



LCFF Budget Overview for Parents

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

CDS Code: 04-75507-0000000

School Year: 2024-25

LEA contact information:

Justin Kern

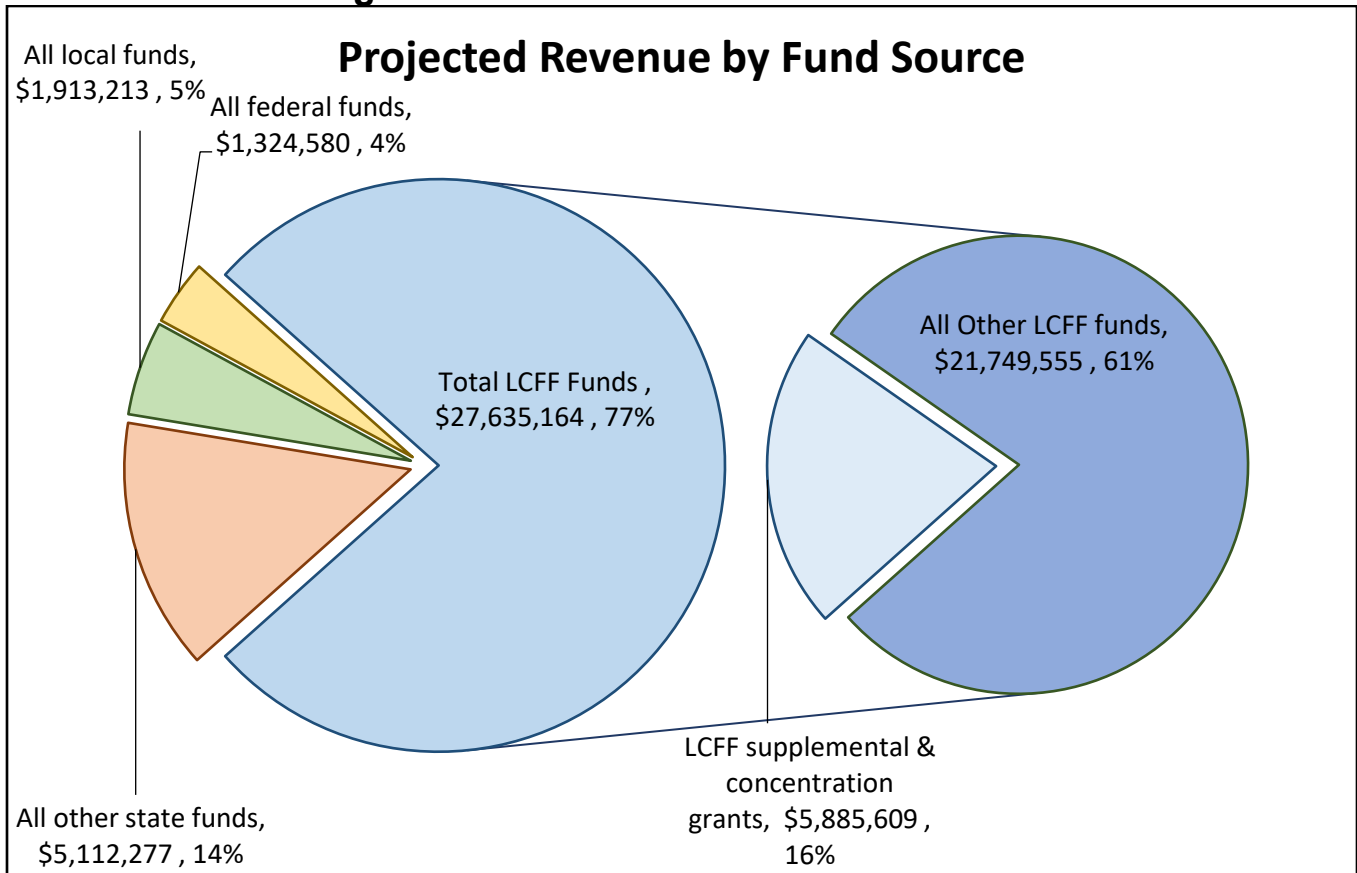
Superintendent

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 2024-25 School Year

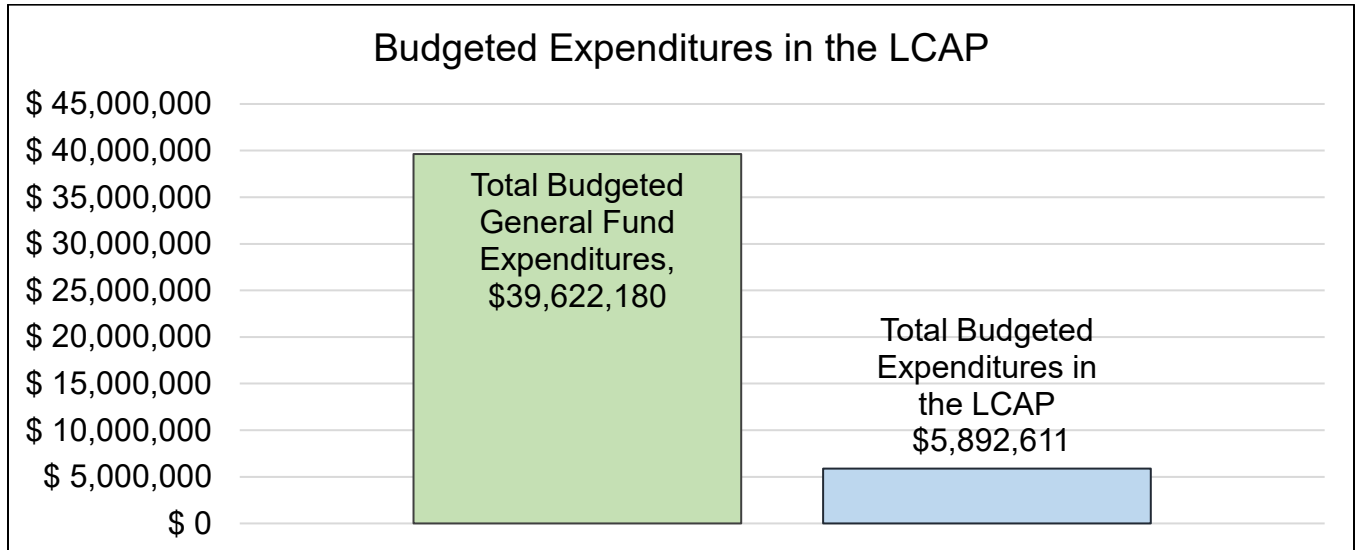


This chart shows the total general purpose revenue Gridley Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Gridley Unified School District is \$35,985,234, of which \$27,635,164 is Local Control Funding Formula (LCFF), \$5,112,277 is other state funds, \$1,913,213 is local funds, and \$1,324,580 is federal funds. Of the \$27,635,164 in LCFF Funds, \$5,885,609 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Gridley Unified School District plans to spend for 2024-25. 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 \$39,622,180 for the 2024-25 school year. Of that amount, \$5,892,611 is tied to actions/services in the LCAP and \$33,729,569 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

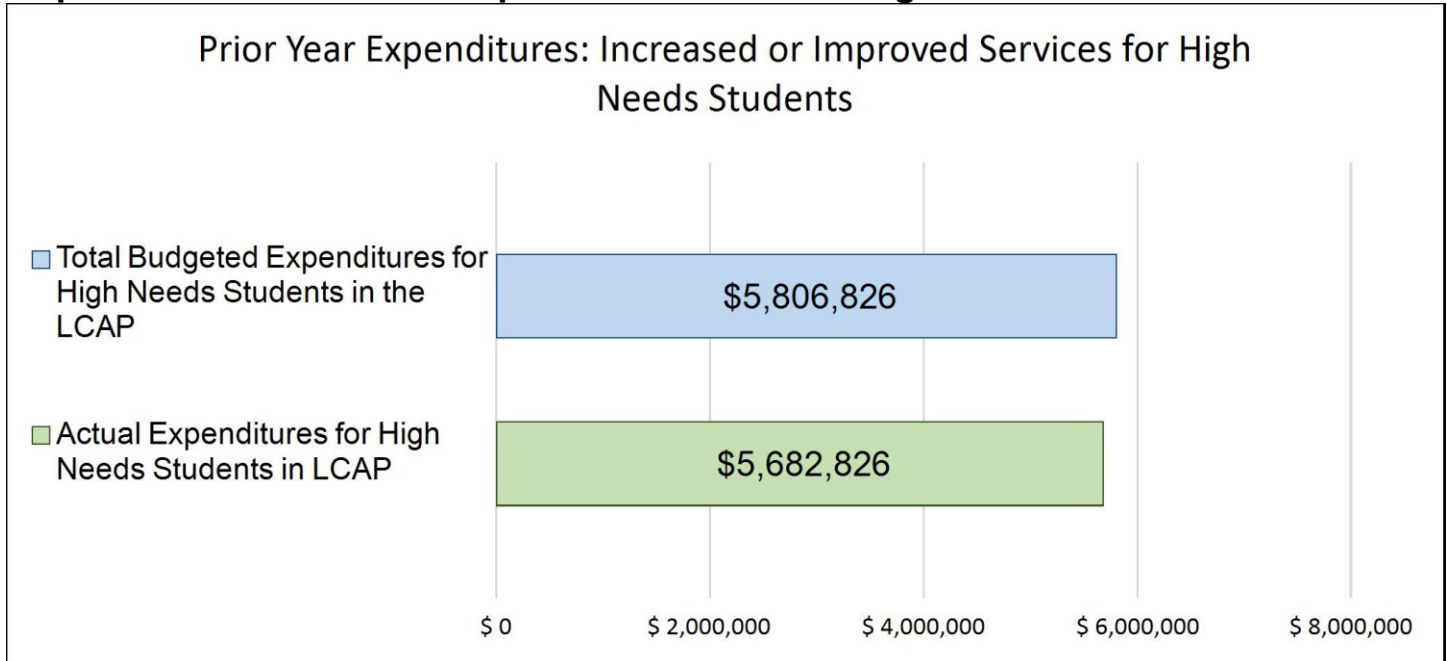
The LCAP document for GUSD focuses solely on the Supplemental and Concentration dollars receive by the district, as required by law. The core LCFF dollar amount and other state funds are used to cover base operating expenses of the district as well as provide base staffing to each school site commensurate with legal staffing requirements - one site administrator (two for GHS), minimal office and custodial staff, enough teacher positions to staff fully loaded classrooms, etc. Federal funds are then used to supplement in their appropriate areas - Title I is reserved primarily for intervention programs to assist struggling students in danger of not achieving standards, Title II is focused on teacher PD around topics deemed in need based on needs assessments - currently focused on improving tier 1 instruction in core subjects - Title III is deployed for additional support to English Language Learners, through some additional classroom materials whether those are bilingual dictionaries, test prep and study materials for the ELPAC, or currently most of the funding has been directed to developing and hiring a position of bilingual newcomer support to assist immigrant students with limited English proficiency adapt to American school life and America in general. Title IV money is largely being transferred into Title II and III to support those efforts in Tier 1 instruction and the support of the English Learner program as the LCAP's dollars and Proposition 28 funds already address needs in student safety, enrichment opportunities, technology.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Gridley Unified School District is projecting it will receive \$5,885,609 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 \$5,892,611 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 2023-24



