment" and goal 4 to "implement [a] districtwide health and wellness plan".

It is the position of GUSD that in order to learn to their highest potential and increase the student engagement and motivation needed to do their best, students need to physically and mentally healthy and attend schools that are clean, safe, and welcoming as well as staffed with quality professionals. Examination of data about student, staff, and parent perception of school connectedness and safety as measured in the California Healthy Kids Survey (CHKS) shows that as students age, their connectedness and motivation to succeed in Gridley schools diminishes. This is mirrored in staff reports at the various grade spans as well. Students also reported often that they did not perceive their campuses as always neat and tidy, despite their consistent "Good" rating on the Facilities Inspection Tools. Parents of EL students report being disconnected to the largely White teachers and administrators and that they were glad to see someone "like them" in the form of the bilingual family support liaison. Safety at schools remains a concern in that there are some students and even some staff who reported not feeling safe on some level on GUSD campuses. The actions in this goal are designed to address some of the concerns about school climate that have emerged in surveys and thus create spaces within the community that are beloved, cared for and about, and thus become inherently welcoming to students of all backgrounds, but paying special attention to our most at-risk students - foster youth, homeless students, English learners, students with disabilities, and low income students. All of these are demographics that time and again have shown to underperform other student groups in one or more indicators of success when viewed as a population, and several of them have also been shown to statistically have higher rates of health concerns in obesity, chronic health conditions, and dental issues - which GUSD will be supporting through increased attention to student physical as well as mental wellness.

To measure the success toward this overall goal, GUSD will use several key measures, such as to what degree attendance at school improves, how stakeholders report their feelings change about engagement and safety on campuses, discipline rates, and student health/fitness data.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1: Basic Facilities in Good Repair Facilities Inspection Tool (FIT)	Facilities Inspection Tool (FIT) for 2020-21 shows all sites overall rating as "Good".				Maintain all sites at or above "Good" overall ranking on Facilities Inspection Tool (FIT) Reports.
Priority 5: Pupil Engagement Attendance Rate Average Attendance at P2 (Feb/March)	Attendance rates at the P2 period for GUSD in the 20-21 school year averaged 91.6 percent				Restore and maintain average attendance to pre-COVID levels of at least 93%.
Priority 5: Pupil Engagement Chronic Absenteeism Rate (Students absent >10% of time)	The chronic absenteeism rate on the 2019 Dashboard was 10.3% and 7.83% on the 2019-20 CALPADS 14.1 Report				Decrease chronic absenteeism rate to 7% or better as reported on the Dashboard or the CALPADS 14.1 Report.
Priority 6: School Climate Expulsion Rate	Expulsion Rate was Zero percent for the 2019-20 school year as reported on DataQuest.				Maintain 0-1% expulsion rate as reported on DataQuest.
Priority 6: School Climate	Suspension rates were not officially				Maintain an overall suspension rate of under 5% and reduce

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate	<p>calculated by the state for 2019-20.</p> <p>Overall suspension rate locally calculated using ed-date.org for 2020 was 5.2%</p> <p>For the numerically significant subgroup populations, suspension data was as follows:</p> <p>English Learners: 1.7%</p> <p>Socioeconomically Disadvantaged: 5.7%</p> <p>Hispanic: 4.5%</p> <p>White: 6.4%.</p>				all major subgroups to under 5%.
Priority 6: School Climate CHKS Survey	<p>The Safe School survey (CHKS) completed in spring of 2021 shows for Grades 5, 7, 9, 11</p> <p>% Connected to School 87/59/63/49</p> <p>% Academic Motivation 87/60/60/60</p>				<p>% Connected to School 90/70/70/70</p> <p>% Academic Motivation 90/65/65/65</p> <p>% Safe at School 90/90/90/90</p> <p>% Antibullying Climate 90/NA/NA/NA</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	% Safe at School 87/62/75/60/64 % Antibullying Climate 78/NA/NA/NA/NA % Been Bullied NA/39/30/27 % Clean School 81/50/60/54				% Been Bullied NA/20/20/20 % Clean School 85/85/85/85 Note: Goals will be considered "met" if all but the 11th graders indicate success. This reflects that the 11th grade cohort includes measure of students at Esperanza whose experiences are often considerably different than grade-level peers.
Priority 8: Other Pupil Outcomes Physical Fitness Test	Last administered in 2019 76% of students met at least 4 of 6 standards				80% of students shall meet at least 4 of 6 standards.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Family Support and Attendance Liaison	Maintain Bilingual (Spanish) Parent and Family Support Liaison to provide parent classes/outreach and manage attendance program districtwide, including SARB.	\$43,964.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Staff Training - Trauma and Behavior	Provide staff training in meeting the needs of trauma sensitive students.	\$20,000.00	Yes
3	PBIS Support	Implement district-wide positive behavior support and campus climate improvement at all sites for all students, including but not limited to signage, incentive programs, guest speakers, staff committee meeting time and supports.	\$50,000.00	Yes
4	Socioemotional Learning Counselors	All students will have access to physical and mental health counseling supports. McKinley Counseling 1.00 FTE Wilson Counseling 1.0 FTE Sycamore Counseling 1.0 FTE GHS Counseling 1.0 FTE Alt Ed Counseling 1.0 FTE Districtwide Psychologist 1.0 FTE	\$591,602.00	Yes
5	Health Aides	All students will have access to health support services through health aides at school sites to support the single district nurse.	\$85,758.00	Yes
6	Attention to Attendance Program	Continue subscription for Attention 2 Attendance program to improve district-wide attendance rates and reduce chronic absentee rates.	\$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
7	Monitoring school site facility conditions	All sites will annually evaluate the condition of their facilities.		No
8	Physical Fitness	Students in grades 5, 7, and 9 will participate in the state's Physical Fitness Test. Credentialed PE teachers (1.2 FTE) will be provided for Wilson Elementary to actively teach physical fitness and health to maintain and improve physical fitness.	\$120,093.00	Yes
9	Campus Supervision	Maintain safety and security all all sites through hiring of campus-specific personnel appropriate to the needs of each campus such as crossing guards, high school campus supervisors, assistant principal position at elementary school, additional lunchtime supervision; installation of additional fencing, gates, and camera improvements at school sites to control unauthorized access and monitor access.	\$406,272.00	Yes
10	Parent and Family Outreach Supports	All parents will have access to parenting classes and materials that support district initiatives, but these will be targeted to issues and concerns of parents of foster, EL, and low income students.	\$20,000.00	Yes
11	Behavioral and Trauma Supports	Provide training and collaboration opportunities for counseling and other staff in order to effectively support the socio-emotional needs of all students as well as support from outside consultants in managing students with behavioral issues.	\$40,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	All students will graduate from high school ready for college and/or career, and be supported throughout the grade spans to meet that goal.

An explanation of why the LEA has developed this goal.

