LCFF Budget Overview for Parents

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

CDS Code: 04-75507-0000000

School Year: 2023-24
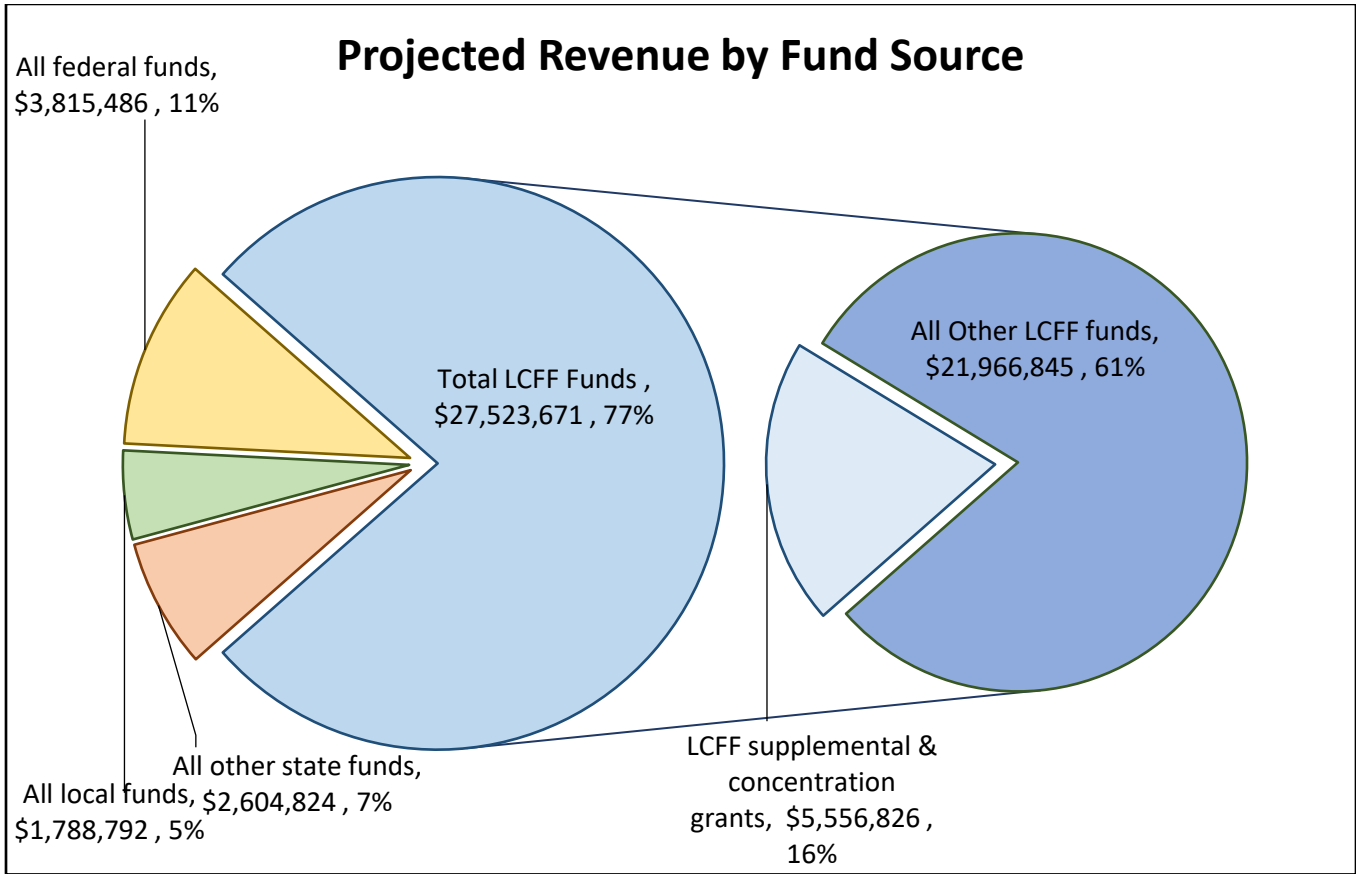
LEA contact information:

Justin Kern

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 2023-24 School Year

Projected Revenue by Fund Source

All federal funds, $3,815,486 , 11%

Total LCFF Funds , $27,523,671 , 77%

All Other LCFF funds, $21,966,845 , 61%

All other state funds, $2,604,824 , 7%

All local funds, $1,788,792 , 5%

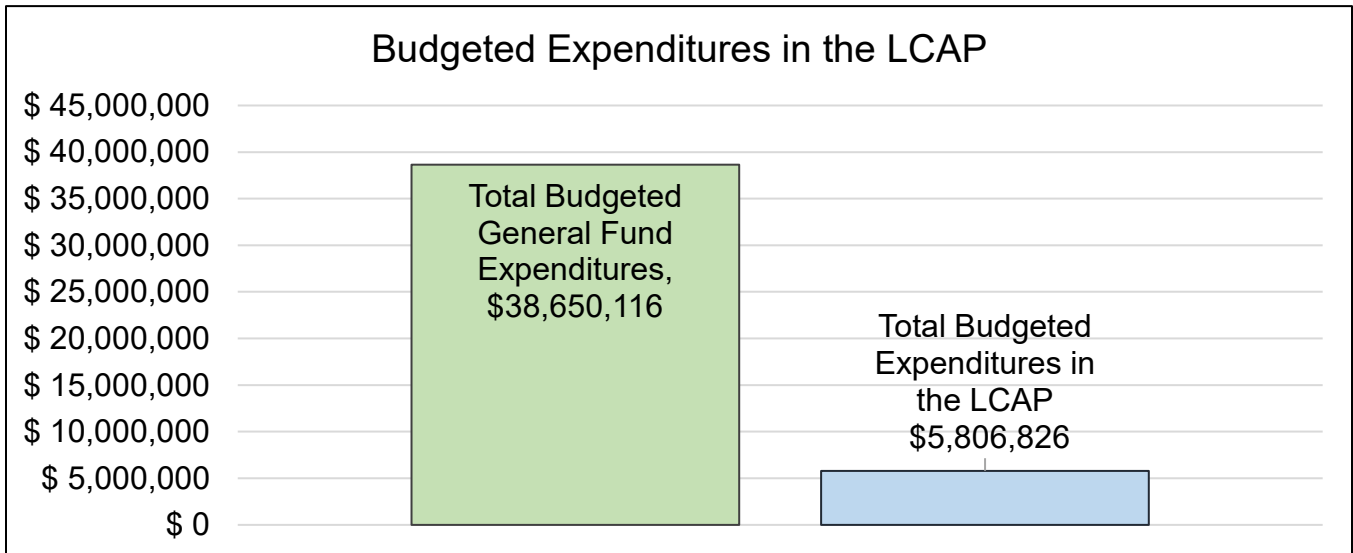LCFF supplemental & concentration grants, $5,556,826 , 16%

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

The text description for the above chart is as follows: The total revenue projected for Gridley Unified School District is $35,732,773, of which $27,523,671 is Local Control Funding Formula (LCFF), $2,604,824 is other state funds, $1,788,792 is local funds, and $3,815,486 is federal funds. Of the $27,523,671 in LCFF Funds, $5,556,826 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.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $38,650,116

Total Budgeted Expenditures in the LCAP $5,806,826

This chart provides a quick summary of how much Gridley Unified School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Gridley Unified School District plans to spend $38,650,116 for the 2023-24 school year. Of that amount, $5,806,826 is tied to actions/services in the LCAP and $32,843,290 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

GUSD at current time only enters those required under statute into the LCAP. All other expenditures can be found in the published annual budget on the website.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Gridley Unified School District is projecting it will receive $5,556,826 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 $5,806,826 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23

Prior Year Expenditures: Increased or Improved Services for High Needs Students

- Total Budgeted Expenditures for High Needs Students in the LCAP: $5,496,715
- Actual Expenditures for High Needs Students in LCAP: $5,745,500
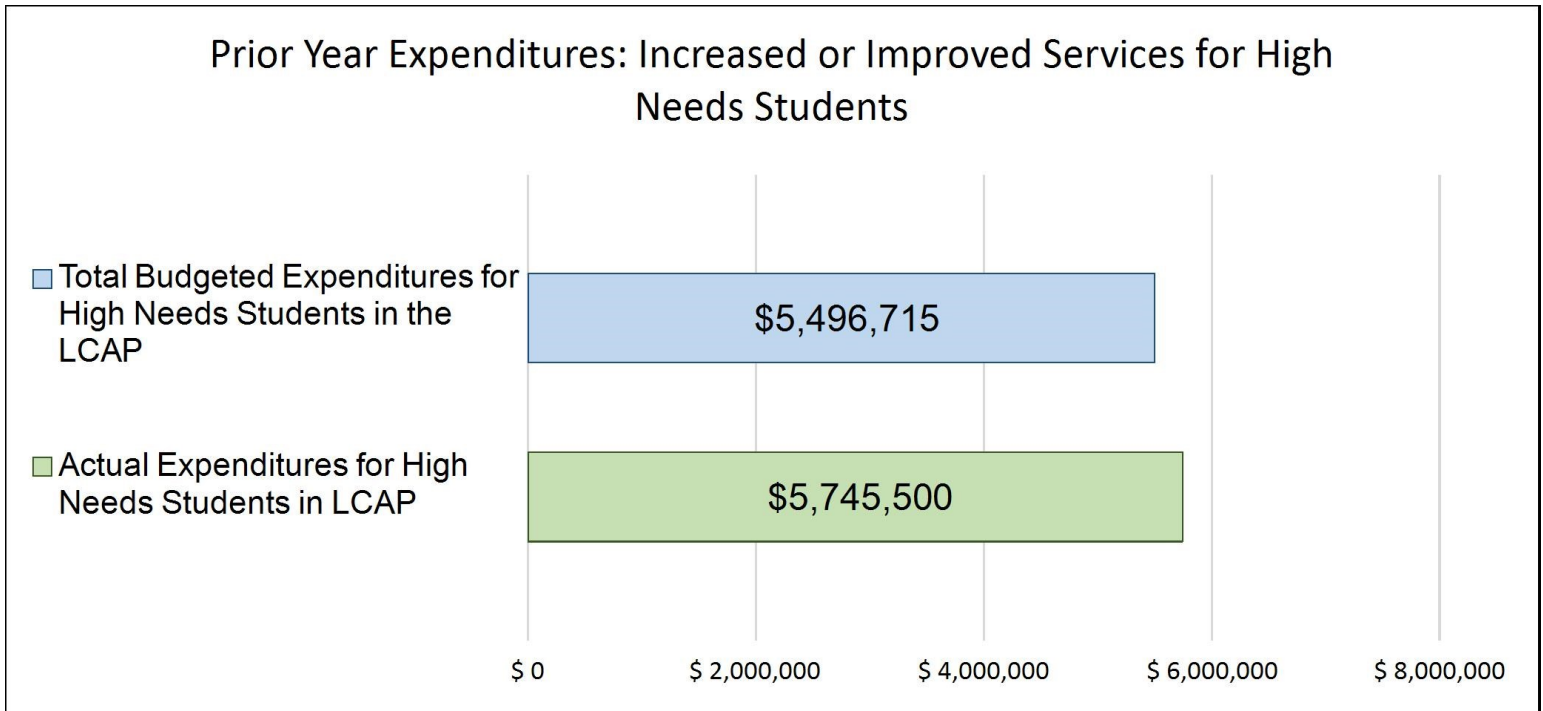
This chart compares what Gridley Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Gridley Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Gridley Unified School District's LCAP budgeted $$5,496,715 for planned actions to increase or improve services for high needs students. Gridley Unified School District actually spent $$5,745,500 for actions to increase or improve services for high needs students in 2022-23.

Local Control and 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	Justin Kern Superintendent	jkern@gusd.org (530) 846 - 4721

Plan Summary [2023-24]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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 between 2000 and 2100 students yearly in five schools: McKinley (TK-1), Wilson (2-5), Sycamore (6-8), Gridley High School (9-12), and Esperanza (continuing high school education). The demographics of the area include a high percentage of students living in low socio-economic households (71.6%) and approximately 16.6% English Language Learners and 13.5% students with disabilities according to the 2022 Dashboard calculations. Student population consists of 58% Hispanic, 33% Caucasian, 2.6% Asian, and all other groups at about 1% or less.