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 2023-24, Gridley Unified School District's LCAP budgeted \$5,806,826 for planned actions to increase or improve services for high needs students. Gridley Unified School District actually spent \$5,682,826 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$124,000 had the following impact on Gridley Unified School District's ability to increase or improve services for high needs students:

Additional unexpected revenue arrived midyear due to an increase in the district's Unduplicated Pupil count. This additional windfall dollar amount, coupled with reserves of remaining COVID-era money that would have to be spent out or returned meant that the Supplemental and Concentration dollars were not fully utilized during the year. Therefore, there was impact to the planned services as a result of retaining some carryover.



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update 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

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.

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 SARC's 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 SARC's listed all sites in "Good" or "Exemplary".	SARC's 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	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	ADA as calculated in Aeries Average Daily Attendance Summary Report for each in-person school sites for the period 8/28/23 to 12/15/23 at the close of P1: 93.32% McKinley 94.86% Wilson 96.01% Sycamore	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
		92.44%/63.41% Sycamore 92.38%/50.03% GHS 100% Esperanza	Note - No long term independent study was done this year, so that number has been omitted.	94.74% GHS N/A Esperanza At the close of 2024, SIS reported attendance rate in EduClimber: 93.3% McKinley 94.7% Wilson 94.6% Sycamore 95.2% GHS N/A Esperanza	
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.	Chronic absenteeism from the most recent 2023 dashboard was rated at "Medium" or 22.4%, declining 4.3%. Aeries-based internal calculation of chronic absenteeism at the midpoint of the 23-24 year was 16.8%, a decline of less than 1% over the end of May. At the close of 2024, the estimated chronic absenteeism rate in Aeries was at 14.7%	Decrease chronic absenteeism rate to 7% or better as reported on the Dashboard or the CALPADS 14.1 Report.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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.	At the midpoint of the year, GUSD has expelled three students in 23-24, a rate of 0.1% At the close of 23-24, the number of expelled students still stood at 3, with one potential pending.	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% 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%.	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.	Suspension rates for 22-23 as DataQuest were 6.1%, above the county average of 5.6%. As of December 2023, preliminary suspension rate for the year was 1.8% in GUSD. Among subgroups, 2023 Dashboard rates were: Asian 1.6% English Learners: 3.9% Foster Youth: 13% Hispanic: 5.7% Homeless: 21.3% Socioeconomically Disadvantaged: 6.1%	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
				<p>Students with Disabilities: 7.4%</p> <p>Two or More Races 5.9%</p> <p>White: 6%</p> <p>At the close of 2024, the estimated suspension rate in the district was 4.8% in GUSD.</p> <p>Among subgroups, end of 2024 estimates were:</p> <p>Asian 0%</p> <p>English Learners: 9.4%</p> <p>Foster Youth: 12.5%</p> <p>Hispanic: 4.3%</p> <p>Homeless: 21.7%</p> <p>Socioeconomically Disadvantaged: 4.1%</p> <p>Students with Disabilities: 11.3%</p> <p>Two or More Races 6.3%</p> <p>White: 6%</p>	
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	The Safe School survey (CHKS) completed in spring of 2022 shows for Grades 5, 7, 9, 11 % Connected to School	The Safe School survey (CHKS) completed in spring of 2023 shows for Grades 5, 7, 9, 11 % Connected to School	N/A at Midyear. Survey is currently underway through end of February. CHKS survey results from end of year	% Connected to School 90/70/70/70 % Academic Motivation 90/65/65/65 % Safe at School

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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	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	<ul style="list-style-type: none"> -/54/61/59 % Academic Motivation <ul style="list-style-type: none"> -/60/58/45 % Safe at School <ul style="list-style-type: none"> -/49/67/72 % Antibullying Climate <ul style="list-style-type: none"> -/30/35/40 % Been Bullied N/A/36/37/26 % Clean School <ul style="list-style-type: none"> -/34/54/58 	survey (received March 2024): Grades 5, 7, 9, 11 % Connected to School 72/49/58/50 % Academic Motivation 83/53/54/56 % Safe at School 75/47/68/72 % Antibullying Climate 68/--/--/-- (no longer after grade 5) % Been Bullied or Targeted 55/53/28/23 % Clean School 52/29/64/48	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 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.	N/A at midyear. Testing window is open February through May. At end of testing window in May, district participation rate was 96.8%. with GHS the highest at 99.4% followed by Sycamore at 97.8% and Wilson at 94.8%.	80% of students shall meet at least 4 of 6 standards.

Goal Analysis

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.