This is consistent with board goal 1 to "provide effective curriculum and instruction that results in increased student achievement" and 5 to "increase parent, family and community involvement in the education of all students". Analysis of student performance data, as well as parent and staff input through surveys has demonstrated in part that although the overall success of GUSD as measured by graduation rate places GUSD above average in the state, being just slightly above average doesn't mean that all is being done that could be done to make GUSD students highly competitive in the workplace or for colleges. Although GUSD graduates on average 9/10 students, that still means that 10 percent are being failed by the systems in place. Deeper analysis shows some patterns in the data, including at last count, 100% of dropouts were in the socioeconomically disadvantaged, or low income, subgroup. Looking at parental participation data correlated with student engagement data, it has been seen that as students age, their parents take less interest in school as a whole, and student engagement drops as well. This leads GUSD to the conclusion that strengthening the home to school connection may lead to increased outcomes for students in the district. GUSD further realizes that although there has been a historical emphasis on college participation as the only means of success in life, that a career and technical education path is also very viable and potentially just as lucrative option, and thus is committed to placing resources into assisting the student groups shown to be least likely to succeed (e.g. graduate) ready for college OR career - students with disabilities, English learners, foster youth, and the largest group of all - students from lower income families. The actions proposed in this goal of the plan are thus centered around increasing parental engagement with school, and providing additional opportunities to be prepared for successful completion of their Gridley journey, beginning with strong early literacy skills and continuing to add components along the way to prepare them for high school, then in high school open doors to college, direct entrance into the workforce, or both as students can complete a path at Gridley High that will enable them to enter the workforce or a 4 year college straight out of high school.

Progress toward this overall goal will be measured through several data points that collectively examine direct evidence of parental participation and engagement with school based on turnout to events and response rates to surveys, plus their perception of how welcoming schools are to their input. Pupil engagement is seen in their willingness to take advantage of the increased opportunities being offered to them, and the success rate of their engagement in those opportunities such as CTE pathway completion, college entrance exam passage, and graduation rates. At lower grade, the students' readiness to engage in the higher levels of work will be examined through monitoring their readiness to advance to each next school in the district or even just up to the next grade level.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Priority 3: Parent Involvement</p> <p>Meeting Sign in-sheets, parent survey participation rates, and online meeting attendance.</p>	<p>Pre-COVID in-person meetings and COVID-era online participation showed 10% or less of parents in key parent sub-populations aside from "elementary aged" participating at in-person school meetings or surveys and online meetings. This includes secondary-aged, English Learner parents, and parents of students with disabilities.</p>				<p>15% of parents in each identified subgroup will participate in one or more parent-oriented activities each year.</p>
<p>Priority 4: Pupil Achievement</p> <p>SAT/ACT Participation</p>	<p>Pre-COVID (2018-19) school year, 174 students took the SAT and/or ACT test. In 2020 77 tests were taken.</p>				<p>200 or more students will take the ACT and/or SAT yearly.</p>
<p>Priority 4: Pupil Achievement</p> <p>AP Enrollment and Pass Rate</p>	<p>From DataQuest, Pre-COVID (2018-19) 75 AP tests were taken and 43 passed, for a 57% pass rate with a 3 or high, and 99 students were enrolled in one or</p>				<p>100 or more students will take one or more AP courses yearly and test participation will equal the number of students enrolled.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	more AP classes. In 2020, 60 tests were taken and 47 passed (a 78% rate) while 77 students were enrolled in at least one AP class.				Average pass rates will meet or exceed 60%
Priority 4: Pupil Achievement College and Career Readiness	On the 2019 Dashboard, 43.4% of GUSD students were Prepared for college or career.				50% or more of students will be Prepared for college or career.
Priority 4: Pupil Achievement Statewide Assessment Data	2019 CAASPP data showed 11th graders at 27.51% met or exceeded in ELA and 26.75% in math, while state rates were at 57.27% and 32.24%.				GUSD 11th graders will score above the state baseline average in both ELA and math and maintain this, at 58% and 33% levels.
Priority 4: Pupil Achievement A-G Completion	Pre-COVID for 2019-20, 42.6% and for 2020-21, 36.4% of 12th graders were A to G completers, based on Aeries Analytics Dashboard. DataQuest shows the cohort data reflecting for 2019-20 that 34.3% of the cohort were A to G completers.				45% of students will complete A-G requirements for college by the end of 12th grade.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4/8: Pupil Achievement/Other Pupil Outcomes Early Literacy Students reading at grade level by end of year.	In 2020-21 Students reading at grade level based on I-Ready diagnostic were: 64% of Grade 1 58% of Grade 2 56% of Grade 3				Literacy rates of primary grade students reading at grade level will increase to 70% for each grade level 1-3.
Priority 4: Pupil Achievement CTE Course Completion in Pathways	At the end of 2019-20, CALPADS 3.15 shows 35 pathway completions occurred while another 37 were concentrators. Completers were all juniors or seniors, so the pathway completion rate was 11.6% that year. A total of 333 students were enrolled in at least one pathway course during 2020-21, representing 51.3 of students enrolled in at least one pathway class.				15% of students will complete a pathway.
Priority 4: Pupil Achievement	In the 2019-2020 year, four students were both A to G AND CTE completers,				10% of students will complete both A to G and pathway certification.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CTE and A to G Completion	representing 3% of the graduates.				
Priority 4: Pupil Achievement Early Assessment Program (EAP) of college readiness	<p>Last available EAP percentages from 2019 CAASPP results of 11th graders showed for ELA and Math readiness the following:</p> <p>All students 19.6/12.4 ELs 0/0 Low Income 7.7/11.5 Disabilities 9.1/0</p> <p>Students at Conditionally Ready were:</p> <p>All students 37.8/24.1 ELs 0/0 Low Income 50/19.2 Disabilities 9.1/0</p> <p>EAP readiness represents students scoring a 3 or 4 on their CAASPP assessments. Results</p>				College Readiness as measured by the EAP will increase in each group and on each assessment by 10% from the starting baseline.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	are from Aeries Analytics Dashboard.				
Priority 5: Pupil Engagement Middle and High School Dropout Rates	Middle School Dropout Rate from CALPADS report 8.1b was under 1% for 2018-19 and zero percent for 19-20. High school cohort dropout rate for 19-20 was 7.1% according to Ed-date.org, which concurs with DataQuest reports.				Maintain a middle school dropout rate under 1%. Maintain a high school cohort dropout rate of 5% or less.
Priority 5: Pupil Engagement Graduation Rate	2019-20 cohort graduation rate was 89.9%				Reach and maintain cohort graduation rate of 92%
Priority 7: Course Access Students Eligible for Integrated Math in 9th Grade	In 2020, 131 9th graders took with Integrated Math 1 or 2, 67% of the grade level.				Reach and maintain 70% of 9th graders being eligible and enrolling in IM 1 or IM2.
Priority 7: Course Access Programs and services for	In the general population for 20-21, 72.6% are low income, 11.8% are students with				Representation of students in CTE courses should mirror overall school