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

1. Provide effective curriculum and instruction that results in increased student achievement.
*Teachers collaborate around data-driven instruction in subject and/or grade-level meetings weekly
*Offer a consistent, articulated, balanced instructional K-12 program to all students
*All students increase proficiency in ELA, Math, and Science
*All GUSD students graduate college and/or career ready

2. Provide a Safe and Supportive Learning Environment
*Implement, monitor, and evaluate GUSD safety plan
*Full PBIS implementation for K-8 schools
*Maintain socioemotional supports
*Implement, monitor and evaluate the district wellness plan based on district needs
*Increase local partnerships for substance abuse, mental health, and physical health

3. Increase parent, family and community involvement in the education of all students.
*Organize community events that engage families in their child's learning
*Increase parent participation in school and district meetings and committees - i.e, Local Control Accountability Plan (LCAP), Site and District
English Learner Advisory Committee (ELAC/DELAC), Parent Advisory
Committee (PAC), Parent-Teacher Conferences (PTCs), and other opportunities
*Develop a strategy to improve attendance districtwide

4. Develop a facilities master plan to address infrastructure needs for GUSD*
*This goal is currently outside the scope of the foci of the GUSD LCAP

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 (2022) were still hard to compare to pre-pandemic conditions, despite being the first full year post-pandemic.

Standardized test scores at most district schools remained fairly stagnant with the Dashboard rating them at low or medium on their status of students meeting standard in ELA and math with the bright exception of the high school which rated medium in Math and High in ELA with the average student scoring 51.7 points above standard in ELA.

Recognizing that conditions in California schools have changed since the pandemic, this year's Dashboard data did not reflect conditions of current status compared to the previous year. Instead, California schools used the 2022 dashboard to establish a new baseline year against which they will be neasured in the fall of 2023 when the next dashboard is released. Based on the status reports of various GUSD subgroups from the Dashboard, all GUSD schools entered either Comprehensive Support and Improvement or CSI status (Esperanza High) or Additional Targeted Support for Improvement, or ATSI (all other schools). Coming out of last year, District Leadership were acutely aware that attendance and absenteeism would be a major hurdle, and this proved to be the case as each school for which there is a chronic absenteeim measure calculated was selected for ATSI status based on this indicator (McKinley, Wilson, and Sycamore) with very high rates

of chronic absenteeism (students missing over 10% of school days in a year made of over 26% of the population by the end of the year - remembering that regular quarantines were still very much a factor in the 20-21 year from which the data were drawn and although local rates were about 23% by the end of the year, they did not recover from the hihg quarantine rates the year began with). High schools do not calculate a chronic absenteeism rate as graduation rate has been determined to be a more appropriate indicator. Despite maintaining a high graduation rate (91.5) as a district however which is actually one percent higher than the 2019 pre-pandemic Dashboard, Gridley High School was deemed ATSI for too high of a suspension rate among its Students with Disabilities and English Learner subgroups (each over 10% compared to the 5% average for the district). Esperanza was notified of its CSI status as an overall low performing school, which, to to low enrollment numbers at this small school site, means that it actually received this lowest possible rating due to a single indicator - its suspension rate which was 13.2 percent overall.

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 (2022) and the ATSI and CSI status of district schools provided clear evidence of needs within the district.

Chronic Absenteeism
The 2022 Dashboard indicated that absenteeism was rampant among students. Even pre-pandemic, GUSD noted that absenteeism was on the uptick and instituted several programs to combat this, including adding a parent liaison position, contracting with School Innovations in Achievement to provide more accurate attendance tracking and notification, and rebuilding a School Attendance Review Board that had not convened in years. Maintaining an individual in the parent liaison position for any length of time has been a challenge, which has hampered the ability to build long-lasting and meaningful programs for parent engagement through that position. Feedback about the letters generated through SIA have also not been particular positive, and some steps have been taken to change the messaging somewhat and to add additional components that include more positive messaging. When a dipstick measure of chronic absenteeism was taken in the district at the 100 day mark this year, the district average was at just under 25%, with the best being at GHS at 16.4%, and the lowest being at Esperanza with 55% and then McKinley at 41%. SARB was reinstituted this year, having been problematic under COVID. As the year ends, chronic absenteeism has fallen to an overall 17.4%, a marked improvement from where the District was at at the midpoint in the school year, but still not as low as pre-pandemic when it was just over 10%. Work remains to be done in this area since students cannot learn if they are not present.

Suspension Rates
In discussions about the suspension rate increases in the upper grades leading to ATSI and CSI status, the administrative team examined the patterns in student suspensions and re-examined whether or not something could or should have been done differently in each case. The overall consensus was that the suspensions were valid responses to the behaviors of students - largely in areas of vaping - as vaping has been on the rise again and merely providing cessation sessions was not decreasing student use, with repeat offenders not taking heed until

suspensions were given. Still, this conversation led to the team's decision to look at alternatives to suspension and over the summer, the administration team will be trained in a new tool to provide one more level of intervention prior to suspending students from campus in time to roll this out in 2023-24.

Standardized Test Scores
Recognizing that test scores have been fairly flat for some time, the administrative team looked to examine the use of Tier 1 (main, or daily instruction) as opposed to a previous focus on moving struggling students into intervention, informed by taking notice that the number of students being referred for intervention services or special education referrals was growing. As a result of the earliest work in this, curricular areas that had not had a recent adoption were prioritized for bringing in new materials, a process that will continue over the next couple of years. Additionally, more targeted intervention programs were brought in this year for piloting or full implementation as opposed to reusing tired methods that clearly were not improving student performance.

English Learners
Historically, GUSD has noted that its English Learner student population has been among the best attending and most behaved of any subgroup, and those students who manage to make it through the EL programming and are able to reclassify as fluent have often outperformed their native English-speaking peers. It was seen in the Dashboard data however that EL progress was low to medium at the K-5 level where quality EL programs have been lacking since before the pandemic, that suspension rates of ELs were beginning to tick up, and only those schools with intentional and intense English Language Development programs were seeing high growth in their English Learners. As a result, work began to investigate the quality and type of EL instruction taking place in the district, to bolster the voice of English Learner parents through more frequent meetings for parents of English Learners, and to otherwise increase the success of EL students as a priority so that their performance would improve.

Socioeconomically Disadvantaged Students
Students in this subgroup have historically lagged behind their more affluent peers, no matter their ethnicity and no matter the indicator whether it's academic performance or social performance as measured through suspension rate. Seeing this pattern continue in all areas of the Dashboard data, the administrative team has looked to continue providing supports to these students whenever possible, whether it's to reduce academic barriers, socioemotional barriers, or economic barriers to their ability to participate in everything that GUSD has to offer.

Students with Disabilties
Like the Socioeconomically Disadvantage subgroup, students in this group also lag well behind their other peers, but the lag is much more profound - if a disadvantaged student lage on average 14.5 points below standard in their English assessment, the average student with disabilities might lag 108 points below as an example. If a disadvantaged student is suspended at a rate of 5.4%, then disabled ones are suspended at 7.2% (all numbers here taken from the 2022 Dashboard). Thus, this is a population that has a very deep divide to cross, and it is a growing population. Year over year GUSD has seen this population grow from 8.2% in 2017 to 13.5% today. Thus, the team recognizes a need to pay special attention to these students within the LCAP planning process.

Foster and Homeless Students
This is perhaps the smallest of the GUSD subgroups, never over perhaps 2% of the student body despite outreach efforts, but it is a student group that the team recognizes often suffers from trauma, displacement, and lack of sense of belonging as reflected in their above average suspension rates that rarely are reported except as district to to their small numbers at any one school. Still, the district teams such as administrative and counseling, are very aware of these students and those needs and efforts continue to meet their needs and welcome them while still addressing the behavioral and academic challenges they bring to the table.

LCAP Highlights

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

The LCAP for 2023-24 continues the major goals, actions & services set forth in the last full LCAP and that have driven GUSD for the past two years as we enter the last year in this three year cycle. Newly emergent issues stemming from the COVID pandemic and the need to recover from learning losses have been addressed through the Expanded Learning Opportunities Grant Plan over a two year period, supplemented by ESSER grant money to extend the ELO Grant plan out to the end of summer 2024, with some services maintained through the final time of the ESSER III monies and then into the last major round of funding received - the state's Learning Recovery Emergency Block Grant . As deadlines to spend those funds have often been extended and new monies made available, GUSD plans one last round of revisions to those plans in early summer of 2023 to reflect the additional time given by the state and federal authorities to expend the funds and to re-allocate some of the funds due to several elements that were not able to come to fruition, such as two additional fully paid training days for faculty.
Some ongoing 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 and continue improvements in campus safety such as cameras and access control
*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
*Continuing 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 as needed
*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 at Gridley High School

*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
*Specific callouts for increased funding to support student athletics, providing increased access to those opportunities for all students.
*Specific callouts to increase parental engagement beyond current efforts to include incentives and additional outreach.
*Shifting of a significant portion of home-to-school transportation costs to the LCAP to continue the removal of transportation as a barrier to student participation, in order to increase available general fund dollars needing to be dedicated to serving students with disabilities, who increased their percentage from in the 8% range to over 13% of all students in the past three years, plus to account for the increases in fuel pricing

New significant additions or changes to the 23-24 LCAP include:
*Shifting a good portion of costs related to socioemotional learning and student behaviors to other sources that have a more limited scope of allowable expenses, freeing up dollars for other purposes, such as additional curricular purchases. No loss in service is expected under this move.
*Sycamore has not been able to secure an appropriate qualified teacher for its Spanish offerings, so those have been put on hiatus and the funds instead used to diversify offerings in other electives.
*Although additional funding for library and student literacy has been received aside from the Supplemental and Concentration money in the LCAP, the LCAP continues to set aside money for literacy supports and library improvments.
*Increasing amount of money in the callout for athletics support noting a long period of deferred maintenance in athletics, and equipment that was falling into disrepair.
*Adding an additional technology support "help desk" position in the IT department to respond to the growing amount of technology in the district requiring management and support for staff, students, and families.

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.

Only the Esperanza High School campus within Gridley Unified has 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.

Esperanza was identified and placed into CSI status for excessive suspensions among its Hispanic and Socioeconomically Disadvantaged subgroups. The GUSD Director of Curriculum and Technology, who also serves as accountability coordinator, met with the Esperanza principal and reviewed her suspension data and discussed potential alternatives to suspension as well as the reasons that the students were disciplined in the first place. They also discussed the availability of additional funding only available to CSI schools but elected not to accept this funding due to its inapplicability to the particular indicator that the school under which the school was identified and the ready availability of additional sources within the district to meet the needs of this school and its sister campus at GHS, both of which were identified for excessive suspensions. District leadership team met collectively and discussed the suspension issue and collectively agreed to implement a districtwide program to provide alternatives to suspension through the collective implementation of the Navigate 360 suite of corrective lessons as an additional step prior to the issuance of a suspension in most cases.

Monitoring and Evaluating Effectiveness

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

Baseline suspension data from the onset of CSI status plus the remainder of 22-23 will be compared to monthly measures of suspension rate at Esperanza and the results discussed before suggesting changes to practice if needed.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this 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 parent meetings beginning in October of 2022 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 October 26, February 7, March 7, April 4, and May 2 with Spanish and English translations of the slides available for each, plus live Spanish translation available during the meetings if requested. Meetings were publicized through outreach of emails and texts to families plus postings on the district calendar and all school site announcements pages. A live public hearing before the governing board of the district was scheduled for June 14, 2023 as well, and carried on Zoom. In addition to these opportunities, families were also able to provide input to the GUSD planning process through the yearly administration of the Healthy Kids family surveys (English and Spanish) in spring of 2023, to which 285 parents responded. Student input into the planning process took place through student participation in the Healthy Kids survey in spring of 2023 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 June of 2023. 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 highlights of the LCAP and its changes at the final District English Learner Advisory Committee meeting of the year on May 17, 2023. Reviewing the sign-in sheets of the parent meetings, care was taken to note whether representation was present of various student subgroups including parents of students with disabilities.

A summary of the feedback provided by specific educational partners.

Parents
Feedback about plan specifics at any of the live meetings was minimal this year although attendance was still up from prevous LCAP cycles. 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 reported 84% versus 75% agreement last year with the question of schools providing adequate information about school activities, but less so about slightly less feeling (75% versus 72% last year) of regular and effective communication from their schools about advice or resources to support their children's learning in homework but this does represent an increase from 54% in the last full pandemic year. In a related item, 19% felt schools could do a better job in providing help to families in advice and resources about supporting socioemotional needs, a marked improvement from last year's 39%. Feelings about staff support for their children increased from 67% last year to 77% this year. Last year, 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 (22% felt this was not well done, improved from 29% the previous year), and this year parents reported only 17% feeling that schools were not communicative about expectations. The feeling that GUSD provides high quality instruction increased to 85% this year from 60% last year. The percentage of parents who felt that the schools could do a better job of seeking parental input about important decisions came in at 25% this year, which is down from 35% last year, but still slightly above the 20% of the year before that. Parents also reported feeling that quality counseling was availability in the district at 65% this year, up from last year's 50% but

down from the 72% the prior year to that. In the area of school safety, two years ago at the tail end of the pandemic, 14% of parents who responded feeling that school was not a safe place for their child last year, but this fell to only 5% last year and rose to 9% this year. Fears over tobacco and/or vaping were at 22% overall, with the highest numbers at the high school level where just over 50% felt tobacco or vaping were a significant issue. Harassment and bullying were reported concerns of parents at 40% overall, down from 50% last year but still up from 27% two years ago with a lean to this being a large problem in the secondary grade parents. Bullying was much less of a concern to the elementary parents, but it was different from last year when none listed it as a large problem and 46% listed it as somewhat a problem to this year 40% between somewhat and large problem combined. Other issues such as gangs, vandalism, and overall violence have increased in concern for parents. While last year, 60-70 percent reporting no concerns at all over those three issues, this year that number fell to under 50%. Parents have been happier with facilities quality overall, with only 10% disagreeing with schools having clean and well maintained facilities, down from 20% last year.