The primary focus of this goal is basic conditions of the schools related to health and safety - emotional, mental, and physical. The targets and metrics chosen to represent this were based on available data in what was still an unprecedented time - the waning of the COVID pandemic. At that time, the belief in leadership staff at GUSD was this LCAP three year cycle would represent a "return to normalcy" after a one to two year blip in the trajectory of the district - the original LCAP goals in this document were penned in the spring of 2021 for context. In hindsight, that was not to be the case. As such, the targets that were set for most metrics three years ago were based on the last pre-COVID LCAP cycle and where district leadership believed we would be able to reach as if the pandemic had not occurred. This is important in considering how close GUSD has come to meeting its targets in certain areas. For instance, in this goal area, sites continued to meet expectations about levels of repair as this is something that a health-related pandemic would not likely affect. Average attendance appears to have returned to its pre-COVID levels, with all sites looking to end the 23-24 year at or above 93% attendance, except Esperanza which as an alternative ed site sees challenges unlike the comprehensive sites. In Chronic Absenteeism, the target was to return to pre-pandemic levels around 10%. Despite making improvements in absenteeism each year over the past three years, GUSD continues to struggle with rates double the target (target was 7%) - preliminary data suggest the district will end 23-24 at about 14% Chronic. Historically, the locally reported rate tends to be overly optimistic as the state data system accounts for many more variables than our local data system is capable of and thus realistically, GUSD will likely end with an official Chronic rate closer to 18-20%, which would still be an improvement over previous years. In the area of discipline, GUSD has managed to meet its goal of a low expulsion rate, keeping that under 1%. But suspension rates have increased across the board - a trend that was noticed last year and resulted in some measures being added during the 23-24 year. End of year data suggest that suspension rates have fallen some, but the overall three year target of 5% or less for the whole and for all subgroups has not been reached, and indeed some subgroups are at four times that amount, which is very concerning and will lead to additional targeted actions in the coming three year cycle. In the area of school climate and culture, looking back at the baseline data and the targets set for itself, GUSD fell far short of the mark with nearly every measure for every grade level suggesting that students feel less engaged, less motivated, less safe, and that they have experienced harassment, bullying, or unkind environments at school. This is thus an area of major concern for the coming cycle to rebuild student engagement and comfort on campuses. The final measure of this goal to look at the physical fitness of students through the measure of the state's fitnessgram has been stymied in that the state no longer permits official reporting of this metric. Although participation in the assessments is still measured, reporting has been hampered. Within this goal area, the actions that saw the most substantive change was in Action 1.1 wherein the district was only able to hire and maintain a single family support position, and in 1.12 for athletics supports - originally designed as a COVID-response action to maintain athletics in the face of falling revenues during the pandemic, focused on safety equipment for athletes, this action has ballooned to include also athletics transportation, facility rentals, uniform purchases, and additional equipment not directly attributable to student safety. Overall, the actions within Goal 1 were largely enacted as intended to maintain and improve upon the health and safety of GUSD students. As hinted at above, perhaps the most significant challenge during the past three years has been lingering effects of the pandemic as it was not foreseen how pervasive and long lasting these would be on the educational environment. Most notably here would be the increased trauma on students, disruption to family and public life, attitudes and beliefs about school absence, and perhaps social isolation for families with young children during important years in their development that have affected them as they enter schools. It is also possible that overall changes to society through social media influences on increasingly younger students are having effect on them as they enter an environment

at school where the expectation is that they put their personal devices with nonstop consumption of content away and focus on the learning and interacting in the classroom.

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.

In examining the budgeted versus actually expended dollar amounts in Goal 1's actions and services, two areas stand out with marked differences - 1.1 was underspent by almost half and 1.12 Athletics Support was overspent by double. These were addressed above - multiple positions were originally budgeted for in 1.1 that went unfilled, and in 1.12 overspending occurred as the athletics programs continued to face challenges that their normal operations budgets could not meet, yet there was a desire to maintain the ability of our unduplicated pupil count (currently at about 75% of total population) able to participate in sporting programs. A third area which came in markedly underspent was 1.13 - Home to School transportation. This was due to a state reimbursement for home to school transportation expenses the size of which was unknown until it actually materialized. Other fluctuations seen in budgeted versus actually expended are deemed fairly minor and are variously attributable to changes in the cost of employees serving in positions, some positions going unfilled for periods of time, or increases in cost of materials or projects from what was estimated at the outset of the year.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

1.1 and 1.10 One position was filled in this action area of increasing parental involvement. Actions in this area were deemed somewhat effective. Additional parental events were possible due to her work such as the Parent Institute for Quality Education and focus groups around special education needs, participation in site-based ELACs was higher than in previous years, monthly SARBs were coordinated and additional direct services were provided to McKinney-Vento students and families as well as SARB families. The most empirical measure of success in this area should be the California State Parent Survey (CSPS). Despite the known increases in services here, parental satisfaction as reported on the CSPS in most areas fell since last year, however. It is not believed that this was attributable to this particular action, but due to other factors such as a very public teacher incident at Sycamore school and a general need to better communicate available opportunities to families across all school sites in a consistent manner

1.2, 1.3, 1.4, 1.11 are all targeted around emotional and mental health supports for students which are expected to translate to lower suspension rates, decreased behaviors, improved Healthy Kids Survey scores, and more positivity on campuses. The actions in this group are collectively deemed somewhat effective. Full staff training on trauma and behaviors was not held as other areas took priority, and staff reported continued interest in this area on their PD survey in the spring. Counselors have been maintained, but case loads of students in need have not diminished appreciably. Support for elementary-based wellness centers was continued, with funding from the LCAP devoted to materials while staffing was provided through COVID funding that ended this year. These assisted in reducing discipline referrals at the elementary levels, but the issues themselves remain. Action 1.3 for PBIS supports included increasing staff training on model PBIS programs at some sites with continued emphasis on implementation of rewards or incentive programs at others without training for staff in model implementation. The designation of this action series as somewhat effective comes from decreases in discipline at sites based on the

preliminary data, but also the mixed lower sense of student engagement and satisfaction at school sites. Additional measures of student mental health will be coming in the future as full implementation of the SAEBRS screener comes on board in future years.