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Unduplicated Pupils and Students with Exceptional Needs</p>	<p>disabilities, 3.7% are English learners, 40.7% are either EL or reclassified EL.</p> <p>In the 2020-21 school year, 333 students were enrolled in at least one CTE pathway class, or 71.2% of the students. Of those, 72.6 were low income, 9.6% were students with disabilities, 1.5% were English learners, and 34% were either EL or reclassified ELs.</p> <p>In the 20-21 school year, 89 students were enrolled in one or more AP or honors classes, or 19.2% of the students. Of those, 68.5% were low income, 0 were students with disabilities, 0 were English learners, 29.2% were ELs or reclassified ELs.</p>				<p>demographics at +/- 2 percentage points.</p> <p>In AP and Honors courses, representation shall be within 5 percentage points of the overall school demographic.</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1	Support CTE Health Pathway	Maintain support for CTE Health Sciences Pathway.	\$87,996.00	Yes
2	College Testing	Provide for on-site college testing at minimal or no cost to students such as AP testing, SAT, and ACT to remove barriers and encourage greater participation from underrepresented groups.	\$20,000.00	Yes
3	Intervention and Lower Class Size	Provide remedial literacy and math support at high school level (0.6 FTE GHS and Esperanza) and Sycamore, including through lower class sizes in ELA and Math for Sycamore (2.4 FTE). Provide intervention teachers for Wilson (1.0) and McKinley (1.3) and lower McKinley class size (0.4 FTE).	\$677,031.00	Yes
4	Support CTE Pathways	Support CTE Pathways sustainability and program quality	\$141,701.00	Yes
5	Career Exploration for Alternative Ed Students	Implement career exploration and career counseling at Alt. Ed. through guest speakers, field trips, add-ons to elective course offerings, materials and supplies related to this topic.	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	Credit Recovery Programming	Continue credit recovery options using Cyber High (GHS) and/or Edgenuity (Alt. Ed) through facilitated online learning programs that feature built in supports such as read-aloud, Spanish translations, etc.	\$40,000.00	Yes
7	Support AVID Program	Continue implementation of AVID at Sycamore to support college readiness skills at the middle school level for underserved populations.	\$58,075.00	Yes
8	College and Career Night for High School Grades	Provide college and career information nights for students at the high school level, e.g. "Cash for College" night and materials targeted to first generation college students.	\$1,000.00	Yes
9	GHS AP and Honors	Provide additional 1.0 FTE worth of AP and/or Honors courses for students and increase enrollment among underrepresented groups	\$99,581.00	Yes
10	Spanish Electives for Sycamore	Support two periods of Spanish at Sycamore, including one targeted to native speakers.	\$34,762.00	Yes
11	Add additional sections of Spanish at GHS	Provide an additional 1.0 FTE Spanish teacher to increase schedule flexibility and course offerings.	\$83,119.00	Yes

Action #	Title	Description	Total Funds	Contributing
12	Literacy Support	Support materials to promote literacy among students through increasing holdings in school libraries and/or take-home book programs at early grades.	\$17,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	All students will progress toward proficiency in core subject areas as measured by State and Local Assessment Data as well as receive support in 21st century skills using up-to-date curricular materials to further their support their education.

An explanation of why the LEA has developed this goal.

Consistent with Board Goal 1 to "provide effective curriculum and instruction that results in increased student achievement." Analysis of standardized testing data such as CAASPP and ELPAC have shown that not all students are achieving at the expected standards (such as overall of 3 or 4 on CAASPP and 4 on ELPAC). Analysis of potential reasons for lagging student performance includes several factors. One such factor is a lack of updated and commonly used curriculum; district curriculum still represents a mix of materials, some of which is in alignment with Common Core and others are not. The second factor is changing educational needs of students evidenced in increasing poverty, increases in the number of students with disabilities, and increases in student trauma shown through data like Butte County's placement as one of the highest ACES (Adverse Childhood Experiences) counties in the state, with 1 in 4 households reporting a score of 4 or more on ACES which has been shown to correlation to increased risk of physical and mental distress. These changing needs mean increased need for professional development on the part of teachers and staff to address those issues. The third factor is a lack of a systemic approach to student improvement within the district - an assessment system in place at one school site may not have an equivalent at another, making transitions for teachers and students alike difficult if they move sites, and making meaningful data comparisons across the time of a student's years in Gridley schools less available to assist the students. Often, work done at a previous site or even in a previous year at the same school site is "lost" with the rollover to a new school year. The actions proposed to address these issues thus take into account the need to upgrade curricular materials to meet the current state standards and the unique traits of GUSD students, the need to provide time and training to staff to undertake this work, and the need to streamline and organize the process through implementing sustainable systems and the infrastructure to maintain it electronically as well as to more efficiently gather that information. The technological emphasis here also adds value to the classroom experience of students as they are given tools that they might not otherwise have access to at home to work from home with computers and to work at school with them as well.

Progress toward this goal will be measured through some simple means just as ensuring that enough materials to meet student needs are present and that all teachers are assigned appropriately to their areas of expertise, but also through some more complex systemic changes. Among these are ensuring that the work is completed from the last LCAP cycle to align all curricula to current standards and curating deliverables from teacher teams to document this, and auditing all district curriculum to make sure it is in compliance with CCSS, NGSS, and/or ELD standards.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1: Basic Appropriate Teacher Assignment	100% of teachers are fully and appropriately credentialed as certified by the HR office.				Maintain 100% fully credentialed and assigned teachers.
Priority 1: Basic Sufficient Instructional Materials in all core subject areas	All students have access to instructional materials in English Language Arts, ELD, science, social studies, and mathematics as measured by Williams requirements and affirmed yearly in the October board resolution attesting to this.				Maintain sufficiency of instructional materials and show currency of all materials in the core subject areas. All K-8 core subject areas will be updated to be CCSS-aligned or be in final stages of adoption.
Priority 2: Implementation of State Standards	In ELA, staff rated an average of 3.6/5, with the most common response being in the "Full Implementation". In ELD, staff rated an average of 3.3, with the most common response being "Initial Implementation".in math staff rated 3.6/5 with the most common response being "full implementation". In				Raise all averages to the next whole integer from the baseline.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	science, staff rated 2.85/5 with the most common response being in "Initial Implementation". In social studies, staff rated 2.85/5 with the most common response of "full implementation".				
Priority 2: Implementation of State Standards Programs and Services enabling all students, including ELs, to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.	Designated periods of English Language Development exist in grades 6-12 and all EL students are enrolled in at least one such period unless waived in writing by parent. In lower grades, students receive designated ELD as part of their ELA curriculum, and all adopted K-8 ELA curriculum contains specified EL components.				All K-8 core subjects adoptions include specified EL components to assist EL students in grades 6-12 will maintain at least one period of designated ELD support unless a parent waiver of services is on file.
Priority 3: Parental Involvement	In 20-21, minimal parent meetings were held, consisting of				Show increased total numbers of parent attendance or