From this year's parent meetings, input or suggestions from the general parent advisory group was limited. Input at the English learner parent groups about their concerns was collected in a more informal fashion through conversational notes and comment cards as well as "exit tickets" and largely centered around making sure students had access to additional supports, wanting more field trips and enrichment opportunities, and summer options - things the District is acutely aware of and providing as able.

Elementary Students (Grade 5)
Elementary students reported 75% feeling that caring adults were present at school, down slightly from 78% last year and 88% reported feeling that there were high expectations on them, down slightly from 91% last year. Ninety-one percent felt motivated academically this year, up from 87% last year and 83% felt connected to school, almost identical to last year's 82%. Fifth graders also noted 82% agreement that school provides them with socioemotional learning support, similar to last year's 84%. In the area of safety and school climate, 89% reported feeling safe most or all of the time at school, up from 87% last year. In terms of bullying, 82% report sufficient anti-bullying climate at school up from 78%, and 80% (up from 78%) report no incidence of being cyberbullied and the number of students reporting any mean jokes or rumors fell from about 50% down to 39% and 32%. In socioemotional health, 17% reported frequent sadness or depression some or all of the time, up from 14% last year.

Secondary Students (Grades 7, 9, and 11)
Secondary students reported an average of anywhere from 54% in grade 7 up to 67% in grade 11 felt that caring adults were present in school (down from 58%) while at Esperanza, only 43% felt their staff cared about them. In discussing high expectations, 69-78%, up slightly from 64-77% from last year, felt that there were high expectations on them, depending on grade level - which was already slightly up from two years ago. Again though, at Esperanza, the feel of high expectations was much lower at 43%. All comprehensive grade levels reported 54-60% agreement about being motivated to do well, up slightly from 53-55% agreement last year but down from 60% average two years ago. At Esperanza, this was at 45%. In connection to school, 54-61% felt connected to school compared to 49-65% in the last two years. At Esperanza, connection to school was rated lowest at 49%. Parent involvement ranged from 44% at Sycamore to 49 and 51% at GHS for grades 9 and 11, while Esperanza came in at 48%. Last year this area ranged anywhere from 38-46% feeling that parent involvement in school was promoted, again depending on grade level and again very comparable to the previous year. In the area of safety and school climate, 49% 7th graders said they felt safe at school (up from 48% last year but down down from 58% two years go) while 67% of 9th graders reported feeling safe (comparable to last year's 68% but still down from down from 74% year before that) and 72% of 11th graders

(up from 62% last year and 52% year before that). Esperanza students report 50% perception of school safety. In the area of bullying, 26-37% had experienced any harassment or bullying with lowest numbers in grade 11 and highest in grades 7 and 9. This was at 27-33% last year and 30-33% before that). Still, bullying at the middle school is down from a high of 43%. Cyberbullying was reported by 32% of middle schoolers (down from 42%), and high schoolers reported 21-37%, depending on grade level and location with Esperanza reporting the lowest cyberbullying and 9th graders the highest. Last year this was 28-35% of high schoolers, depending on grade level. Physical fights were reported in the past year by 11% of middle schoolers, down from 24% last year and comparable to the 12% the year before that, while 9th and 11th graders reported only 6% in 9th grade, 4% in 11th grade comparable to last year's 4% and 5% having been in a fight, and the 9% and 3% in the preceding year. At Esperanza, 21% reported having been in a physical fight this year. At Sycamore, 15% (down from 20-21% in the previous two years) of 7th graders had reported seeing a weapon on campus in the past year. At GHS, 7% of freshman had seen a weapon (up from none last year) and 6% 11th graders (down from 8%). Rates two years ago were at 12% and 10%. At Esperanza, 14% reported seen a weapon on campus.

Students in this level report feeling sad or depressed in the comprehensive schools at rates from 32-38%, up from 27-36% last year, but still down from down from 35-39% at the pandemic. At Esperanza however, rates of sadness were reported among 57% of the students, with 29% saying they had considered suicide as opposed to rates in the comprehensive schools in the 11-15% range. Students in the middle grades also report decreasing use of marijuana in the past three years going from 5% down to 3% to 1% this year in grade 7. In ninth grade rates of use started at 17% three years ago, fell to 2% last year, but this year rose to 9%. In 11th grade, rates started at 27%, fell to 5% last year, but were back up to 11% this year. At Esperanza, 36% report current marijuana use. In the area of vaping specifically, vaping of any kind ranged from 3-6 percent in grades 7-11 but was at 43% at Esperanza with 36% noting the use of marijuana vapes.

Staff
From staff input on the Healthy Kids Staff Survey, staff and feelings about schools being supportive and inviting places to learn that promoted academic success for all students fell to 88% (down from 90% last year and the previous year), Staff this year reported higher feelings about parental involvement opportunities with only reporting 13% disagreement about levels of high parental involvement opportunity and outreach, down from 19% disagreement last year. Staff largely felt that socioemotional supports leading to acceptable student outcomes were in place at equivalent levels, except notably at the high school where almost double the percent of staff respondents consistently reported dissatisfaction with students' empathy toward others, responsibility for their actions, how to control their behaviors, and in conflict resolution - all the indicator sub areas. This trend is the same as the previous year. Conversely, staff also felt that the schools provide adequate counseling resources (overall 86% this year and 85% last year), with most feelings of a lack of sufficient support being felt at the middle school levels where 35% disagreed and 65% agreed. Thoughts about parental involvement varied by staff grade level. In elementary grades, 14% felt their schools as unwelcoming (a decrease from 30% last year). At middle school, only 5% said they felt their school was unwelcoming of parents (was at 0% last year) and at the high school level 17% felt their school was unwelcoming of parental participation, up from 6% last year. Most staff felt positive however about their own abilities to inform parents of expectations and student progress, a trend seen year over year overall, though notably at the high school level double the percentage disagreed (27%) that teachers at their own school communicated well with parents about expectations this year. In terms of school safety, 9% of staff on average felt school was unsafe for students this year, down from 16% last year and 11% the previous year. Disruptive behavior as a moderate to severe problem was noted by 49% of staff, up from 43 and 44% in the last two years. Despite this increase in behaviors only 20% of staff reported feeling unsafe at work which is down from 25% last year and comparable to the 19% two years ago. The highest proportion of unsafe feeling continues to be at the

elementary levels where 36% report that feeling, similar to 37% reported last year. Staff data also corroborated parent reports about substance use for the most part, but staff and parent concerns about substance use appear to overestimate the issue when student self-reported usage data are compared. Staff data in this area clearly indicates that there is at least a moderate vaping problem (38% say moderate to severe), with the highest levels being at the upper grades where 82% said it was a problem. Staff largely concur that this problem is contrary to stated and enforced policies, yet 6% of middle school staff reported feeling that there was no prohibition or action taken at all against vaping on campus, compared to 0-1% at all other sites.

Staff reports of student motivation fall as grade level increases. Last year and this year both 80% of elementary staff reported that their students are academically motivated, falling to 39% this year (56% last year) in middle and 41% (43% last year) in high school. This staff impression of motivation continues to fall from two years ago when 87% of elementary teachers felt students were motivated, 57% in middle, and 43% in high school. Staff felt too that their work was not to blame in this area, with all school levels reporting that they create motivating places to learn at 90% or above except GHS which fell to 87% this year. Last year all sites reported 93% or higher. In the area of overall mental health, with 50% of staff feeling student depression or mental health was moderate to severe as a problem (down from 57% last year and 54% the previous year) , with the highest numbers among both middle and high school staff (both reported at 73% which is up from 66-67% the previous year and back up to mid-pandemic levels of over 70%). Interestingly, Esperanza staff reported only a 60% concern level, contrary to the self-reported higher suicidal ideation and depression the students themselves reported. The lower overall rate perhaps indicates an increasing concern for mental health and active lessons in socioemotional learning among the elementary levels to account for the difference.

This year, 9% of staff respondents felt that not all students were receiving the supports they needed academically at school versus 5% last year and 28% the previous year. Staff at the middle school level reported 100% satisfaction with academic supports for students for the last two years. Staff also reported at 55% this year and 54% last year needing/wanting more training for handling students exposed to traumas (down from 58% two years ago) and reported that there are sufficient uses of trauma-informed practices at the elementary levels, and about 50/50 at the secondary grades. Staff did feel somewhat disconnected however from the decision making processes at school, with 37/% this year and 43% last year disagreeing that staff participation in school policies and practices was promoted (was 37% two years ago), with the lowest satisfaction at the elementary school level 51% disagreed, followed by the high school at 41% (was 60% last year and 57% in the previous year). Satisfaction in collaborative decision making was highest at the middle school where only 15% felt disenfranchised this year and 11% last year and at Esperanza, where 100% felt they were a part of decision making. 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 schools. Related to this, 11% of staff disagreed with the premise that every student can be a success (up from 7% last year but down from 18% two years past); the highest disagreement about student success was at the middle school level this year with 21% disagreeing, followed by GHS at 19%. Optimism was strongest at the elementary level with only 5% disagreeing. Two years ago the highest disagreement on this was at the high school at 31%, down to only 7% feeling that way last year. Staff were more positive about the enrichment opportunities for students in their grades, with an average of 81% this year and 84% last year agreeing that student had opportunity to participate equally in numerous extracurriculars and enrichment activities. This number is well up two years past when only 54% of staff felt there was sufficient extracurricular and enrichment available. Staff overall reported 34% this year, 37% last year, and 24% the previous year that truancy or cutting was a problem, but when broken out by gradespan 50% of high school staff reported this as an issue, down from 64% and 54% each of the two previous years.

Classified staff and certificated continue to report a need to have additional trainings around disruptive behavior management and trauma-informed practices and this was supported by 55% of staff wanting more training in meeting SEL needs as reported on the CHKS staff survey which was consistent from last two years' 54 and 55%. There was also a continued increase in wanting to see work done in school climate with 47% overall saying this is a need, up from 44 and 35% the last two years. Broken out, the greatest desires continue to be at the middle school where 65% want to see this (down from 78% last year and still up from 35% previously). There continues to be less interest interest in behavioral supports in class management or in working with diverse cultures (only 30 and 28 percent said YES to these) but a clear interest in meeting the social, emotional, and developmental needs at 51%. Increasing numbers of autistic-diagnosed students continues to be a special callout in district surveys about specific PD needs. and a specific call-out for more work around autism spectrum disorders and de-escalating behaviors and how this affects the classroom environment. From the staff-specific separate survey on professional development needs, teachers continue to show were most interest in content-specific trainings, recent technology additions to the district such as new timesheets and ParentSquare, universal design for learning, infusing more writing, and common assessments. Of least interest were social studies discussions, early literacy, and English Learner strategies.

Copies of the full LCAP in early June were provided to leadership of both the certificated and classified unions along with summaries of substantive changes from last year's LCAP.

Administrative Staff
Inception and initial suggested changed to the LCAP yearly begin with the administrative team. Beginning after the return from the Christmas break and running up to the end of May, at almost every admin team meeting (team meets alternate Mondays each month for at least 90 minutes) time is spent discussing data, student needs, and projected changes to the LCAP. As the LCAP deadlines draw closer and staff, parent, and student survey data become available, the administrative team devotes several LCAP-specific meeting times in addition to the regular alternate Monday meetings to discuss planning for the next year and the various needs of the sites. This year these occurred on March 6, March 20, and April 20.

SELPA
On April 4, 2023 GUSD Special Projects Coordinator, GUSD Special Education Director, and SELPA (Special Education Local Planning Area) representative Aaron Benton met via Zoom to review SELPA expectations and input into the GUSD LCAP.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

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 access controls 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 and school climate, the district is continuing and adding 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 as well as seeking to remove anything that might be a barrier to school attendance such as transportation. Seeing additional issues in staff self-reporting about school climate and shared commitment to improvement, a continued re-focusing of the professional leaning community (PLC) climate will be taking place beginning in summer 2023 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. Parents of ELs expressed concerns about wanting more enrichment opportunities, summer options, attention to SEL and bullying, and better communication. These were taken into account though increased offerings in summer through increased services in the Expanded Learning Opportunities programs beyond last year, adding further supports to student enrichments, continuing to expand use of the improved parent communication system, and of course continuing to offer counseling supports PLUS committing to better communicating what services are available to families as parents reported not really being aware of all that was available sometimes. Finally, specific to the meeting with SELPA representation about Students with Disabilities (SWD), GUSD has noted their suggestions of increasing collaboration between general and special education teachers and increasing awareness of high leverage strategies to further the learning of all children. Additionally, SELPA input was a guiding force in looking at ways to increase data accuracy and awareness in reporting student data to various stakeholders including teachers, staff, parents, and the state to help monitor areas of concern with regard to special education. This increased attention to data awareness and accuracy will also benefit service delivery to language learners and homeless or struggling students as well. This resulted in special attention being paid to make sure the parents of SWD were represented in the monthly Parent Advisory Council Meeting. Heeding a suggestion from SELPA, next year's parental meetings will include specific outreach to parents of SWD even exploring whether they would like a meeting dedicated specifically to them.