1.6 with 1.1 and 1.5 The Attention to Attendance program is deemed effective. Student attendance has continued to improve over the three years of the LCAP cycle, which is a measure of the effectiveness of this action. This action is also coupled with 1.1 for the parent liaison position as one duty of that position is also the coordination of the district School Attendance Review Board or SARB which has been very active this year and was even able to operate to the level of taking severe offenders to the county court level which had not previously happened in the LCAP cycle. The 1.5 action to maintain fully staffed health aides in the district is also considered part of this effective area in that this staff is tasked with attendance review participation, parent and family education about when to send or not send their children to school, screening for health issues and making referrals to providers for conditions that might eventually lead to absences, and the like.

1.8 Action 1.8 to provide credentialed PE teachers to elementary level has been deemed unknown in effect for this cycle. The selected measure for this action item was the Fitnessgram reporting required by the state back when the goal was enacted, but since revoked. Student participation in the fitness testing has remained above 95% during the cycle however, and provision for credentialed PE services has actually been extended down to the primary grades at McKinley. In the coming cycle, new measures will be used to better target the efficacy of this action.

1.9 Campus supervision is deemed effective. This is a broad item inclusive of campus supervisor positions at the secondary level, duty supervisors at the elementary level, camera installation and maintenance, fencing, and all related areas. As a result of these efforts, implementation of trainings in Healthy Play for elementary supervisors, and continued vigilance provided by the systems in place, discipline has decreased for most groups according to preliminary suspension rate data

1.12 This action has been deemed successful. In the face of waning incomes from sporting events, the support provided to this item has resulted in no loss of sports teams for the district since the pandemic. In fact, participation in athletics has increased, with 208 girls and 215 boys participating now, as opposed to 159 and 160 at the start of the current LCAP cycle based on numbers reported to California Interscholastic Federation for Title IX certification, and it should be remembered too that GHS is in somewhat of an overall enrollment decline, so this is even more impressive.

1.13 This maintenance action to ensure continuance of home to school transportation has been deemed a success. When transportation was moved into the LCAP funding to ensure that transportation would remain available to our 75% Unduplicated Pupil Percentage - targeted toward low income families to ensure that yet one more barrier to attendance was not in place despite shrinking general fund monies available to support the program due to encroaching required special education expenses, no disruption to student transportation has occurred.

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.

In recognition that perceptions of the district and schools has been waning, various actions throughout the LCAP that are related to community perception are being moved to a separate, new LCAP goal which is directly based on new explicit board goal 3 to improve parental participation and engagement in the district. The basic actions in 1.1, 1.6, and 1.10 will all be moved there. The actions themselves remain essentially intact although how some of those activities are publicized and conducted will be changing through the vehicle of substantial changes to the district's messaging through the website, social media, how site and district events are conducted, and what type

of programming is offered - in other words, there will be expansion of offerings and communications to parents about those offerings, with additional parental input sought about what they would like to see being offered. Metrics will continue to focus on student attendance as it relates to how much the parents value what is happening at school, better tracking the number and types of events offered, and most importantly measuring parental perceptions through the California Schools Parent Survey annually. It is believed that the lower parental reports of opportunities is a result of lack of publicity, as opposed to an actual lack of opportunities, so it is expected that this will strengthen outcomes over the coming cycle. Will also add specific metrics around parent perceptions in the metrics area.

In the actions around student mental health, new metrics will be added to track student data in the SAEBRS screener and a more concerted effort to move to a delivery of Tier 1 services to all students in hopes of reducing the need for reactive referrals will be emphasized.

Attention to Attendance (A2A) programming will remain the same but be reduced. This past two years, additional money was spent on mailer campaigns to attempt to increase attendance. Although overall attendance did increase, it was not specifically attributable to these mailers, and feedback was that they were impersonal and generic - instead, more personalized messaging from the sites will be emphasized. The core program to assist in the management of tracking absenteeism and getting notices to parents will be retained.

The related item of health aides will also be retained with no changes expected as the overall grouping of A2A was deemed successful.

PE teachers will be retained for elementary and measured moving forward by participation in the Fitnessgram and attestation that the mandated minutes of PE are delivered to student across the grade levels served.

Campus supervision - no changes to existing services. Continuance of those, plus also investigating additions and grant funding through the coming years to add security features such as site fencing and dppr access control to GHS.

Athletics - no changes to action, but setting baseline data to better report, using number and percentage of athletes participating.

Transportation - No changes but will add a baseline against which to report usage of the program.

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.