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	almost all virtual school site councils and ELAC DELAC.				participation at each site's back to school nights, school site councils, and district parent meetings such as parent advisory council and ELAC/DELAC year over year for all three years at all sites, with 15% of parents represented at minimum.
Priority 4: Pupil Achievement Language Proficiency	Reclassification rate at the 19-20 school year was 16.1% according to DataQuest.				Maintain reclassification rate of 17% average over three years.
Priority 4: Pupil Achievement Language Proficiency	ELPAC was suspended in 2020 due to COVID, but in the 2019 Dashboard, 57.2% made progress on ELPAC, putting GUSD into the "High" category.				Maintain "High" or "Very High" EL progress on the dashboard.
Priority 4: Pupil Achievement Language Proficiency	DataQuest 2019-20 data show 3.1% Long Term English Learners in the district and 4.6% "at risk"				Reduce LTEL to 2% or lower.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4: Pupil Achievement CAASPP	<p>2019 CAASPP for students in grades 3-5 in ELA averaged 6.2 points below standard.</p> <p>ELs 24.7 below</p> <p>Low income 15.6 below</p> <p>Students with Disabilities 59.2 below</p> <p>Local I-Ready diagnostics in spring of 2021 show 49% of students reading at or above grade level, 32% at risk, and 19% in need of intervention.</p>				Student groups will perform such that their "color" status on the Dashboard will reach and maintain at yellow or better based on the status of scores each year and change from year to year.
Priority 4: Pupil Achievement CAASPP	<p>2019 CAASPP for students in grades 3-5 was 25 points below standard in Math.</p> <p>ELs 41.1 below</p> <p>Low income 33.2 below</p> <p>Students with Disabilities 80.8 below</p>				Student groups will perform such that their "color" status on the Dashboard will reach and maintain at yellow or better based on the status of scores each year and change from year to year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Local I-Ready diagnostics in spring of 2021 show 47% of students reading at or above grade level, 40% at risk, and 13% in need of intervention.</p>				
<p>Priority 4: Pupil Achievement CAASPP</p>	<p>2019 CAASPP for students in grades 6-8 in ELA averaged 2.8 points below standard.</p> <p>ELs 36.4 below</p> <p>Low income 11.2 below</p> <p>Students with Disabilities 43.2 below</p>				<p>Student groups will perform such that their "color" status on the Dashboard will reach and maintain at yellow or better based on the status of scores each year and change from year to year.</p>
<p>Priority 4: Pupil Achievement CAASPP</p>	<p>2019 CAASPP for students in grades 6-8 was 45.2 points below standard in Math.</p> <p>ELs 78.6 below</p> <p>Low income 53.8 below</p>				<p>Student groups will perform such that their "color" status on the Dashboard will reach and maintain at yellow or better based on the status of scores each year and change from year to year.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students with Disabilities 95.4 below				
Priority 4: Pupil Achievement District Benchmarks	64% of first graders were reading at grade level at the end of 2020-21 based on I-Ready data.				70% of exiting fist graders will be reading on grade level based on I-Ready or another commonly administered diagnostic/benchmark.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Learning Communities Collaboration	<p>All school sites will complete or revisit work done to identify essential standards and develop common assessments through collaboration within and between school sites.</p> <p>Faculty will revisit norms and expectations of PLC work with their site administrators and receive additional support in PLC methods from the district.</p> <p>Faculty will develop, administer, and analyze common assessment data to inform instruction periodically throughout the year with particular attention to underserved student groups such as ELs, foster youth, low income students, and students with disabilities.</p> <p>Faculty will be supported in this through release time, summer collaboration opportunities, and technological tools and additional training.</p>	\$88,241.00	Yes
2	CCSS Materials Adoptions	Prioritize materials over the period of the LCAP cycle to pilot and adopt in core subjects to bring all subjects up to CCSS with current California adopted materials, focusing on K-8 and core subjects first.	\$146,550.00	Yes
4	Daily Instructional Aide Support K-3 and Extra Duty Time K-8	Provide instructional aide support to K-3 classrooms, including time for additional occasional extra duty work K-8 as needed to support classroom prep, school events, etc.	\$380,752.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	Instructional and Content Training	Continue to train all teachers and implement a CCSS aligned curriculum in every district classroom K-12. Provide training as applicable to instructional aides to support.	\$77,169.00	Yes
6	District Benchmarks	Explore and adopt district-wide CCSS benchmarking assessments in ELA and Math and provide an online data tracking system for assessment analysis	\$50,000.00	Yes
7	Technology and Media Support Staff	Provide Library/Media Services and Technical support at sites. 3.0FTE district-wide IT technicians, 1.0 FTE library tech at GHS, 0.5 FTE library tech at Sycamore, 1.0 FTE library media at Wilson.	\$354,088.00	Yes
8	District Coordination of Programs	Provide district coordination for a consistent, Common Core aligned instructional program and support for Technology Integration. 1.0 FTE District level Teacher on Special Assignment and 1.0 FTE District level Special Projects/Curriculum Administrator.	\$253,606.00	Yes
9	Technology Hardware and Software Support	Ensure student and teacher access to emerging technologies for instruction and learning in both hardware and software.	\$488,477.00	Yes
10	Arts Support	Provide enrichment opportunities specific to musical and performing as well as visual arts.	\$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
11	Leadership Teams and Extra Duty Time	Support Leadership Teams (PLC) at all school sites by funding Leadership Team positions for each site and provide professional development release time opportunities or "extra duty" opportunities for faculty to work on school improvement outside the contracted work day.	\$34,812.00	Yes
12	Core Subjects Enrichment Support	Provide enrichment and supplemental materials and opportunities for students across all grade levels in all subject areas.	\$183,487.00	Yes
13	Additional ELD Period (GHS)	Add .2 FTE (one additional period) to GHS ELD beyond what is already budgeted for.	\$18,909.00	Yes
14	Credential Monitoring	Monitor appropriate credentialing and assignments for all teachers. Existing district personnel will monitor correct and appropriate placement of all teaching staff within the district.		No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
26.39%	4,764,045

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

1.1 and 1.10

Family support liaison assists to increase communication between the largely non-Spanish speaking faculty and administration as a conduit to the main Spanish speaking families in the district, representing both an increased and improved service to ELs and their families at parent meetings, in IEPS, and through a dedicated district translator of materials for families. In addition to one dedicated person in the district as a point of familiar contact, specific parent outreach in the form of mailings, workshops, and ongoing networking are planned that are targeted to low income families and EL parents to increase their ability to help students at home in support of the students' academic progress.

These are supports that existed in the previous LCAP, and the anecdotal evidence collected through comments at family/parent meetings that parents appreciated someone "like them" acting on their behalf was positive. More definitive data are yet to be collected about the efficacy of the position due to the COVID pandemic and the challenges of staffing the position consistently and long enough to train a person to fulfill the envisioned role. Efficacy of the position in assisting SARB was also not yet determined, since although trained to begin taking it over, the first person hired was not able to do so due to SARB suspension under COVID. The money set aside for 1.10 in parent support and outreach was also largely unspent as the planned activities were not possible in the COVID environment - the low-cost virtual activities done in their stead were ineffective at attracting participation of the desired family demographics, so in the new LCAP the intent is to carry through that which was planned - in person engagement events and classes to raise family connectedness to schools and provide families the supports to assist their children at home in achieving success at school, as measured through the metrics of the Healthy Kids surveys and the students' academic achievement and attendance.

1.2 and 1.4

Trauma training and support for counselors are targeted to assist staff in assisting the many families in Butte county experiencing trauma, from the remnants of the Camp Fire, to COVID, to the challenges of poverty in general. With 3/4 of the students in the district being low income and facing the challenges that this brings, this training will assist all students, but is targeted toward assistance of low income and foster families that have been historically shown to suffer the most from these types of events due to lack of in-home resilience skills or ready access to outside resources and which manifest in higher than average behavior incidences in school, increased absences, and lower academic performance in the foster, homeless, and low income student groups.