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 3 to "increase parent, family, and community involvement in the education of all students."

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".	2021-22 SARCs listed all sites in "Good" except for Gridley High which self-rated as "Poor" on the reported School Accountability Report Card submitted to CDE in January/February 2022 for electrical and roofing issues.	2022-23 SARCs listed all sites in "Good" or "Exemplary".		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	ADA as calculated in Aeries for each in-person school sites and independent study students for the period 8/30/21 to 4/1/22: 90.57%/89.92% McKinley 91.44%/88.16% Wilson 92.44%/63.41% Sycamore 92.38%/50.03% GHS 100% Esperanza	ADA as calculated in Aeries for each in-person school sites for the period 8/29/22 to 4/1/23: 90.87% McKinley 92.91% Wilson 93.39 Sycamore 93.54 GHS Esperanza Note - No long term independent study was done this year, so that number has been omitted.		Restore and maintain average attendance to pre-COVID levels of at least 93%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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	Chronic absenteeism from the most recent 2021 dashboard was still not officially produced. CALPADS 14.2 report at the end of 20-21 showed 35.65%. Aeries internal calculation of chronic absenteeism in 21-22 was 22.9% at the end of May.	Chronic absenteeism from the most recent 2022 dashboard was rated at "Very High" or 26.7%. Aeries-based internal calculation of chronic absenteeism in 22-23 was 17.6% at the end of May.		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.	Zero expulsions occurred in 2020-2021 or in 2021-22.	DataQuest shows four expulsions in the district in 21-22, which has been determined to be a data error based on the codes that were used as there were no actual expulsions. As of June 1, 2023 there has been a single expulsion in the 22-23 year.		Maintain 0-1% expulsion rate as reported on DataQuest.
Priority 6: School Climate Suspension Rate	Suspension rates were not officially calculated by the state for 2019-20. Overall suspension rate locally calculated using ed-date.org for 2020 was 5.2%	Suspension rates for 20-21 as reported in DataQuest were 5.9%, above the county average of 1.3%. At the midpoint of 21-22, suspension rate was 2.3%.	Suspension rates for 21-22 as reported in DataQuest were 5.1%, below the county average of 5.4%. At June 1, 2023 preliminary suspension rate was 4.3% in GUSD.		Maintain an overall suspension rate of under 5% and reduce all major subgroups to under 5%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	For the numerically significant subgroup populations, suspension data was as follows: English Learners: 1.7% Socioeconomically Disadvantaged: 5.7% Hispanic: 4.5% White: 6.4%.				
Priority 6: School Climate CHKS Survey	The Safe School survey (CHKS) completed in spring of 2021 shows for Grades 5, 7, 9, 11 % Connected to School 87/59/63/49 % Academic Motivation 87/60/60/60 % Safe at School 87/62/75/60 % Antibullying Climate 78/NA/NA/NA/ % Been Bullied NA/39/30/27 % Clean School 81/50/60/54	The Safe School survey (CHKS) completed in spring of 2022 shows for Grades 5, 7, 9, 11 % Connected to School 83/49/65/53 % Academic Motivation 91/54/55/53 % Safe at School 89/48/75/62 % Antibullying Climate 82/32/33/34 % Been Bullied N/A/43/33/27 % Clean School 69/40/53/36	The Safe School survey (CHKS) completed in spring of 2023 shows for Grades 5, 7, 9, 11 % Connected to School • -/54/61/59 % Academic Motivation • -/60/58/45 % Safe at School • -/49/67/72 % Antibullying Climate • -/30/35/40 % Been Bullied N/A/36/37/26 % Clean School • -/34/54/58		% Connected to School 90/70/70/70 % Academic Motivation 90/65/65/65 % Safe at School 90/90/90/90 % Antibullying Climate 90/NA/NA/NA % 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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					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	Data reporting suspended by state in 2021-22. Test participation rates as reported through Aeries data in the Physical Fitness Test Analysis Report were 98% for all school sites.	Data reporting suspended by state in 2022-23. Test participation rates as reported through Aeries data in the Physical Fitness Test Analysis Report were 97.8% for all school sites.		80% of students shall meet at least 4 of 6 standards.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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. Add clerical support at GHS where SARB is based.	$119,839.00	Yes
1.2	Staff Training - Trauma and Behavior	Provide staff training in meeting the needs of trauma sensitive students.	$2,000.00	Yes
1.3	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.	$39,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Socioemotional Learning Counseling	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 For 2023-24, funding represents the 1.0 FTE Psychologist. Counselors moved to a pandemic-related restricted funding source of either ESSER III or Learning Recovery Emergency Block Grant.	$112,307.00	Yes
1.5	Health Aides	All students will have access to health support services through health aides at school sites to support the single district nurse.	$121,753.00	Yes
1.6	Attention to Attendance Program	Continue subscription for Attention 2 Attendance program to improve district-wide attendance rates and reduce chronic absentee rates.	$24,300.00	Yes
1.7	Monitoring school site facility conditions	All sites will annually evaluate the condition of their facilities.		No
1.8	Physical Fitness	Students in grades 5, 7, and 9 will participate in the state's Physical Fitness Test. Additional credentialed PE teacher time at McKinley, Wilson, and Sycamore will be provided for elementary schools to help actively teach physical fitness and health to maintain and improve physical fitness. Additional period may be offered at high school to offer additional scheduling options to students.	$134,983.00	Yes
1.9	Campus Supervision	Maintain safety and security 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/TOSA positions at elementary and middle schools, additional lunchtime	$518,914.00	Yes

Action #	Title	Description	Total Funds	Contributing
		supervision; installation of additional fencing, gates, door access controls, and/or camera improvements at school sites to control unauthorized access and monitor access.		
1.10	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.	$5,000.00	Yes
1.11	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. May also include SEL curricular purchases, screeners, or other needs related to SEL.	$20,000.00	Yes
1.12	Athletics Support	Provides additional guaranteed funding to support student access to gear to ensure all students have access to safe, up to date equipment and other athletic needs without regard for their personal financial status or ability to fundraise.	$27,500.00	Yes
1.13	Home to School Transportation Safety	Supplements funding to maintain district home to school transportation program in the face of rising fuel costs and encroachment into the general fund for federal mandates in special education to ensure that transportation of students remains a priority in removing barriers to school attendance.	$618,871.00	Yes

Goal Analysis [2022-23]

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.

In Goal 1, most actions were carried out as intended with a few exceptions.
Action 1.1 for a family support liaison position was challenged by lack of candidate for most of the year interested in the position. Ultimately, in an attempt to get some level of coverage, the position was broken up into several smaller positions most of which were filled at the site level to get through the year. This led to a much lower than expected expense in this area and as this position is also the lead for the district SARB, we saw issues getting the School Attendance Review Boards up and running for the year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

1.1 As noted above, much of the year the Family Support position went unfilled due to lack of candidate, leading to a substantial savings there.
1.4 In the goal of providing socioemotional counselors, all positions were filled during the course of the year, but a substantial savings to the LCAP supplemental and concentration funding was realized through shifting the costs of most of the staff to another funding source with a limited scope of expenses that could be charged there, but one of those being mental health supports. This was ESSER-funding, and the bulk of the Action 1.4 staff will remain in the ESSER or similar new funds slated for mental health services for the coming 2-3 years.
1.9 Campus supervision saw something of an increase due to completing some camera placement and access control projects in the district, in addition to increased employee costs due to a raise that was not settled at time of original budget adoption.
1.10 Over double the allotted money was spent in providing parent outreach. This was due to an increase in site-based events at the elementary level well beyond anything previously seen in the district, plus the district bringing in outside presenters from the PIQE organization to offer TWO separate sets of parent-focused evening classes in the fall, when only one was originally targeted. The decision to offer two was made after examining the different needs and foci of the elementary and secondary focused themes offered by PIQE (Parent Institute for Quality Education).
1.12 Athletics support more than doubled its allotted funds as the sites took advantage of this to address deferred "maintenance" of the athletics programs, include much needed refurbishment of football helmets and other safety gear.
1.13 In the Home to School Transportation action, additional money beyond what was budgeted was spent in that purchase of an additional bus was made not originally budgeted for, but made possible through the shifting of funds in Action 1.4. This bus was purchased despite the recent purchase of several electric busses that were acquired through a state grant because the electrics have been prone to breakdowns and the older gas busses needed to be decommissioned in order to meet the grant requirements.

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

The collective totality of the actions in Goal 1 have been deemed to be making adequate progress toward the goals and their individual submeasures. For instance, current year data for suspensions and chronic absenteeism both show a decline from the previous year, some of the measures of parent satisfaction and security on campuses has gone up, reports of bullying are down, and most grade levels reported feeling safer at school. Average Daily Attendance (ADA) is also slightly up from last year as well. Although related to chronic absenteeism obviously, this is a trend worthy of its own note since only those students with many absences (18+ over a school year) make it onto the chronic list, but you could still see a district with very low ADA and no chronic absenteeism, for instance, if no kids missed more than 17 days, but all kids missed 15 days - so the two measures need to be examined somewhat independently. Anecdotal parental feedback received at the district office showed numerous parents commenting positively specifically on the addition of access control at sites. Parent attendance at school-based events was also increased this year, and parents have regularly been reporting loving the district's adoption of the ParentSquare system for parental communication.

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.