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.	Number of parent opportunities continues to increase as sites run their own ELACs and increased numbers of parent engagement opportunities are offered in elementary levels K-5 with attendance in the hundreds. DELAC has also increased participation, with 1/3 of attendees also representing disabled students. At mid-year, district events such as the first Parent Advisory Committee and Farm to Table Night both drew zero parents. GUSD is bringing back outside presenters from PIQE	15% of parents in each identified subgroup will participate in one or more parent-oriented activities each year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>to attempt an additional form of district outreach and engagement.</p> <p>At close of year, district meeting engagement was lower than in previous years for the Parent Advisory Council meetings, where attendance at one meeting was zero and no meeting drew more than 5-7 parent participants. Little consistent participation. DELAC attendance was better with representatives from site ELACs regularly attending throughout the year. Participation at site-based events was high with some drawing triple digit attendance.</p>	
Priority 4: Pupil Achievement SAT/ACT Participation	Pre-COVID (2018-19) school year, 174 students took the SAT and/or ACT test. In	With the official decision of many colleges and universities to no	A total of 6 current GHS students took the SAT exam in 2022.	A total of 3 current GHS students took the SAT exam in 2023.	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
	2020 77 tests were taken.	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.		Between fall of 2023 and spring of 2024, 6 current GHS students took the SAT exam. None took the ACT.	
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 a 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.	In spring of 2023, 58 AP exams were taken and 33 passed with a 3/5 as the score, a pass rate of 59%. In 23-24, 89 students were enrolled in AP courses. However, an additional 207 enrolled in Butte College dual enrollment courses. At close of 2024 school year, 2024 AP results were not available.	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	CCI is not presently being measured officially in California. Local data indicate that 4.2% of students passed 2 or more AP	CCI as measured on the Dashboard for 2023 showed 54.7% Prepared (level Medium). Local data from the Aeries	50% or more of students will be Prepared for college or career.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		exams and 12.6% are pathway completers.	exams and 7.3% are pathway completers for the 21-22 cohort.	College Entrance Tests Report indicate that currently 6 seniors (3.5%) have passed two or more AP exams. Pathway completion from the CALPADS 15.1 Cohort Outcome Report was for 22-23 17.96%. At close of 2023-24 school year, no complete lists of CCI were yet available.	
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 students met or exceeded standard compared to 33.38% statewide. At Esperanza, zero percent met standard.	Per DataQuest, In 22-23, 75.52% of 11th graders at GHS met or exceeded ELA versus 46.66% at the state level. Esperanza students had 26.67% meet or exceed standards in ELA. In math, 44.75% of GHS students met or exceeded standard compared to 34.62% statewide. At Esperanza, 6.25% met standard. Preliminary results for CAASPP in spring of	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
				2024 show 84% of GHS students meeting or exceeding on ELA and 46% in math. At Esperanza, 18% met ELA and zero in math. Overall rates were thus 79% and 43%, respectively for grade 11.	
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.	22-23 data from the CALPADS 15.1 Cohort Outcome Report Aeries Graduation/College Readiness Dashboard for GUSD showed 42.52% of 12th graders as meeting CSU/UC requirements. Aeries Graduation/College Readiness Dashboard shows at the 23-24 midpoint 36% on track to CSU/UC eligibility. State-reported DataQuest data on the Four-Year Adjusted Cohort Graduation Rate Report indicate 51.8% for 2023 statewide	45% of students will complete A-G requirements for college by the end of 12th grade.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>and 29.5% in Butte County.</p> <p>At end of 23-24 school year, Aeries A/G Readiness analytics dashboard for grade 12 showed 37.8%, however this indicator does not include their final grades for the year.</p>	
<p>Priority 4/8: Pupil Achievement/Other Pupil Outcomes Early Literacy Students reading at grade level by end of year.</p>	<p>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</p>	<p>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</p>	<p>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. 2: 44% at "low risk or better", up 8% since fall. 3: 54% at "low risk or better", up 5% since fall.</p>	<p>FastBridge data from winter reading assessments show the following progress in each elementary grade from fall to winter screenings in 23-24: K: 44% at "low risk or better," up 2% since fall. 1st: 35% at "low risk or better," up 3% since fall. 2nd: 56% at "low risk or better," up 8% since fall. 3rd: 53% at "low risk or better," down 7% since fall.</p>	<p>Literacy rates of primary grade students reading at grade level will increase to 70% for each grade level 1-3.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				4th: 58% at "low risk or better," down 6% since fall. 5th: 54% at "low risk or better," down 1% 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%.	Pathway completion from the CALPADS 15.1 Cohort Outcome Report was 30 students for 22-23 or 17.96%. Pathway completion was not yet available at close of the LCAP timeline for 23-24 school year.	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.	CALPADS 15.1 Cohort Outcome Report indicates that in 2023, 18 students completed both A to G AND a Pathway, for 10.78%	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
				Data for 23-24 will not be available until mid to late summer.	
Priority 4: Pupil Achievement Early Assessment Program (EAP) of college readiness	<p>Last available EAP percentages from 2019 CAASPP results of 11th graders showed for ELA and Math readiness the following: All students 19.6/12.4 ELs 0/0 Low Income 7.7/11.5 Disabilities 9.1/0</p> <p>Students at Conditionally Ready were: All students 37.8/24.1 ELs 0/0 Low Income 50/19.2 Disabilities 9.1/0</p> <p>EAP readiness represents students scoring a 3 or 4 on their CAASPP assessments. Results are from Aeries Analytics Dashboard.</p>	<p>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</p> <p>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</p> <p>EAP results are based on students scoring 4s and 3s on their CAASPP assessments as seen in Illuminate software.</p>	<p>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</p> <p>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</p> <p>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</p> <p>Students at Conditionally Ready in ELA and Math (percentages) All students 39.6/27.5</p>	<p>23-24 EAP Ready results from the Aeries Analytics Dashboard in ELA and Math (percentages) at the midyear point are: All students 34.9/17.0 ELs 0/0 Low Income 29.4/12.7 Disabilities 10.5/0</p> <p>Students at Conditionally Ready in ELA and Math (percentages) All students 36.2/23.5 ELs 28.6/14.3 Low Income 36.7/19.1 Disabilities 10.5/5.3</p> <p>EAP results are based on students scoring 4s and 3s on their CAASPP assessments as seen in the Aeries Analytics dashboard.</p> <p>End of year results for EAP in 23-24 were</p>	College Readiness as measured by the EAP will increase in each group and on each assessment by 10% from the starting baseline.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>ELs 0/0 Low Income 42.2/24.5 Disabilities 7.1/0 EAP results are based on students scoring 4s and 3s on their CAASPP assessments as seen in the Aeries Analytics dashboard.</p>	<p>Ready in ELA and Math: All students 36.6%/17.8% ELs 0/0 Low Income 31.0%/13.9% Disabilities 10.5%/0%</p> <p>Conditionally Ready in ELA and Math: All students 36.6%/24.7% ELs 28.6%/14.3% Low Income 38.0%/19.8% Disabilities 10.5/5.3%</p>	
<p>Priority 5: Pupil Engagement Middle and High School Dropout Rates</p>	<p>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.</p>	<p>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.</p>	<p>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%</p>	<p>Middle school dropout rate as reported on the CALPADS 1.8 report for 22-23 was less than 1% (a single student). For high school it was 3.59% (six students). Note - that middle school student WAS shown in CALPADS as having been picked up later in the year elsewhere, but was not corrected locally to</p>	<p>Maintain a middle school dropout rate under 1%. Maintain a high school cohort dropout rate of 5% or less.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				remove the "dropout" from GUSD reporting. Rates not yet calculated for close of 23-24.	
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.	The 22-23 cohort graduation rate was 93.3% as taken from CALPADS 15.1. Graduation rate not finalized for 23-24.	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.	In 23-24, 119 9th graders were enrolled in either IM 1 or IM 2 at the high school which is 71.26%.	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 and Students with Exceptional Needs	In the general population for 20-21, 72.6% are low income, 11.8% are students with 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	In the general population for 21-22, 66% are low income, 13.2% are students with disabilities, 5.4% 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	In the general population for 22-23, 77% are low income, 12.7% are students with disabilities, 5.3% 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	In the general population for 23-24, 78.87% are low income, 13.54% are students with disabilities, 2.68% are English Learners (EL), 37.2% are either EL or reclassified ELs. In the 23-24 school year, 431 students were enrolled in at	Representation of students in CTE courses should mirror overall school demographics at +/- 2 percentage points. In AP and Honors courses, representation shall be within 5 percentage points of the overall school demographic.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>least one CTE pathway class, or 71.2% of the students. Of those, 72.6 were low income, 9.6% were students with disabilities, 1.5% were English learners, and 34% were either EL or reclassified ELs.</p> <p>In the 20-21 school year, 89 students were enrolled in one or more AP or honors classes, or 19.2% of the students. Of those, 68.5% were low income, 0 were students with disabilities, 0 were English learners, 29.2% were ELs or reclassified ELs.</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<p>least one CTE pathway class - 64% of all students. Of those, 77.5% were low income, 10.2% were students with disabilities, 1.2% were EL, and 35.5% were either EL or reclassified EL.</p> <p>In the 23-24 school year, 146 students were enrolled in one or more AP and honors classes, or 21.7% of students. Of those, 69.9% were low income, 2.1% were students with disabilities, zero were English learners, and 28.1% were EL or reclassified ELs.</p>	