Training effectiveness is an item that previous existed in the LCAP plan whose full effectiveness could not yet be measured due to pandemic conditions. Trainings done pre-pandemic could not have prepared staff for the changed conditions under distance learning and the new set of challenges. Trainings offered in the current year largely focused on other more immediate needs such as distance learning, and thus with the return to full in-person learning in fall of 2021, these trainings will resume. This decision was influenced by the PD Needs survey given to staff in the district in spring of 2021 which still showed marked interest in learning how to better manage challenging student behaviors and trauma-informed practices to proactively create better learning environments. Effectiveness of the counselors will require additional time to be seen. Already gathered are data that show up to 20% of students seeking out appointments with their assigned SEL counselor, indicating that there is a strong need in the district for these services. This effectiveness will be measured through the Healthy Kids data which include components of SEL conditions in the students. The target will be lowered incidences of referrals for services and self-reported increases in student mental health and satisfaction, with an emphasis on looking to see how rates in student subgroups compares to baseline data such as discipline referrals and absences.

1.3

PBIS support is targeted to increase attendance of our students and families struggling most with regular attendance, which happen to be special education, foster, homeless, and low income. EL students tend to have the best attendance of all subgroups, but they will also benefit from the improved campus climate and lessened disruptions of a positive behavior supported environment that encourages and reward coming to school and behaving well as opposed to punishing unwanted behaviors or absence.

This is an item carried over from the previous LCAP to which additional resources are being deployed. Implementation of a model PBIS program had begun and was at various stages in district schools, but disrupted during the pandemic, thus not permitting this set of actions to be carried through long enough to be measured. Although some elements are now in place such as signage and some norms, the daily practice needed to create cultural change at a school was not able to occur in the abnormal environment from March 2020 to June 2021. Additional time is thus needed to accurately assess whether the plans implemented in 2019-20 will have the desired effect of increasing attendance, reducing discipline problems, and increasing perceptions of campus belonging in safety as measured through attendance and chronic absenteeism rates, lowered suspension rates, and improvements in the Healthy Kids survey data once all students are back at schools and the disruptions of distance learning and quarantine are lessened if not removed in the 2021-22 school year.

1.5 and 1.8

Low income, foster or homeless, and language-barrier students have lesser chances of being able to access health services at home. Having at-school access to at least basic health services and screenings plus referral to low or no cost resources is thus an increase in

services to students in need. It also represents an improvement in that with additional staffing, more proactive work in screening and referral can be done to head off minor health issues before they become large ones leading to chronic illness and absence, as has been seen in the past with some students who were not accessing care for things like dental abscesses and didn't know how to do so. Supporting dedicated PE and health teachers at the lower grades is seen as an improvement in that it provides content experts in exercise and health to students to proactively encourage and support healthy lifestyle and fitness in an increasingly sedentary population. This is an increased and improved service to the unduplicated pupils in that the CDC reports among the populations most likely to be affected by childhood obesity are Hispanics (the vast majority of GUSD ELs are Latino) at over 25% and low income youth at almost 19%. Increased health and fitness are seen as translating to improved attendance and learning, plus the organization of activities promotes having fun with fitness as well, further encouraging attendance.

This is a continuance of two previous LCAP actions - health aides and lower grade dedicated PE teachers. Without collection of state Physical Fitness Testing data in the last two years, the efficacy of the physical fitness program remains in question and more data need to be collected. Increased presence of health aides is also hard to truly evaluate under current conditions as well, as pandemic conditions changed school populations dramatically while students were on distance learning, and even when the bulk of students returned to school much of the time of the health aides was dedicated to contact tracing and staying ahead of the COVID-related needs of the students as opposed to the core health screenings and student care that was intended in their hires.

1.6

The Attention to Attendance program increases services to students in the most likely groups seen in local data to miss the most school (low income, foster, and homeless) through sending out timely notices as students near the threshold of chronic absence and truancy and then assisting the district in monitoring attendance of at-risk students so that resource can be employed to help those families overcome barriers and raise their awareness about how just an absence here or there can add up to much missed education. This service also assists our EL families in sending notices and awareness information about attendance in the home language of EL families.

This is another continued LCAP item from the previous cycle. Although intended to sunset with the hire of the Bilingual Family Support position, this program was retained in the new LCAP due to a need to provide a backup should a new hire not be immediately found. Efficacy of the Attention to Attendance system was seen in its last full year to be helping to maintain attendance rates overall, though there was slippage in some subgroups, attributed to lack of a full support system available to bring those students back into schools. During the pandemic, data were not determined to be reliable from this program nor really actionable as there continued to be a lack of active SARB in the district in the pandemic, and the attendance tracking system needed to be changed to meet new state requirements under executive orders. Thus, additional data needs to be gathered through continuance of the program in a more regular school year in order to ascertain whether student attendance continues to be positively affected by this program, as measured by subgroup attendance rates and degree of usage of the SARB board in the new year.

1.9

Campus supervision was an outgrowth of the report by students that they were experiencing bullying or felt unsafe, including for such reasons as the language they speak. Removing potential barriers to students wanting to come to school such as to avoid bullies is thus targeted to assist ELs in feeling more comfortable by building an antibullying culture and increasing perception of campus as safe. This is also targeted service based on data that show increased suspensions of low income, students with disabilities, and English learners at rates

above average. It is believed that increase "presence" will dissuade potential behaviors that might escalate to suspendable offenses, and thus remove those students from the educational setting.

This is an action that has been maintained and slightly increased from the previous LCAP with the addition of hours to provide campus supervision at Sycamore. With data from students and even staff stating they feel sometimes unsafe at school, or bullied (from students), there remains a continued need for additional supervision. In the abortive LCAP planning process from the spring of 2019-20, parent comment cards also reported that additional on campus supervision was needed to help control bullying behaviors. With abnormal data collection this past year, with so many students remaining on distance learning, additional data of a comparable nature is needed to determine whether the campus supervision in place is effective. The other components of campus supervision such as fencing and cameras were partially accomplished or accomplished late in the 2020-21 school year, so again additional time is needed to determine whether feelings of campus safety are improved in the Healthy Kids survey.

2.1 through 2.12

Collectively, these actions represent an attempt to expand opportunities for students to leave GUSD with the skillset to move on into post-secondary college education, the skillset to enter the workforce right after graduation or soon thereafter with more than a minimum wage job, or to have BOTH options available. Thus, the LCAP plans to support students throughout their time in the district to achieve those goals. It has been long demonstrated that children who cannot read at grade level by third grade are at much higher risk of dropping out of school, so at the earliest grades GUSD is targeting basic literacy for all. Low income families and families of EL students often live in homes without ready access to books or other reading materials, so from an early age, GUSD wishes to promote at-home literacy both in English for low income native speakers, but also through supporting parental involvement with EL students early on by providing dual language readers that allow parents to support English while working from the comfort of their at-home language. By the time students reach middle school, the AVID program supports first generation potential college students from low income and foster or homeless families with increasing their skillset to have success in the harder academics of high school and later college. Adding additional courses in both Spanish for native speakers increases a comfortable place where non-academic speakers of Spanish can get some assistance in building their academic skills in the home language, translating into greater success in their other classes and in employability as a confident truly bilingual speaker. Supporting AP and honors courses, plus providing additional Career and Technical Education opportunities shows support for students often considered at two ends of the academic spectrum, but as expensive programs that open doors to students, they might not be able to be offered in such numbers and variety without the support of additional funding. Seeing that students of EL, special education, and lower income are not as well represented in AP and honors courses in the baseline data, the intent is to increase marketing to those students and get them to try the opportunity rather than let it pass them by by offering a variety of advanced and CTE courses to catch their interest instead of the smaller number that could be offered using only base funding. Similarly, the application of dollars to support the higher number of students falling credit deficient and/or ending up at Esperanza in high school is targeted to primarily low income students and get them engaged back into completing their education by providing career alternatives, counseling, and rapid credit recovery options for them to get back on track. GUSD deems this as a targeted approach to low income students because the baseline analysis of cohort dropout data showed that 100% of GUSD dropouts were from the low income demographic in the 2019-20 data.