Experimentally, some additional mailers were used to promote the importance of attendance around the Christmas holiday. These showed some positive increase in attendance compared to the same time period last year, and have been added as a planned component of Action 1.1 in the coming year.
In the coming year, attention will also be paid to discussions with PE staff about changing the measures of the effectiveness of the PE program since state reporting of fitness testing have been suspended and do not appear to be making a return, just in time for the next complete LCAP cycle to be planned for next spring.
Noting the incorrect data reported about four expulsions, the district data team is reviewing procedures and protocols more closely. It is also understood that the data team experienced a major change in membership during the time of data collection and validation and was thus collectively very much composed of people new to the job in summer of 2022.
As we prepare to enter the final year of this three year planning cycle, it is clear that some of the goals first set two years ago will not happen - such as returning some measure like chronic absenteeism to rates BELOW their pre-pandemic levels. Although optimistic about a return to normalcy with the writing of the initial goals, it is clear that a new bar has been set in many areas of education, and this is something that state level governance has recognized as the powers in Sacramento are no longer comparing measures to old levels, but instead are moving toward using the 21-22 data as the new baseline from which we will all move forward. We won't change our end goals at this time, with only a year left, but will instead use the coming year to rethink how GUSD must change further to meet the new normals in California education.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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 3 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, 12 of 14 dropouts in the 21-22 school year 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 - SWDs, 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 grades, 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
Priority 3: Parent Involvement Meeting Sign in-sheets, parent survey participation rates, and online meeting attendance.	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.	Parent participation continued to be low at most events this year, with some district and site opportunities drawing single digit participation.	Attendance at district and site-based events was much higher this year compared to last, with 5-6 parents minimum attending each district parent meeting and as many as 10-12. Site-based events saw attendance in the 100s for things such as STEM and Literacy Night. Tracking of subgroups remains problematic.		15% of parents in each identified subgroup will participate in one or more parent-oriented activities each year.
Priority 4: Pupil Achievement SAT/ACT Participation	Pre-COVID (2018-19) school year, 174 students took the SAT and/or ACT test. In 2020 77 tests were taken.	With the official decision of many colleges and universities to no longer use SAT and ACT, GUSD is no longer actively pursuing this measure of student performance and GHS counseling had no evidence of students participating in the previous school year or first half of 2021-22.	A total of 6 current GHS students took the SAT exam in 2022.		200 or more students will take the ACT and/or SAT yearly.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4: Pupil Achievement AP Enrollment and Pass Rate	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 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.	In spring of 2021, 74 AP exams were taken and 26 passed with 3/5 as the score - a 35% pass rate. A total of 90 students have been enrolled in at least one or more AP courses in the current school year.	In spring of 2022, 58 AP exams were taken and 26 passed with a 3/5 as the score, a pass rate of 45%. In 22-23, 47 students were enrolled in AP courses. However, an additional 210 enrolled in Butte College dual enrollment courses.		100 or more students will take one or more AP courses yearly and test participation will equal the number of students enrolled. 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.	CCI is not presently being measured officially in California. Local data indicate that 4.1% of students passed 2 or more AP exams and 12.6% are pathway completers.	CCI is not presently being measured officially in California. Local data indicate that 4.2% of students passed 2 or more AP exams and 7.3% are pathway completers for the 21-22 cohort.		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%.	In 20-21 (most recently available scores), 76.92% met or exceeded in ELA versus 59.24% at the state level, and 40.16% did so in math compared to 34.26 at the state level.	In 21-22, 75.64% of 11th graders at GHS met or exceeded ELA versus 47.06% at the state level. Esperanza students has zero percent meet or exceed standards in ELA. In math, 42.3% of GHS		GUSD 11th graders will score above the state baseline average in both ELA and math and maintain this, at 58% and 33% levels.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			students met or exceeded standard compared to 33.38% statewide. At Esperanza, zero percent met standard.		
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.	20-21 data show 30.3% completed A to G requirements, while local data for 20-21 show 36.8% completing in 20-21.	21-22 data from the Aeries Graduation/College Readiness Dashboard for GUSD showed 40.5% of 12th graders on track to CSU/UC eligibility. In 2023 as of June, this was at 45.6% of 12th graders. State-reported data indicate 31.5% for 2022 for the official cohort.		45% of students will complete A-G requirements for college by the end of 12th grade.
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	In 2021-22 Students reading at grade level based on I-Ready diagnostic by the time of their final diagnostics were: 58% of Grade 1 55% of Grade 2 59% of Grade 3	In lower grades, I-Ready was transitioned away from and replaced by assessments in FastBridge. As of June 2023, students ranked: K: Not available. 1: 38% at "low risk or better". No fall assessment.		Literacy rates of primary grade students reading at grade level will increase to 70% for each grade level 1-3.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			2: 44% at "low risk or better", up 8% since fall. 3: 54% at "low risk or better", up 5% since fall.		
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.	30 completions were reported in CALPADS for 20-21 with 374 students enrolled in pathways classes. Overall completion rate was 8%.	The combined four and five year grad rate student group as defined in California and reported in Data Quest shows 12 students in the cohort completing a pathway in 21-22, for a total of 7.3%.		15% of students will complete a pathway.
Priority 4: Pupil Achievement CTE and A to G Completion	In the 2019-2020 year, four students were both A to G AND CTE completers, representing 3% of the graduates.	Two students completed both A to G and pathways in 20-21 cohort, representing 1.4% of the students - cohort of 141.	Two students completed both A to G and a pathway in 2022, for a combined rate of 1.2 percent.		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
Priority 4: Pupil Achievement Early Assessment Program (EAP) of college readiness	Last available EAP percentages from 2019 CAASPP results of 11th graders showed for ELA and Math readiness the following: All students 19.6/12.4 ELs 0/0 Low Income 7.7/11.5 Disabilities 9.1/0 Students at Conditionally Ready were: All students 37.8/24.1 ELs 0/0 Low Income 50/19.2 Disabilities 9.1/0 EAP readiness represents students scoring a 3 or 4 on their CAASPP assessments. Results are from Aeries Analytics Dashboard.	20-21 EAP Ready results in ELA and Math (percentages) All students 27.6/10.2 ELs 0/0 Low Income 26.1/9.3 Disabilities 10/0 Students at Conditionally Ready in ELA and Math (percentages) All students 40.8/24.5 ELs 16.7/0 Low Income 38.7/23.4 Disabilities 20/0 EAP results are based on students scoring 4s and 3s on their CAASPP assessments as seen in Illuminate software.	21-22 EAP Ready results in ELA and Math (percentages) All students 33.9/13.0 ELs 0/0 Low Income 33.3/3.8 Disabilities 0/0 Students at Conditionally Ready in ELA and Math (percentages) All students 46.6/30.4 ELs 33.3/0 Low Income 37.0/26.9 Disabilities 66.7/0 22-23 EAP Ready results in ELA and Math (percentages) All students 35.6/16.1 ELs 0/0 Low Income 29.4/12.7 Disabilities 0/0 Students at Conditionally Ready in ELA and Math (percentages) All students 39.6/27.5 ELs 0/0 Low Income 42.2/24.5 Disabilities 7.1/0 EAP results are based on students scoring 4s		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
			and 3s on their CAASPP assessments as seen in the 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.	Middle school dropout rates are zero for 20-21 and 6.1% for high school, as taken from CALPADS 15.1 and 8.1b reports.	Middle school dropout rate as reported on the CALPADS 8.1b and 15.1 reports for 21-22 was zero. For high school it was 4.9%		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%	The 20-21 cohort graduation rate was 88.4% as taken from CALPADS 15.1.	The 21-22 cohort graduation rate was 91.41% as taken from CALPADS 15.1.		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.	In 21-22, 62.8% of 9th graders were enrolled in either IM 1 or IM 2 at the high school level.	In 22-23, 69.2% of 9th graders were enrolled in either IM 1 or IM 2 at the high school 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 Unduplicated Pupils	In the general population for 20-21, 72.6% are low income, 11.8% are students with	In the general population for 21-22, 66% are low income, 13.2% are students with disabilities, 5.4%	In the general population for 22-23, 77% are low income, 12.7% are students with disabilities, 5.3%		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
and Students with Exceptional Needs	disabilities, 3.7% are English learners, 40.7% are either EL or reclassified EL. 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. 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.	are English Learners (EL), 40.2% are either EL or reclassified ELs. In the 21-22 school year, 402 students were enrolled in at least one CTE pathway class - 63% of all students. Of those, 77.9% were low income, 7.8% were students with disabilities, 4.2% were EL, and 36.6% were either EL or reclassified EL. In the 21-22 school year, 118 students were enrolled in one or more AP and honors classes, or 18.4% of students. Of those, 84.8% were low income, 0 were students with disabilities, 0 were English learners, and 31.4% were EL or reclassified ELs.	are English Learners (EL), 39.7% are either EL or reclassified ELs. In the 22-23 school year, 410 students were enrolled in at least one CTE pathway class - 63% of all students. Of those, 77.9% were low income, 7.8% were students with disabilities, 4.2% were EL, and 36.6% were either EL or reclassified EL. In the 22-23 school year, 143 students were enrolled in one or more AP and honors classes, or 22.1% of students. Of those, 70.6% were low income, .01% were students with disabilities, zero were English learners, and 37.8% were EL or reclassified ELs.		demographics at +/- 2 percentage points. In AP and Honors courses, representation shall be within 5 percentage points of the overall school demographic.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Support CTE Health Pathway	Maintain support for CTE Health Sciences Pathway, providing real-life job experience and marketable skills to students for well-paying jobs right out of high school.	$86,595.00	Yes
2.2	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.	$8,000.00	Yes
2.3	Intervention and Lower Class Size	Provide remedial literacy and math support K-8, including through lower class sizes in ELA and Math for Sycamore Provide intervention teachers for Wilson (3.0) and McKinley (2.4) and lower class sizes effectively throughout the district, maintaining staffing through the enrollment drop seen in the pandemic over the past few years.	$770,674.00	Yes
2.4	Support CTE Pathways	Support CTE Pathways sustainability and program quality, supporting an additional 1.2 FTE ag teachers at GHS plus supplies for all pathways.	$174,270.00	Yes
2.5	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.	$1,000.00	Yes
2.6	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.	$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Support AVID Program	Continue implementation of AVID at Sycamore to support college readiness skills at the middle school level for underserved populations.	$64,445.00	Yes
2.8	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.	$0.00	No
2.9	GHS AP and Honors; Dual enrollment support	Provide additional 1.0 FTE worth of AP and/or Honors courses for students and increase enrollment among underrepresented groups, plus some materials support for students taking these classes or Butte College dual enrollment	$153,720.00	Yes
2.10	Electives for Sycamore	Originally in LCAP to support two periods of Spanish at Sycamore, including one targeted to native speakers, this goal has been altered due to departure of the teacher and inability to secure another Spanish teacher. Goal shifted to continue providing alternative electives to students through additional teacher periods in those electives.	$52,486.00	Yes
2.11	Add additional sections of Spanish at GHS	Provide an additional 1.0 FTE Spanish teacher to increase schedule flexibility and course offerings.	$86,284.00	Yes
2.12	Literacy Support	Support materials to promote literacy among students through increasing holdings in school libraries and/or take-home book programs at early grades.	$28,500.00	Yes

Goal Analysis [2022-23]

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.

In Goal 2, there was one substantive alterations between the planned actions and their implementations, with the capital purchase of the shade structure to provide outdoor covered workspace for students in CTE programs that was made possible through shifting of school counselor funding to other sources outside the LCAP.

The other substantial change has been a pilot this year affecting Action 2.2 and 2.9 around college testing and AP/Honors course offerings. In partnership with Butte College, GHS offered a number of dual enrollment classes on campus taught by Butte College instructors remotely online. This marks a significant move away from the previous model of offering advanced challenges through AP and Honors offerings only and now also offered students the chance to take real college classes during the regular school day. This resulted in about 20 fewer AP tests being taken than in the previous year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

2.2 Even fewer than expected students registered for and took various college entrance or AP exams this year, due in part to the reduced emphasis on those by the colleges as requirements and in this current year because GHS piloted a program in conjunction with Butte College to offer students Butte College course on the local campus here. This was more palatable to some students, who took those courses as opposed to AP, and no special test costs were associated with the college classes.

2.4 The CTE pathways support action item saw a substantial increase in expenses this year due to a capital expenditure to purchase and install a new shade structure to cover outdoor work spaces for students, a move made possible through the shift of funding for school counselors in action 1.4 to other funding sources.

2.6 Credit recovery software/programming ended up being partially funded through a new funding source that stipulated it could be spent on credit recovery programming for students. thus freeing up the more flexible LCAP supplemental and concentration funding to support other goals within the LCAP plan.

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

If the overarching theme of Goal 2 is preparing students to graduate and enter college or work, sufficient progress is being made toward this overall goal based on this year's actions, despite some issues with some subactions. For instance, college testing has been gradually reduced as the high school team has moved to value direct college courses instead of high stakes testing with the AP program, not to mention the move of colleges away from requiring the other college entrance tests such as SAT and ACT - meaning that there is effectively no way that the measures of hitting 200 SATs or 100 AP tests will be happening by the end of next year. Thus, in the next LCAP cycle, the goals will likely be changed to reflect the new direction of emphasizing direct college experiences. Another sub goal or measure that is not being met at this time is sufficient progress to have students meet additional CCI (College or Career Indicator) goals such as taking multiple

AP classes, graduating with both full A to G and CTE pathway completion. Part of this is reflected in the change to a more college as opposed to AP focus during this LCAP cycle, and the other component of why more students are not completing their A to G course load when GHS offers little that is not A to G is still under investigation. Some analysis of this has taken place within the site team to look for patterns in why students are not completing their classes with Cs or better, and analysis has also taken place at the district level, when data discrepancies between what our local data are telling us and what the state is seeing in our annual reporting are noticed. Work has begun to better understand those data discrepancies and address anything problematic about how our data are being reported.

With that said, there are some goals that are on track to be fully met within the coming year. Graduation rate is almost on the established target, local data indicate that the desired 45% or better of A to G completion is on track, and dropout rates are already at target and just need to be maintained. These have collectively been met through active data analysis, bringing in additional staff to monitor and counsel students, and through addressing individual needs to students through implementation of state statutes that permit graduation requirements to change slightly for students in specially identified groups such as foster, homeless, migrant, etc.

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.