Goal Analysis

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.

This is a broad goal, intended to encompass all that is done to prepare students across the grade bands to eventually walk the stage at grade 12 and support them and their academic needs along the way. During this LCAP period, there were no notable challenges coming out of the pandemic that affected the ability to implement these actions long term except for about a year to 18 months at the beginning of the cycle

when finding candidates for positions was a challenge due to the heavy government safety net for not working that was in place coupled perhaps with health fears of potential employees in the end of the pandemic. The last 18 months have not seen those challenges. The only pieces not implemented in this area were a small set aside for career exploration at Esperanza (2.5) and literacy support for libraries (2.12). Those were implemented, but other one time funds were used for these. Some actions implemented differently included 2.3 for intervention and lower class sizes which saw additional teaching staff included in it, driving costs up. This was a result of lowered general fund dollars due to special education encroachments on the general fund, coupled with declining enrollments. However, being committed to maintaining lower class sizes and avoiding layoffs, FTEs were shifted to Supplemental and Concentration to maintain level of services to the students of the district.

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.

Material differences in planned and expended items in Goal 2 were:

2.3 Intervention and Lower Class Size - as noted above, additional staff were moved here to maintain lowered class sizes and intervention programming in the face of lowered available general fund revenues.

2.6 Costs increased substantially for the Edgenuity and CyberHigh programs.

2.7 AVID had some personnel changes this year that required additional personnel to be trained, and the site is moving to expand AVID offerings for 24-25, so this represents some of that training in addition to increased travel costs to support the field trips of the AVID program. This all led to cost overruns.