All of the services in Goal 2 with the exception of 2.12 are carryovers from the previous LCAP. Action 2.1 and 2.4 have thus far been a success as a highly qualified teacher has been attracted to the position in CTE Health, and a full pathway of courses with supporting equipment has been put into place. The pathway is too new to gauge its success based on completers however, so this support requires

continuance. The funds spent to support the other pathways are also deemed successful as enrollments in CTE classes continues to be strong and there has been seen an uptick in enrollment of underrepresented subgroups, though the data still show that additional data are needed to see if the trend continues up to the point where there is parity in subgroup enrollment in the classes and the students taking CTE classes mirror the demographics of the rest of the school. Action 2.2 and 2.9 for supporting college testing and AP offerings have had invalid results for two years now due to cancellation of some tests in the spring of 2020 and the requirement lifted to have a valid score for college entrance. In 2020-21 there was lower enrollments in AP courses, in part perhaps due to the perception that a year begun in distance learning was not conducive to success in those tough classes. Thus, this action is continued to re-set the baseline and allow it the time of a more regular year to determine efficacy over the period prior to free testing. Early data from the first year of this LCAP goal did show increased numbers of students testing, but that data is now two years old. LCAP support for lower class sizes and intervention classes plus credit recovery (2.3 and 2.6) was maintained due to the existence of those programs helping to at least maintain rates of subgroups achieving success as based on pass rate, graduation rates, etc. To improve subgroup success rates, the administrative team has determined an increased focus on goal 3 actions to improve first line instruction to students will likely provide the greatest impact, but these remediation actions are needed to "buy time" in order to not allow students at risk to further slide. Continuance of 2.5 (career exploration for Esperanza) requires more data as the measure that had begun to be put into place were disrupted under COVID. Action 2.7 to support AVID has been successful as additional students have been enrolled in the program pre-pandemic and the number of needed sections increased by one to support interested and qualified students. Whether that was a one year spike or can be maintained requires additional data and will be examined in the post-COVID data. With AVID not being offered this past year to all students (not available as a distance learning offering) the data from this year are insufficient. Action 2.8 was a maintenance item and has continued to be supported because data consistently show good turnout for the program as compared to area schools, and the program features bilingual opportunities for parents to engage and learn about college for their children. Actions 2.10 and 2.11 to increase Spanish offerings were continuances disrupted by COVID, as the number of students remaining on distance learning, especially at Sycamore, removed some possible students from the pool of students when in-person instruction was returned to. These goals are being maintained to allow additional time for data in a more normal year to be gathered. The final action here, 2.12, is the support of student literacy through book programs and other targeted supports. Efficacy of this has yet to be baselined as the primary target pool of the youngest learners has yet to enter school. Baseline data can be gathered in early 2021-22 but even that will take some time to see true difference as it will be in the third grade year of those students that a final measure can be taken.

3.1-3.6

These actions hold as a common thread the building of a unified system to approach teaching the children of GUSD and providing resources to teachers that are up to date, aligned to both common core and ELD currency, and provide the time to teachers to work within and outside the school day to plan lessons, collaborate with peers about serving the students, and analyze the data of their students' assessments for planning further instruction. With an increasing population of students with disabilities, low income and trauma-affected students in the district overall and the statistical reality of those students' greater likelihood of failure, teachers need additional time to prepare to serve those students effectively and in updating their pedagogy around the special issues those students bring with them as well as the updated curricular material to work with, above and beyond the need to complete adoption of all district curriculum to the Common Core, Next Generation Science, and ELD frameworks. Thus, the adoption of materials represents a substantial improvement of service to students in the EL subgroup while the work on PLCs and more content training represents improvements for the EL populations as well as the low income, special education, and other subgroups who experience less success than the "average" student. The addition of exploring

and adopting a districtwide true benchmarking assessment and electronic system also represents an improvement as well as it will permit data analysis to occur much quicker for those students and inform the teachers that much faster for intervention purposes.

These are all continued actions from the previous LCAP being maintained. Actions 3.1 and 3.5, PLC work and collaboration plus instructional and content training, is important work in supporting unduplicated students. Students in the unduplicated groups all tend to underperform their grade level peers in almost every measure with the possible exception of attendance in which ELs tend to be among the best attending of GUSD students. As a result, PLC collaboration work has been determined to be an important step in getting teachers to have protected time to learn about the students in their classes in depth, and to plan instruction to best serve their improved achievement. Thus, resources have been set aside to support collaboration time, PLC methodology training, development of PLC protocols, and training of staff in recent instructional methods targeted to support EL students, low income and foster students, and students struggling in general. Along these same lines, examination of the curricular materials within the district has found that some are now out of alignment with CCSS or NGSS and require updating (action 3.2). A component of this is integrated ELD supports for students which is not necessarily aligned with current ELD standards in those materials, thus affecting our EL students negatively. Efforts thus far have centered on ELA and math, but materials in history, social studies, and non-core subjects have lacked attention. Thus, putting additional funds into the action of completing a more thorough curriculum audit and updating materials is an improved action or service to subgroup students that we will measure through responses on the yearly CCSS Implementation Survey most immediately, but then through eventual gains on overall ELPAC and CAASPP testing as all curriculum comes into alignment with CCSS and ELD standards. Going along with this, resources to then train teachers in any new adoptions has been set aside as well. Action 3.3 was identified as a continued action to support students in the lower grades at an improved student to adult ratio and more personalize instruction to assist those most struggling students in the unduplicated groups in closing the achievement gap. There is no state measure of these youngest students until they hit third grade, so local measures of reading proficiency will be used from the I-Ready or other locally identified common assessment. Recent results have been limited even here, as a number of distance learning students were not able to have access to the individualized attention of the instructional aides this past year, and/or their parents refused to permit participation in the local assessment measures, thus a realignment year is needed for reliably valid data. Action 3.6 to audit, examine, and realign district benchmarks is the final piece of this set of related actions. This step was informed by the need to ensure that the assessments locally used to assess the youngest students and to provide formative data through the year to more quickly respond to students needs in the unduplicated groups are both aligned to standards in the newly adopted curriculum, and that the data are readily accessible to teachers and administrators in making instructional changes during the year.