With the notice of ongoing data discrepancies and a data submission team still new to the task, ongoing examination and establishment of data processes has been underway and will continue to be the case through the coming year - this is part of the job tasks of the SIS Data Specialist position funded under Action 3.8 as part of coordination of program. Despite numerous course offerings in CTE pathways, relatively few students are being flagged as completers, so looking at those data practices is a large part of this as well. At this time, no changes to the goal targets are being made as there is but one year left and some pieces of what data the state will be making available and holding districts accountable for are still in limbo. It should be noted through that a metric tool did change this year. Previously, data for the literacy of young learners was being measured by the use of I-Ready assessments, bur those have been discontinued under the work done last year and into this year through the Goal 3.6 action item around district benchmarking. In its stead, K-5 has adopted the FastBridge suite of literacy and math assessments while the upper grades have opted into the STAR Reading and some into STAR Math as well to help measure and track progress of students and make intervention decisions. The essential measure is still the same - is the student at level or not, but each publishers calls these things something slightly different. I-Ready for instance used terminology about being on grade level or not, whereas FastBridge uses verbiage about the likelihood that students will be at grade level by the end of their school year, recognizing that the targets for students are largely measured officially at their expected performance at the end of the school year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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 or evidence of growth 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. Although the original ACEs data were collected close to a decade ago, Butte County has continued to experience a number of significant events from floods and near-floods to fires to pandemic, in addition to Butte continuing to be a less affluent county. 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.	At the end of the year, 100% of teachers were fully credentialed and certified.	In early 22-23 we learned that there were technically three misassigned teachers in the 21-22 year, largely the result of independent study assignments we were required to provide under a now-expired statute. At the end of 22-23, HR office reports one possible misassignment likely for this current school year related to supervision of a college enrollment course but nothing official.		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.	Board certified at their October meeting compliance with Williams Act. Later curricular audit for Wilson school indicated that there was discrepancy with this and this was corrected by the close of 2022 school year.	All principals continued to certify sufficiency of materials. Audit by Curriculum Director found continued actual lack of adopted materials and their use at McKinley Elementary for TK (all subjects), and K-1 in science and social studies. GHS was		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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			also not using adopted curriculum in its ELA courses. Materials for McKinley are slated for summer ordering and adoption, and GHS is still awaiting finalization of its curricular plan to bring to the board.		
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 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".	In ELA, staff rated an average of 4/5, with the most common response being in the "Full Implementation". In ELD, staff rated an average of 3.4, with the most common response being "Full Implementation". In math, staff rated 2.8/5 with the most common response being "full implementation". In science, staff rated 2.6/5 with the most common response being in "Initial Implementation". In social studies, staff rated 2.6/5 with the most common response of "Exploration and Research".	In ELA, staff rated an average of 4.19/5, with the most common response being in the "Full Implementation" - and very few were down in lower levels (4/31). In ELD, staff rated an average of 3.84, with the most common response being "Full Implementation". In math, staff rated 4.02/5 with the most common response being "full implementation". In science, staff rated 3.3/5 with the most common response being in "Full Implementation". In social studies, staff rated 3.25/5 with the		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
			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.	Designated periods of English Language Development continue to 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.	Designated periods of English Language Development continue to 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 have been noted to be receiving inconsistent designated ELD and as a result plans were put into place to improve this situation at TK-5.		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 almost all virtual school site councils and ELAC DELAC.	In addition to statutorily required English learner, site council, and parent advisory meetings, Wilson hosted a new Visioning Night and some family nights, McKinley hosted several curriculum and fun nights. Active	Elementary grade levels hosted numerous nights in STEM, literacy, and more. Across the district, GUSD hosted two multiweek rounds of the PIQE parent classes for all grade levels and added additional meetings of		Show increased total numbers of parent attendance or 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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		tracking of attendance remains an issue for these events, but the number of events held increased.	its two district-level parent committees (DELAC and PAC) in the fall as opposed to spring-only.		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.	20-21 Reclassification rate was 9.8% per DataQuest, consistent with lack of complete 19-20 ELPACs for all grade levels needed to reclassify.	CA has not released official updated reclassification rates since 20-21 so no official numbers are currently available.		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.	Measure continues to be suspended at the state level at this time.	CA Dashboard rest a baseline against which to measure future growth. This year GUSD measured as a district at the Medium range for English Learner Progress, with 50.2% making progress toward proficiency. Rates were highest at GHS and Sycamore where an active EL program exists and lowest at McKinley and Wilson where issues in EL services have been noted.		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	DataQuest indicates for 20-21 59/735 LTEL and 67/735 at-risk	DataQuest shows that in 21-22, GUSD showed 8.8% of its		Reduce LTEL to 2% or lower.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Learners in the district and 4.6% "at risk"	students, or 8% and 9% of the district's ELs overall. This is consistent with inability to reclassify some students due to their missing ELPAC scores from the previous year in those grades most likely to reclassify (6-12). *Note* This number was incorrectly reported in the 22-23 LCAP and correct in spring of 2023 for 23-24.	ELs as Long Term ELs or LTELs (64/724), dropping to 5.2% for 22-23 (36/694). At-risk students made up 8.8% in 21-22 and 8.4% in 22-23.		
Priority 4: Pupil Achievement CAASPP	2019 CAASPP for students in grades 3-5 in ELA averaged 6.2 points below standard. ELs 24.7 below Low income 15.6 below Students with Disabilities 59.2 below

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. | 2021 CAASPP in grades 3-5 in ELA averaged 32 points below standard. ELs -75 Low Income -37 Disabled -115

I-Ready diagnostics (given in grades 1-5) in 21-22 showed 46% reading at or above grade level by the end of the year, 37% at risk, and 18% in need of interventions. | 2022 CAASPP in grades 3-5 in ELA averaged 20.4 points below standard. ELs -39.8 Low Income - 27.7 Disabled - 90.5 In lower grades, I-Ready was transitioned away from and replaced by assessments in FastBridge. As of June 2023, students ranked: K: 29% at "low risk or better", down 14% since fall. | | 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
			1: 55% at "low risk or better", up 21% since fall. 2: 52% at "low risk or better", up 6% since fall. 3: 55% at "low risk or better", up zero since fall. 4: 55% at "low risk or better", down 2% since fall. 5: 49% at "low risk or better", up 3% since fall.		
Priority 4: Pupil Achievement CAASPP	2019 CAASPP for students in grades 3-5 was 25 points below standard in Math. ELs 41.1 below Low income 33.2 below Students with Disabilities 80.8 below 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.	2021 CAASPP in grades 3-5 in math averaged 29 points below standard. ELs -63 Low Income -34 Disabled -83 I-Ready diagnostics (given in grades 1-5) in 21-22 showed 44% at or above grade level by the end of the year, 40% at risk, and 16% in need of interventions.	In 2022, CAASPP in grades 3-5 in math averaged 33.1 points below standard. ELs -48.3 Low Income - 38.6 Disabled - 111.7 In lower grades, I-Ready was transitioned away from and replaced by assessments in FastBridge. As of June 2023, students ranked: K: Not available.		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
			1: 38% at "low risk or better". No fall assessment. 2: 44% at "low risk or better", up 8% since fall. 3: 54% at "low risk or better", up 5% since fall. 4: 66% at "low risk or better", up 15% since fall. 5: 52% at "low risk or better", up 5% since fall.		
Priority 4: Pupil Achievement CAASPP	2019 CAASPP for students in grades 6-8 in ELA averaged 2.8 points below standard. ELs 36.4 below Low income 11.2 below Students with Disabilities 43.2 below	2021 CAASPP for ELA students in 6-8 ELA averaged 9 points below standard. ELs -96 Low Income -13 Disabilities -106	2022 CAASPP for ELA students in 6-8 ELA averaged 4.7 points below standard. ELs -44.9 Low Income -12.6 Disabilities -132.5		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	2019 CAASPP for students in grades 6-8 was 45.2 points below standard in Math. ELs 78.6 below Low income 53.8 below	2021 CAASPP for math students in 6-8 math averaged 64 points below standard. ELs -125 Low Income -69 Disabilities -159	2022 CAASPP for math students in 6-8 math averaged 55.8 points below standard. ELs -93.9 Low Income -65.5 Disabilities -170.8		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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students with Disabilities 95.4 below				year and change from year to year.
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.	58% of first graders were reading at or above grade level by the end of the year. Note that this is based on a small sample as the site is transitioning away from the use of I-Ready and was piloting other assessments in the spring of 2022 (n=26).	GUSD has transitioned to use of the FastBridge suite of assessments. Students in Grade 1 completed the year with 55% at "low risk" or better by June, an increase up 21% points since fall.		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
3.1	Professional Learning Communities Collaboration	All school sites will complete or revisit work done to identify essential standards and develop common assessments through collaboration within and between school sites. Faculty will revisit norms and expectations of PLC work with their site administrators and receive additional support in PLC methods from the district. 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. Faculty will be supported in this through release time, summer collaboration opportunities, and technological tools and additional training.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	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. In 2023, this includes renewing math 6-12 for another three years, adopting science and social studies for McKinley, providing TK uniform materials, and investigating ELA and ELD materials as the current ELA adoption is ending at the end of the school year.	$257,000.00	Yes
3.4	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.	$467,347.00	Yes
3.5	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.	$49,200.00	Yes
3.6	District Benchmarks	Explore and adopt district-wide CCSS benchmarking assessments in ELA and Math and provide an online data tracking system for assessment analysis. This shall include specific attention to the ability to disaggregate data for students in the socio-economically disadvantaged, English learner, homeless and foster, and students with disabilities categories. This shall include professional development training for staff in the collection and use of benchmarking data for those subpopulations as well as all students.	$27,000.00	Yes
3.7	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.	$459,937.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.8	District Coordination of Programs	Provide district coordination for a consistent, Common Core aligned instructional program and support for Technology Integration, consisting of 1.0 FTE District level Director of Curriculum and Technology, support for district instructional coaches, and 1.5 FTE of classified support staff in data gathering, analysis and clerical tasks. Required transfer of funds to BCOE for their component of coordination of services also subsumed here.	$321,307.00	Yes
3.9	Technology Hardware and Software Support	Ensure student and teacher access to emerging technologies for instruction and learning in both hardware and software.	$690,692.00	Yes
3.10	Arts Support	Provide enrichment opportunities specific to musical and performing as well as visual arts.	$20,000.00	Yes
3.11	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.	$111,600.00	Yes
3.12	Core Subjects Enrichment Support	Provide enrichment and supplemental materials and opportunities for students across all grade levels in all subject areas.	$138,614.00	Yes
3.13	Additional ELD Period (GHS)	Add .2 FTE (one additional period) to GHS ELD beyond what is already budgeted for.	$23,188.00	Yes
3.14	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.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.15	Shady Creek	Provide support to send Wilson students to Shady Creek Environmental Science Camp	$40,000.00	Yes

Goal Analysis [2022-23]

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.

Action 3.2 At the end of 2021-22, substantial and rapid work took place to prepare Wilson school for a pending county compliance visitation and the opportunity this was presented was taken to adopt math and science materials where no recent adoptions had been done in years, and the implementation of those was first really done moving into the 22-23 year. With so much material adopted so quickly, it was unexpected when the special education team took on their own adoption of materials targeted to our most challenged learners this year, so this was an unexpected deviation from the plans of the curriculum department. When it was learned that McKinley was similarly going to be slated for a curricular compliance visitation from the county, a similar process was undertaken midyear unexpectedly, since in 21-22 when McKinley staff were offered the opportunity to participate in the same adoption process as their Wilson colleagues, they declined.
Aside from this, additional substantive changes to the planned actions did not take place in 22-23.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

3.2 As noted above, there were several "surprise" adoptions in 22-23 and the substantial cost of the TeachTown Encore curriculum for special education led to a very high discrepancy from the budgeted amounts in this area. Still, per terms of the LCAP plan and goals of the district, ensuring that standards-aligned and up to date materials are available for all students was a core piece of the GUSD mission in this LCAP cycle so it was deemed appropriate.
3.4 A number of instructional aide positions remained unfilled this year, leading to a cost savings in this area.
3.5 With curricular adoptions comes trainings, and thus some increased costs in this area above what was originally planned.
3.6 District benchmarks were underspent somewhat due to the availability of funding from other sources that help address this same goal that are not included as part of the LCAP plan.
3.8 District Coordination of Programs was overspent this year due to an additional unexpected influx of dollars after the original budget and the addition of a Teacher on Special Assignment position into this area to assist with the curricular adoptions and other tasks of the curricular department.
3.9 The IT department had something of a budget reduction this year from normal, but due to an influx of unexpected revenue in the final budget, some of that funding was restored. Additionally, several school sites undertook projects independently and drove this item higher, reducing their site budgets in the process.

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

The mention of the huge influx of curricular adoptions at the tail end of 2021-22 and into 22-23 paid high dividends in the goal of moving the needle for staff perceptions of Common Core implementation, with significant gains noted in staff perceptions of the implementation level in all areas that underwent an adoption in the past 12 months. As additional adoptions and training take place in the remaining subjects and sites, it is expected that the goal set two years ago may well be met by the end of the cycle next year. It is also clear that staff felt supported this year, with high satisfaction reported in the use of trainings and instructional coaching with the most mixed results coming in the form of the social studies area, which admittedly received the least professional development this year. Some of the increases seen in staff perceptions could also be the result of express attention to the hosting of regular at least quarterly vertical articulation meetings between staff at various sites, and within other related teams such as counseling.
A hiccup in one of the subgoals - maintaining 100 percent credentialled and properly assigned teachers - was found to be in part due to a lack of applicants for some of the many positions available and some changes in assignment that were not first cleared properly through the HR department. This has led to increased awareness and communication between HR and curricular staff to better monitor and share information when site administrators look to make an instructional assignment change.
Goals in English Learner populations were made acutely aware to the administrative team as Dashboard data indicated that those sites with most active ELD programs saw greatest progress and those with the least saw little growth in their EL population. This work led to bringing in outside consultants to assist in making fundamental changes in EL practice in the district, and will continue into next year.

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.