3.7-3.9

As learned during COVID, having sufficient technology and the human resources to distribute and maintain it is crucial to maintaining a quality educational program. Unfortunately, base funding cannot take into account all that is needed to put it into place, keep it up, and support users. With 3/4 of district students from low income families, placing substantial resources into the hands of teachers and students in technology assures that no student is left behind in case of distance learning, ensures that students have the tools to take home with them to complete homework, and the connectivity at home and school to work - technology that low income families cannot themselves support. Thus, the technology component is an increase in services targeted to those families mostly that would struggle to afford it on their own (foster and low income). It also has an edge for EL students and their families as well, since now the tools of quick communication are in the hands of the students and families. Through software, communication that once was at best halting and with much missed meaning can occur much more rapidly through voice to text and text to voice with built in translations. The coordinator and TOSA assistant provide

support for both the coordination of the curricular and EL goals of the district in ensuring that staff are trained in EL practices, students are monitored and being served appropriate, and also that other student needs are addressed as well through the guidance to explore and purchase appropriate technology and curriculum to meet the needs of ELs, special education, and other student groups plus the training on their use.

Locally delivered surveys and anecdotal data from individual interactions, parents speaking up at board meetings, etc. showed that internet connectivity and access to a computer that students can work on were limited for many families in the lower income brackets - a bracket which also tends to encompass EL students and of course foster students. Additionally, during distance learning, with the possibility of working and learning from home, it was learned that many faculty did not have access at home to computers or the peripherals needed to teach remotely. As a result, to put the tools into the hands of the neediest students and into the hands of the teachers to best serve those students, resources have been allocated to provide updated and current devices to all GUSD students and teaching staff, plus the personnel to maintain the devices and infrastructure for that (Action 3.7 is staffing, and action 3.9 is the equipment). The measure of success here is the internal count of devices available to students, plus staff surveys about having received the tools they need to serve their students. Action 3.8 is partially related to providing this technological service as it funds positions that oversee and plan the technology needs of the district, monitor the implementation of district technology, and then to coordinate the use of technology for staff and students through reviewing the use of district technology and instructional programs and ensuring parity and accessibility. Success of these district oversight positions is in part measured through the same surveys and audits ensuring device availability, uptime of the district systems, time to complete technology help requests, but also the various measures of student success on the instructional side as well - aligned textbook availability, student achievement scores, etc. Thus far, as a continued service, the success of these three actions is warranted as all students had access to devices to use during the pandemic, teaching staff had portable devices and peripherals made available, and the district has been able to support a take-home technology program for students in grades 6-12 to assist lower income students in completing homework with 100% of students in grades 6-12 issued a device they can take home and even keep it through the summers. The district is also exploring a fleet of units for lower grades that can be checked out and taken home by students as well, though the need of a computer at home is deemed much lower in the lower grades.

3.10

This is a particular line item callout to ensure that students not able to experience arts and culture due to their low income status are afforded the chance to see, do, and experience - whether it is in supporting additional art projects, or in supporting maintenance, repair, and purchase of new band instruments, these dollars represent an increase in services to students in that they gain more variety in the types of art experiences that would otherwise be supportable through general fund dollars alone. It can also be seen as an improvement to existing services in that students in the music program for instance are not relegated to playing decades old instruments that won't hold a tune and the students can have a variety of instruments from which to choose.

As a rural area without immediate and close access to arts and culture of the greater world, GUSD's lower income students do not have ready access to enrichment experiences. This action is a continuance of previous LCAP whose success has been measured through participation in the music program in the district, and participation in funded activities related. In this past year, participation has been down and no in-person arts activities were permitted (due to the Pandemic). Music program participation was attributed to the difficulties in

musical practice keeping parents from choosing this option for their children, and thus the success of this allocation must be reassessed when operations return to normal in the 21-22 year.

3.11

Site leadership teams represent an improvement to the services to the targeted unduplicated groups in that they act as additional site-based coordinators of the efforts to improve the services to students and manage the work of their peers in curriculum development, adherence to EL standards, and in assessment analysis to improve student outcomes.

Action 3.11 is related to the activities in actions 3.1-3.6 and represents a line item to account for on-site teacher-leader stipends such as department chairs to oversee the PLC activities of the various departments or grade levels on each campus. The need for these positions was determined after examining the lower performance of unduplicated students in all the subgroups compared to the general population, and seeks to improve services to them through ensuring that there is adequate supervision of the PLC process at schools. Success of this action is measured based upon looking at closing of achievement gaps in students, plus the staff responses to the yearly CCSS implementation surveys.

3.12

Like 3.10, this item is there to ensure that schools have sufficient resources to provide enrichment to students on campus during and after the school day. It is an improvement and increase in services to largely the lower income students who might not be able to assist with fundraising for field trips, providing their children with supplies, etc. Enrichment opportunities here include field trips, guest speakers, performances, campus events, and higher quality classroom supplies for special projects in arts, science, etc. Funding here could also be seen as affecting the attendance goals of the district in that it is a district position backed by data that students report that students who feel disengaged or that school is disinteresting to them are less likely to attend, and with the higher than average attendance issues of lower income, foster, homeless, and students with disabilities, the funding in this area is deemed a support to make school more engaging and thus serve those students by getting them here.

As a rural area without immediate and close access to arts and culture of the greater world, GUSD's lower income students do not have ready access to enrichment experiences. This action is a continuance of previous LCAP whose success has been measured through participation in the cultural experiences funded, field trips, and popularity of the guest presenters brought to campus. This area also funds additional enrichment beyond the basic services and materials provided to students. This funding is intended to support additional materials for use in classes beyond the basics, whether they be additional lab materials, additional more expensive consumable arts materials such as canvases and clays, etc. The deemed success of this allocation is student and parent satisfaction from the CHKS surveys, and perceived staff support for arts from the CCSS implementation surveys. Satisfaction levels were down this year, but correlating the objective survey responses with the open ended responses on surveys, an element in dissatisfaction was deemed to be the requirements under COVID to avoid many activities that might put students or staff at risk. Thus, a return to normal operations is needed before this can be fully assessed reliably.

3.13

The district is committed to serving its EL students, and funding has been set aside to offer an additional period of ELD support at the high school. EL numbers typically mean that all EL students could be housed in a single ELD period, but this funding will allow greater

differentiation of student needs to a "high" and "low" class, based on EL level of the students and more 1:1 time with the teacher, making this service targeted solely to ELs as an increase in services.

Action 3.13 is a new action for this LCAP. Low enrollments of EL students at Gridley High mean that dedicated ELD courses for each EL level would be impractical, but the addition of an additional period will permit some additional differentiation of services to students in need of EL services - primarily newcomers - with very low English skills and thus great difficulty in accessing the standard curriculum. This action will permit that greater differentiation and improved student to teacher ratio. The success of this action will be measured by examining graduation rates of ELs compared to the base plus EL reclassification rates at the high school level.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Increase and Improved Services are presented above as they relate to each goal's actions in the LCAP, or to a group of closely related actions. All funds allocated through the LCAP's Supplemental and Concentration funding are deemed to serve the needs of unduplicated pupils, therefore meeting the minimal percentage required of increased or improved services.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$4,764,045.00				\$4,764,045.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$3,381,658.00	\$1,382,387.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Family Support and Attendance Liaison	\$43,964.00				\$43,964.00
1	2	Foster Youth Low Income	Staff Training - Trauma and Behavior	\$20,000.00				\$20,000.00
1	3	English Learners Foster Youth Low Income	PBIS Support	\$50,000.00				\$50,000.00
1	4	English Learners Foster Youth Low Income	Socioemotional Learning Counselors	\$591,602.00				\$591,602.00
1	5	Foster Youth Low Income	Health Aides	\$85,758.00				\$85,758.00
1	6	Foster Youth Low Income	Attention to Attendance Program	\$20,000.00				\$20,000.00
1	7	All	Monitoring school site facility conditions					
1	8	Low Income	Physical Fitness	\$120,093.00				\$120,093.00
1	9	English Learners Foster Youth Low Income	Campus Supervision	\$406,272.00				\$406,272.00
1	10	English Learners Foster Youth Low Income	Parent and Family Outreach Supports	\$20,000.00				\$20,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	11	Foster Youth Low Income	Behavioral and Trauma Supports	\$40,000.00				\$40,000.00
2	1	English Learners Foster Youth Low Income	Support CTE Health Pathway	\$87,996.00				\$87,996.00
2	2	English Learners Foster Youth Low Income	College Testing	\$20,000.00				\$20,000.00
2	3	English Learners Foster Youth Low Income	Intervention and Lower Class Size	\$677,031.00				\$677,031.00
2	4	English Learners Foster Youth Low Income	Support CTE Pathways	\$141,701.00				\$141,701.00
2	5	Foster Youth Low Income	Career Exploration for Alternative Ed Students	\$10,000.00				\$10,000.00
2	6	English Learners Foster Youth Low Income	Credit Recovery Programming	\$40,000.00				\$40,000.00
2	7	English Learners Foster Youth Low Income	Support AVID Program	\$58,075.00				\$58,075.00
2	8	English Learners Foster Youth Low Income	College and Career Night for High School Grades	\$1,000.00				\$1,000.00
2	9	English Learners Foster Youth Low Income	GHS AP and Honors	\$99,581.00				\$99,581.00
2	10	English Learners	Spanish Electives for Sycamore	\$34,762.00				\$34,762.00
2	11	English Learners Foster Youth Low Income	Add additional sections of Spanish at GHS	\$83,119.00				\$83,119.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	12	English Learners Foster Youth Low Income	Literacy Support	\$17,000.00				\$17,000.00
3	1	English Learners Foster Youth Low Income	Professional Learning Communities Collaboration	\$88,241.00				\$88,241.00
3	2	English Learners Foster Youth Low Income	CCSS Materials Adoptions	\$146,550.00				\$146,550.00
3	4	English Learners Foster Youth Low Income	Daily Instructional Aide Support K-3 and Extra Duty Time K-8	\$380,752.00				\$380,752.00
3	5	English Learners Foster Youth Low Income	Instructional and Content Training	\$77,169.00				\$77,169.00
3	6	English Learners Foster Youth Low Income	District Benchmarks	\$50,000.00				\$50,000.00
3	7	English Learners Foster Youth Low Income	Technology and Media Support Staff	\$354,088.00				\$354,088.00
3	8	English Learners Foster Youth Low Income	District Coordination of Programs	\$253,606.00				\$253,606.00
3	9	English Learners Foster Youth Low Income	Technology Hardware and Software Support	\$488,477.00				\$488,477.00
3	10	English Learners Foster Youth Low Income	Arts Support	\$20,000.00				\$20,000.00
3	11	English Learners Foster Youth Low Income	Leadership Teams and Extra Duty Time	\$34,812.00				\$34,812.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	12	English Learners Foster Youth Low Income	Core Subjects Enrichment Support	\$183,487.00				\$183,487.00
3	13	English Learners	Additional ELD Period (GHS)	\$18,909.00				\$18,909.00
3	14	All	Credential Monitoring					

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$4,764,045.00	\$4,764,045.00
LEA-wide Total:	\$3,668,057.00	\$3,668,057.00
Limited Total:	\$18,909.00	\$18,909.00
Schoolwide Total:	\$1,077,079.00	\$1,077,079.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Family Support and Attendance Liaison	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$43,964.00	\$43,964.00
1	2	Staff Training - Trauma and Behavior	LEA-wide	Foster Youth Low Income	All Schools	\$20,000.00	\$20,000.00
1	3	PBIS Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	\$50,000.00
1	4	Socioemotional Learning Counselors	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$591,602.00	\$591,602.00
1	5	Health Aides	LEA-wide	Foster Youth Low Income	All Schools	\$85,758.00	\$85,758.00
1	6	Attention to Attendance Program	LEA-wide	Foster Youth Low Income	All Schools	\$20,000.00	\$20,000.00
1	8	Physical Fitness	Schoolwide	Low Income	Specific Schools: Wilson, Sycamore, GHS	\$120,093.00	\$120,093.00
1	9	Campus Supervision	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$406,272.00	\$406,272.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	10	Parent and Family Outreach Supports	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	\$20,000.00
1	11	Behavioral and Trauma Supports	LEA-wide	Foster Youth Low Income	All Schools	\$40,000.00	\$40,000.00
2	1	Support CTE Health Pathway	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: GHS	\$87,996.00	\$87,996.00
2	2	College Testing	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: GHS and Esperanza	\$20,000.00	\$20,000.00
2	3	Intervention and Lower Class Size	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$677,031.00	\$677,031.00
2	4	Support CTE Pathways	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: GHS	\$141,701.00	\$141,701.00
2	5	Career Exploration for Alternative Ed Students	Schoolwide	Foster Youth Low Income	Specific Schools: Esperanza	\$10,000.00	\$10,000.00
2	6	Credit Recovery Programming	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Esperanza, GHS	\$40,000.00	\$40,000.00
2	7	Support AVID Program	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Sycamore	\$58,075.00	\$58,075.00
2	8	College and Career Night for High School Grades	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: GHS and Esperanza	\$1,000.00	\$1,000.00
2	9	GHS AP and Honors	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: GHS	\$99,581.00	\$99,581.00
2	10	Spanish Electives for Sycamore	Schoolwide	English Learners	Specific Schools: Sycamore	\$34,762.00	\$34,762.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	11	Add additional sections of Spanish at GHS	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: GHS	\$83,119.00	\$83,119.00
2	12	Literacy Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$17,000.00	\$17,000.00
3	1	Professional Learning Communities Collaboration	LEA-wide	English Learners Foster Youth Low Income		\$88,241.00	\$88,241.00
3	2	CCSS Materials Adoptions	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$146,550.00	\$146,550.00
3	4	Daily Instructional Aide Support K-3 and Extra Duty Time K-8	Schoolwide	English Learners Foster Youth Low Income	K-8	\$380,752.00	\$380,752.00
3	5	Instructional and Content Training	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$77,169.00	\$77,169.00
3	6	District Benchmarks	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	\$50,000.00
3	7	Technology and Media Support Staff	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$354,088.00	\$354,088.00
3	8	District Coordination of Programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$253,606.00	\$253,606.00
3	9	Technology Hardware and Software Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$488,477.00	\$488,477.00
3	10	Arts Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	\$20,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	11	Leadership Teams and Extra Duty Time	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$34,812.00	\$34,812.00
3	12	Core Subjects Enrichment Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$183,487.00	\$183,487.00
3	13	Additional ELD Period (GHS)	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: GHS	\$18,909.00	\$18,909.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.