Measures already in place will not be altered with a single year left in the cycle in the hopes that the state will again publish the initially adopted measures. If these are not done, then significant changes will be made to instead focus on local measures more under local control and accessibility.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
5,556,826	562,362

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
25.79%	1.06%	$214,048.13	26.85%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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 ongoing 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, and the next TWO people hired both left within 6 months each. The money set aside for 1.10 in parent support and outreach was overspent as the District leadership took the opportunity to offer TWO eight week courses to parents in English and Spanish from the PIQE organization. For the amount spent, about 25000 total, cost per participant

worked out to be $500 per person - an expensive experiment as attendance in these online sessions was minimal. Pre-pandemic, PIQE came highly recommended, but the move to online since Gridley is also outside their normal service area was certainly a factor. Moving into the new year, with the failure of the online model, attention will be focused back toward more local parent engagement opportunities with events that draw families to sites for fun and fellowship, but then also feature the opportunities to network with parents and gain their input and to educate them.

Offering PIQE and PIQE-like classes in the future are all deemed to serve lower income families and EL families and students in that the classes come bilingually and include information targeted to assist parents who might not have the education, language, or experience to know how to assist their children without some low-barrier coaching. Putting resources toward campus-based local endeavors similar seeks to lower barriers to get families to school where in addition to bonding and having fun they can learn from our own staff how to help their children.

1.2, 1.4, and 1.11

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 nearly 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.

Staff continue to clamor for trainings in trauma practices and behavioral supports for their students, so the District is investing in the Navigate 350 suite of online behavioral lessons and interventions for student behaviors as an alternative to suspension. Additionally, the District began contracting as needed with a professional behaviorist to come in as needed on the most difficult cases. GUSD is also offering annual at this point new and refresher trainings in CPI techniques for conflict mitigation and if needed by specialized staff, restraint. Although focused on meeting the needs of staff, these are actions that are also deemed influenced by the needs of students. Low income, foster, and SWDs are among the most frequently disciplined students or those who struggle the most, so staff are being trained in how to better understand and serve these students. The lesson suite purchased also offers promise as well in helping students understand and control their own behaviors as well. 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. Additionally, a trend was noticed in recent data that even EL students have had some attendance issues.

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. Some elements are now in place such as signage and some norms, but the work of daily practice and reinforcement continues as these practices are not yet part of the culture necessarily. Additional time is still needed with stable administration in place to accurately assess whether the plans implemented in 2019-20 that were interrupted 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. Data have improved somewhat over last year in most areas of PBIS, but there are still some trends of concern in disconnection as students age.

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 three 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 but work is beginning the the newly empaneled school nurse to determine appropriate measures.

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 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. In the past year, GUSD experimented with using selected additional mailer campaigns to raise awareness about attendance, and these seemed to increase attendance compared to the same period in the last school year, so some money was added to this item to repeat the experiment and see if the periods around the mailers show better attendance than without them.

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 over the past couple of years, 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, and again worked on somewhat in 21-22, so again additional time is needed to determine whether feelings of campus safety are improved in the Healthy Kids survey. The bulk of the camera equipment has all been installed at this point, so now the burden of additional cameras has been placed to the school sites to use their site allocations to determine additional placements as we enter a maintenance mode.

1.12

Traditionally funded through fundraising and gate fees that have not materialized as they once did pre-COVID, GUSD is committing to continuing support of grades 6-12 athletics to ensure students maintain available practice space and updated safety equipment as well as uniforms. This is an increased service in that those students who might not be able to participate in fundraising such as lower income and foster/homeless students still deserve opportunities to participate in school athletics, both for the health benefits that this brings and also to increase their connections to school. We thus hope to see improvements in survey results of students reporting connectedness to school. This initially showed promise in that student responses to the Healthy Kids survey showed a slight uptick in belonging at most grade points.

1.13

The GUSD general fund has seen increasing hits in the last year due to increases in fuel costs and the general inflationary pressures as well as increasing encroachments into the general fund to maintain efforts to support students with disabilities, coupled with declining enrollment. As GUSD looked for areas in the general fund that could be impacted, one such area was the home to school transportation program. The state funding for home to school transportation is nowhere near enough to fully fund the GUSD home to school transport program, and rather than risk cutting back on that program, GUSD has instead moved to enshrine its protection in the LCAP by assigning supplemental and concentration dollars to keep it solvent. This is an improvement to services to lower income, homeless/foster students primarily as it represents GUSD providing transportation to those students as opposed to parents needing to do so in the face of rising transportation costs. This is seen as part of Goal 1 in that it assists students in feeling safe in coming to their schools as opposed to having to cross busy Highway 99 or the busy railroad tracks in town. Although the state has promised additional Home to School transport, it is too soon to see if it is enough to offset the encroachments mentioned, but may lead to the removal of this as an LCAP goal after one more year.

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 to Sycamore electives is believed to help create a more engaging and well rounded experience for students, provide an incentive to get kids to put the work in to get out of "intervention" classes, and mimics the experience they will have at high school. Supporting AP and honors courses, plus providing collegiate and 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 the vast majority of GUSD dropouts are from the low income demographic year after year.

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 is 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 are struggling to meet their end targets as there has been a shift away from AP and SAT testing in favor of collegiate dual enrollment, as we see evidence of decreasing AP enrollment, but over 200 students enrolled in dual enrollment classes this year. 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 and to see if the move to a college-based economy so to speak will "stick". 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, and this past year was the first with meaningful placements. Action 2.7 to support AVID has been successful as additional students have been enrolled in the program and the number of needed sections increased by one to support interested and qualified students. Sycamore si also looking to expand to offer a specialized ELD-focused Avid Excel program to further serve EL students. 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. Action 2.10 has shifted from a Spanish focus to one of simply additional electives without a new Spanish teacher being located, but these are viewed as mimicking the eventual high school experience for students and offering them opportunities to gain experiences they might not otherwise get to have - a service to our lower income students - with classes such as piano, media arts, and outdoor adventure being on the docket. Action 2.11 to increase Spanish offerings is an attempt to offer more challenging levels of Spanish to the many students who are already fluent as ELs, and to encourage excellence by providing the breadth of classes needed to begin offering the Seal of Biliteracy, not possible with only a single Spanish teacher. 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 well as the district librarian hired under a companion funding source left after less than a full year. A replacement has been secured and she is slated to start this summer. Enough groundwork was put into place though, that a vision has formed of creating libraries as spaces where all children are recognized through culturally relevant and exciting reading (great for EL students) and literacy is seen as a skill leading to enjoyment, not just a chore (targeting SWDs, foster, and lower income students who might have reading deficiencies or lack of access to books).

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 until this last year, and some materials were purchased/adopted, with more coming for 23-24. 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 - and this year's results of the curricular implementation survey already show the most progress/satisfaction among teachers in CCSS since we started using its format five years ago. Going along with this, resources to then train teachers in any new adoptions has been set aside as well. Action 3.4 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 newly adopted FastBridge suite or other locally identified common assessment. 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. This action is partially complete - GUSD has identified Illuminate DnA, FastBridge and STAR as its assessment benchmarking products, and work began this year to build out the EduClimber products to pull in all the data points and build comprehensive meaning of all the data. This was the first implementation year of the products, and EduClimber has not yet been fully revealed to the whole district, so that is coming in 2023-24. All of the unduplicated groups (EL, SWD, foster, and low income) are targets here with this item as their collective performance and improvement is the ultimate goal of all the LCAP actions.

3.7-3.9

As learned during COVID, having sufficient technology and the human resources to distribute and maintain (3.7 and 3.9) are 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 data coordinator, Curriculum Director, and TOSAs (Action 3.8) 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 provided 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). Although distance learning is gone, a small fleet of hotspots is still maintained and paid for to ensure that families have the tools to complete their schoolwork. 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 and accuracy of data. 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 - and this has all been continued post-pandemic. The district is also now supporting 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. This past year was a bit transitional as the two music teachers in the district struggled to rebuild programs affected by the pandemic.

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.

3.15

After an absence of a decade or more, parents at the Wilson Visioning Night in 2021, in addition to elementary teachers, expressed a desire to bring back to students this opportunity. A week at Shady Creek costs several hundred dollars per student, and the fundraising burden this would add so suddenly on Wilson students was deemed too enormous an obstacle to place in their way to engage in this well remembered program that gives them a week of experiential science education and builds community at the school among staff and students alike. This is an increased service to lower income students who might not otherwise be able to afford an opportunity such as this on their own. Impact of this action will be measured through looking for increased connection to school and increased engagement in their middle school science programs as measured through increased CAST scores which have been less than stellar at lower grades since inception.

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

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. Should EL numbers drop to the point where only a single class is warranted, this will continue to be maintained to ensure quality EL services instead of pushing the burden onto core ELA instructors.

Action 3.13 was a new action for LCAP last year but is maintenance this year. 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 permits 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. EL numbers are too low at GHS to create ELPI officially, but hand calculated ELPI indicates that GHS would rate in the "High" category under the 2022 Dashboard rules, indicating that the offering of dedicated EL periods is successful in moving students forward.

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.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

All GUSD schools have at or above 55% unduplicated pupil counts. Districtwide, in total, consistently around 80% of all supplemental and concentration dollars are utilized to support staffing. Of that, of course not every employee directly interacts with students daily, but a large number do. Districtwide, the shift of a large portion of transportation into the supplemental and concentration grants means that the mixed grade groups on the buses and vans are supported daily - across income, special needs, and EL status (Action 1.13) . Site by site, McKinley supports students in all the unduplicated groups by providing LCAP-funded instructional aides in all classes (Action 3.4), plus additional intervention teachers (Action 2.3) to work often 1:1 with the most struggling students as is done in their intervention reading program for students at risk of not reaching grade level expectations. Wilson funds additional safety personnel in the form of additional noon duty supervisors and crossing guards (Action 1.9), plus librarian support (Action 3.7) and again like McKinley intervention specialists as well as funding additional regular teacher positions that serve to lower general class size or sometimes enrichment experiences. Sycamore supports its unduplicated pupils through the direct services of additional teachers (Action 2.3) to lower class sizes plus provide specialized intense intervention services, including two separate periods of ELD rather than limit ELD services to what might occur only in the general ed classroom. At the high school level, additional teacher periods are bought to offer more support in lower-enrollment Honors and AP courses (Action 2.9) as well as extra ELD supports beyond that which is minimally required by law (Action 3.13).

Speaking specifically to the additional 15% add-on to the LCFF that first came in in the 22-23 school year, GUSD identifies this specifically supporting the salaries of the staffing in transportation who provide direct services to students daily through the transport of those students in vans and busses, totaling $320,064 in the upcoming 23-24 budget (goal 1.13). Further direct support comes in the form of additional time to add the IT Help Desk position which provides a direct line of support to students and families in technology ($70,272) added under goal 3.7, an additional health aide position to McKinley to fully staff all main school sites when previously there was a rotation of staff, leaving one school site uncovered each day PLUS maintaining two additional hours per position at all four sites ($51,774) in goal 1.5 that would have gone away with expiration of COVID funds, shifting the safety/security model from one shared elementary/middle VP to TWO such positions directly interacting with students for behavioral/disciplinary supports ($114,668) in goal 1.9, and taking a halftime library clerk position to fulltime in goal 3.7) at Wilson school for $25,420 that would otherwise be sunsetting as onetime COVID funds expired and thus enabling the school to provide before and afterschool library access plus throughout the day. This makes for a grand total of $582,198 of a minimal required expenditure of $562,362.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	0	1:48
Staff-to-student ratio of certificated staff providing direct services to students	0	1:17

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$5,806,826.00				$5,806,826.00	$4,045,318.00	$1,761,508.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Family Support and Attendance Liaison	English Learners Foster Youth Low Income	$119,839.00				$119,839.00
1	1.2	Staff Training - Trauma and Behavior	Foster Youth Low Income	$2,000.00				$2,000.00
1	1.3	PBIS Support	English Learners Foster Youth Low Income	$39,500.00				$39,500.00
1	1.4	Socioemotional Learning Counseling	English Learners Foster Youth Low Income	$112,307.00				$112,307.00
1	1.5	Health Aides	Foster Youth Low Income	$121,753.00				$121,753.00
1	1.6	Attention to Attendance Program	Foster Youth Low Income	$24,300.00				$24,300.00
1	1.7	Monitoring school site facility conditions	All					
1	1.8	Physical Fitness	Low Income	$134,983.00				$134,983.00
1	1.9	Campus Supervision	English Learners Foster Youth Low Income	$518,914.00				$518,914.00
1	1.10	Parent and Family Outreach Supports	English Learners Foster Youth Low Income	$5,000.00				$5,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.11	Behavioral and Trauma Supports	Foster Youth Low Income	$20,000.00				$20,000.00
1	1.12	Athletics Support	Foster Youth Low Income	$27,500.00				$27,500.00
1	1.13	Home to School Transportation Safety	Foster Youth Low Income	$618,871.00				$618,871.00
2	2.1	Support CTE Health Pathway	English Learners Foster Youth Low Income	$86,595.00				$86,595.00
2	2.2	College Testing	English Learners Foster Youth Low Income	$8,000.00				$8,000.00
2	2.3	Intervention and Lower Class Size	English Learners Foster Youth Low Income	$770,674.00				$770,674.00
2	2.4	Support CTE Pathways	English Learners Foster Youth Low Income	$174,270.00				$174,270.00
2	2.5	Career Exploration for Alternative Ed Students	Foster Youth Low Income	$1,000.00				$1,000.00
2	2.6	Credit Recovery Programming	English Learners Foster Youth Low Income	$30,000.00				$30,000.00
2	2.7	Support AVID Program	English Learners Foster Youth Low Income	$64,445.00				$64,445.00
2	2.8	College and Career Night for High School Grades	All	$0.00				$0.00
2	2.9	GHS AP and Honors; Dual enrollment support	English Learners Foster Youth Low Income	$153,720.00				$153,720.00
2	2.10	Electives for Sycamore	English Learners	$52,486.00				$52,486.00
2	2.11	Add additional sections of Spanish at GHS	English Learners Foster Youth Low Income	$86,284.00				$86,284.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.12	Literacy Support	English Learners Foster Youth Low Income	$28,500.00				$28,500.00
3	3.1	Professional Learning Communities Collaboration	All	$0.00				$0.00
3	3.2	CCSS Materials Adoptions	English Learners Foster Youth Low Income	$257,000.00				$257,000.00
3	3.4	Daily Instructional Aide Support K-3 and Extra Duty Time K-8	English Learners Foster Youth Low Income	$467,347.00				$467,347.00
3	3.5	Instructional and Content Training	English Learners Foster Youth Low Income	$49,200.00				$49,200.00
3	3.6	District Benchmarks	English Learners Foster Youth Low Income	$27,000.00				$27,000.00
3	3.7	Technology and Media Support Staff	English Learners Foster Youth Low Income	$459,937.00				$459,937.00
3	3.8	District Coordination of Programs	English Learners Foster Youth Low Income	$321,307.00				$321,307.00
3	3.9	Technology Hardware and Software Support	English Learners Foster Youth Low Income	$690,692.00				$690,692.00
3	3.10	Arts Support	English Learners Foster Youth Low Income	$20,000.00				$20,000.00
3	3.11	Leadership Teams and Extra Duty Time	English Learners Foster Youth Low Income	$111,600.00				$111,600.00
3	3.12	Core Subjects Enrichment Support	English Learners Foster Youth Low Income	$138,614.00				$138,614.00
3	3.13	Additional ELD Period (GHS)	English Learners	$23,188.00				$23,188.00
3	3.14	Credential Monitoring	All	$0.00				$0.00
3	3.15	Shady Creek	Foster Youth	$40,000.00				$40,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$21,546,439	5,556,826	25.79%	1.06%	26.85%	$5,806,826.00	0.00%	26.95 %	**Total:**	$5,806,826.00
								LEA-wide Total:	$4,457,008.00
								Limited Total:	$23,188.00
								Schoolwide Total:	$1,326,630.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Family Support and Attendance Liaison	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$119,839.00	
1	1.2	Staff Training - Trauma and Behavior	Yes	LEA-wide	Foster Youth Low Income	All Schools	$2,000.00	
1	1.3	PBIS Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$39,500.00	
1	1.4	Socioemotional Learning Counseling	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$112,307.00	
1	1.5	Health Aides	Yes	LEA-wide	Foster Youth Low Income	All Schools	$121,753.00	
1	1.6	Attention to Attendance Program	Yes	LEA-wide	Foster Youth Low Income	All Schools	$24,300.00	
1	1.8	Physical Fitness	Yes	Schoolwide	Low Income	Specific Schools: Wilson, Sycamore, GHS	$134,983.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.9	Campus Supervision	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$518,914.00	
1	1.10	Parent and Family Outreach Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
1	1.11	Behavioral and Trauma Supports	Yes	LEA-wide	Foster Youth Low Income	All Schools	$20,000.00	
1	1.12	Athletics Support	Yes	Schoolwide	Foster Youth Low Income	6-12	$27,500.00	
1	1.13	Home to School Transportation Safety	Yes	LEA-wide	Foster Youth Low Income	All Schools	$618,871.00	
2	2.1	Support CTE Health Pathway	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: GHS	$86,595.00	
2	2.2	College Testing	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: GHS and Esperanza	$8,000.00	
2	2.3	Intervention and Lower Class Size	Yes	LEA-wide	English Learners Foster Youth Low Income	K-8	$770,674.00	
2	2.4	Support CTE Pathways	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: GHS	$174,270.00	
2	2.5	Career Exploration for Alternative Ed Students	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: Esperanza	$1,000.00	
2	2.6	Credit Recovery Programming	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Esperanza, GHS	$30,000.00	
2	2.7	Support AVID Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Sycamore	$64,445.00	
2	2.9	GHS AP and Honors; Dual enrollment support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: GHS	$153,720.00	
2	2.10	Electives for Sycamore	Yes	Schoolwide	English Learners	Specific Schools: Sycamore	$52,486.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.11	Add additional sections of Spanish at GHS	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: GHS	$86,284.00	
2	2.12	Literacy Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$28,500.00	
3	3.2	CCSS Materials Adoptions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$257,000.00	
3	3.4	Daily Instructional Aide Support K-3 and Extra Duty Time K-8	Yes	Schoolwide	English Learners Foster Youth Low Income	K-8	$467,347.00	
3	3.5	Instructional and Content Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$49,200.00	
3	3.6	District Benchmarks	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$27,000.00	
3	3.7	Technology and Media Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$459,937.00	
3	3.8	District Coordination of Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$321,307.00	
3	3.9	Technology Hardware and Software Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$690,692.00	
3	3.10	Arts Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
3	3.11	Leadership Teams and Extra Duty Time	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$111,600.00	
3	3.12	Core Subjects Enrichment Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$138,614.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.13	Additional ELD Period (GHS)	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: GHS	$23,188.00	
3	3.15	Shady Creek	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: Wilson	$40,000.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,496,715.00	$5,745,500.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Family Support and Attendance Liaison	Yes	$86,116.00	$23,130
1	1.2	Staff Training - Trauma and Behavior	Yes	$2,000.00	$7,845
1	1.3	PBIS Support	Yes	$40,000.00	$44,922
1	1.4	Socioemotional Learning Counselors	Yes	$611,627.00	$297,265
1	1.5	Health Aides	Yes	$123,620.00	$96,254
1	1.6	Attention to Attendance Program	Yes	$19,300.00	$19,300
1	1.7	Monitoring school site facility conditions	No		0
1	1.8	Physical Fitness	Yes	$141,764.00	$134,134
1	1.9	Campus Supervision	Yes	$448,308.00	$497,528
1	1.10	Parent and Family Outreach Supports	Yes	$20,000.00	$49,867

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Behavioral and Trauma Supports	Yes	$20,000.00	$23,522
1	1.12	Athletics Support	Yes	$15,000.00	$30,143
1	1.13	Home to School Transportation Safety	Yes	$626,424.00	$704,649
2	2.1	Support CTE Health Pathway	Yes	$79,415.00	$85,940
2	2.2	College Testing	Yes	$10,000.00	$5,507
2	2.3	Intervention and Lower Class Size	Yes	$857,530.00	$876,813
2	2.4	Support CTE Pathways	Yes	$192,991.00	$318,129
2	2.5	Career Exploration for Alternative Ed Students	Yes	$2,632.00	$2,406
2	2.6	Credit Recovery Programming	Yes	$30,000.00	$9,950
2	2.7	Support AVID Program	Yes	$56,412.00	$62,918
2	2.8	College and Career Night for High School Grades	No	$0.00	0
2	2.9	GHS AP and Honors	Yes	$149,973.00	$138,146
2	2.10	Spanish Electives for Sycamore	Yes	$34,400.00	$34,553

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.11	Add additional sections of Spanish at GHS	Yes	$87,561.00	$83,245
2	2.12	Literacy Support	Yes	$17,000.00	$22,596
3	3.1	Professional Learning Communities Collaboration	Yes	$26,151.00	$27,999
3	3.2	CCSS Materials Adoptions	Yes	$52,678.00	$282,847
3	3.4	Daily Instructional Aide Support K-3 and Extra Duty Time K-8	Yes	$448,444.00	$397,089
3	3.5	Instructional and Content Training	Yes	$47,519.00	$60,295
3	3.6	District Benchmarks	Yes	$27,000.00	$13,566
3	3.7	Technology and Media Support Staff	Yes	$354,546.00	$392,450
3	3.8	District Coordination of Programs	Yes	$279,487.00	$392,174
3	3.9	Technology Hardware and Software Support	Yes	$281,882.00	$341,703
3	3.10	Arts Support	Yes	$20,000.00	$14,465
3	3.11	Leadership Teams and Extra Duty Time	Yes	$110,953.00	$101,303
3	3.12	Core Subjects Enrichment Support	Yes	$115,127.00	$83,077

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.13	Additional ELD Period (GHS)	Yes	$19,605.00	$22,645
3	3.14	Credential Monitoring	No	$0.00	0
3	3.15	Shady Creek	Yes	$41,250.00	$47,125

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
5,678,017	$5,496,715.00	$5,745,500.00	($248,785.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Family Support and Attendance Liaison	Yes	$86,116.00	23,130		
1	1.2	Staff Training - Trauma and Behavior	Yes	$2,000.00	7,845		
1	1.3	PBIS Support	Yes	$40,000.00	44,922		
1	1.4	Socioemotional Learning Counselors	Yes	$611,627.00	297,265		
1	1.5	Health Aides	Yes	$123,620.00	96,254		
1	1.6	Attention to Attendance Program	Yes	$19,300.00	19,300		
1	1.8	Physical Fitness	Yes	$141,764.00	134,134		
1	1.9	Campus Supervision	Yes	$448,308.00	497,528		
1	1.10	Parent and Family Outreach Supports	Yes	$20,000.00	49,867		
1	1.11	Behavioral and Trauma Supports	Yes	$20,000.00	23,522		
1	1.12	Athletics Support	Yes	$15,000.00	30,143		
1	1.13	Home to School Transportation Safety	Yes	$626,424.00	704,649		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.1	Support CTE Health Pathway	Yes	$79,415.00	85,940		
2	2.2	College Testing	Yes	$10,000.00	5,507		
2	2.3	Intervention and Lower Class Size	Yes	$857,530.00	876,813		
2	2.4	Support CTE Pathways	Yes	$192,991.00	318,129		
2	2.5	Career Exploration for Alternative Ed Students	Yes	$2,632.00	2,406		
2	2.6	Credit Recovery Programming	Yes	$30,000.00	9,950		
2	2.7	Support AVID Program	Yes	$56,412.00	62,918		
2	2.9	GHS AP and Honors	Yes	$149,973.00	138,146		
2	2.10	Spanish Electives for Sycamore	Yes	$34,400.00	34,553		
2	2.11	Add additional sections of Spanish at GHS	Yes	$87,561.00	83,245		
2	2.12	Literacy Support	Yes	$17,000.00	22,596		
3	3.1	Professional Learning Communities Collaboration	Yes	$26,151.00	27,999		
3	3.2	CCSS Materials Adoptions	Yes	$52,678.00	282,847		
3	3.4	Daily Instructional Aide Support K-3 and Extra Duty Time K-8	Yes	$448,444.00	397,089		
3	3.5	Instructional and Content Training	Yes	$47,519.00	60,295		
3	3.6	District Benchmarks	Yes	$27,000.00	13,566		
3	3.7	Technology and Media Support Staff	Yes	$354,546.00	392,450		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.8	District Coordination of Programs	Yes	$279,487.00	392,174		
3	3.9	Technology Hardware and Software Support	Yes	$281,882.00	341,703		
3	3.10	Arts Support	Yes	$20,000.00	14,465		
3	3.11	Leadership Teams and Extra Duty Time	Yes	$110,953.00	101,303		
3	3.12	Core Subjects Enrichment Support	Yes	$115,127.00	83,077		
3	3.13	Additional ELD Period (GHS)	Yes	$19,605.00	22,645		
3	3.15	Shady Creek	Yes	$41,250.00	47,125		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
20,254,038	5,678,017	1.39%	29.42%	$5,745,500.00	0.00%	28.37%	$214,048.13	1.06%

Instructions

Plan Summary

Engaging Educational Partners

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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners 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* Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

  - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

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

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

Required Goals
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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** or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.

- **Contributing to Increased or Improved Services?:** 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 transitional kindergarten through grade five), 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."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **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).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **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.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table
- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    o This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

    o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table
Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

    o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

    o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

    o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

    o This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

    o This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

    o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table
- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

    o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

    o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

    o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)

    o   This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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