2.12 Literacy Support - As mentioned noted above, this was underspent due to availability of other funding, plus a decision to spend more time this year developing a careful library plan for the coming years and as a result collections acquisitions slowed dramatically.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

2.1 The CTE Health Pathway is deemed successful. At the program inception and at the beginning of this three year cycle, there were 87 students enrolled in the courses for the pathway. Now there are 121 students enrolled and all courses are articulated or considered dual enrollment for Butte College.

2.2 College testing is deemed successful. All GUSD students receive subsidized testing for their AP course exams, removing barriers to student participation in the program.

2.3 Intervention and Lowered Class size is successful. The ratio of students to classroom teachers at all sites is 14:1 Esperanza, 17.5:1 McKinley, 18.6:1 at Wilson and GHS, and 20.4:1 at Sycamore. The contracted maximum class sizes are 24:1 in lower elementary per site and 30:1 average at the upper grades. Continuance of these lowered sizes is supported by improvements in the reading scores of students over the course of the year as measured by their growth from fall to spring in their respective assessments - FastBridge or STAR depending on grade level.

2.4 The line item to support other CTE pathways is successful. In the baseline year for this LCAP cycle, total enrollment in the ag pathways was 314 students. At the close of the cycle in 23-24 it is 472 students.

2.5 Career Exploration for Alt Ed is somewhat effective as occasional students are placed around the district in positions, but there remain challenges in effectively documenting the program participation and effect on students. In 24-25, attendance of students who participated in this program will be tracked versus those who do not with expectation that students participating in the offsite placement will show improved engagement in their education.

2.6 Credit Recovery is deemed successful as students, thanks to these programs, continue to graduate at high rate despite occasional credit deficiencies, giving the district a graduation rate of 93.3% at the close of 2023, which has come up steadily since starting at 89.9% in the baseline data for this cycle.

2.7 AVID is deemed successful and has grown from 38 participants at the beginning of the LCAP cycle to 57 participants. Preliminary examination of longterm effects of AVID participation have shown mixed results when looking at average GPA of students who participated in AVID and those who did not, so moving ahead, additional training and adding elements of the newer AVID Excel program along with required tracking of those students' progress compared to their peers will be undertaken.

2.9 GHS AP and Honors course support is deemed somewhat effective and will require some alteration. At the outset of the cycle, the target metric had a goal set to see 100 or more AP exams taken annually with a 60% pass rate. Although the pass rate has increased, the number of participants has fallen from a baseline of 75 tests to only 58 in spring of 2023. This is at least partially attributable to changed college entrance requirements that reduced emphasis on college entrance exams coupled with a pilot program at GHS to begin offering dual enrollment classes with Butte College. However, since the pass rate has increased significantly, this is still seen as progress despite the lower number of students taking part in AP testing.

2.10 Electives at Sycamore is deemed a success. Sycamore continues to be able to offer a variety of elective classes that have ongoing costs associated with them such as Arts, The Great Outdoors which is fieldtrip-heavy, Media which has ongoing equipment and licensing costs, and so forth. At the beginning of the LCAP cycle period just ending, Sycamore offered 11 different electives in the main day, and continues to do so now despite falling enrollments and shrinking revenues.

2.11 Spanish at GHS has been deemed somewhat effective as implemented. The enrollments in Spanish overall have declined since the baseline of the LCAP cycle, from 289 students in 20-21 to 226 students now. This has been attributed to students no longer wishing to meet entrance requirements to college using foreign language, as well as students using ag-based floral arts classes to meet their foreign language or arts requirement, increases in students using Butte College Spanish instead of GHS Spanish, plus the loss of a Spanish program at Sycamore that had been offering two periods of Spanish for students, and thus increasing enrollments at GHS. This action will see revision in the coming cycle.

2.12 Literacy support has been deemed successful. This action item has funded a Books for Breakfast program at elementary, summer reading program, and additions to the GUSD library holdings - albeit limited this year due to a change in librarian and a decision to pause on library acquisitions while reviewing acquisitions policy. This is still deemed successful though as the groundwork has been laid to really increase literacy and library use over the coming cycle. The district librarian for instance instituted a program of assisting students in all grade levels in getting their first library cards, and over 60 students were thus empowered.

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.

- 2.1 No changes. Continue to monitor through program enrollment and add a measure starting in year 2 of pathway completion that will not be part of year 1 as severe data issues were noted in the process currently in use.
- 2.2 No changes. Continue to offer subsidized college testing. Continue metrics of completion and pass rates.
- 2.3 No changes at present. Continue to measure with student to staffing ratio as metric.
- 2.4 No changes. Continue to monitor enrollment and re-benchmark pathway completion following data audit process in summer of 2024.
- 2.5 Removing this from moving forward.
- 2.6 No changes. Continue to monitor through graduation rate.
- 2.7 Action will change to expand the program to include AVID Excel as the mode for delivery of ELD at Sycamore to be more engaging to EL students and provide additional "value". Will monitor through participation levels in AVID programming and the EL progress indicators for the added EL students.
- 2.8 - No current 2.8 goal.
- 2.9 - Change will be to include dual enrollments as well as honors and AP courses.
- 2.10 Change - Will be specifically bringing back Spanish as an elective offering and continuing to offer at least the 11 currently on schedule.
- 2.11 Change - AP Spanish has been added as an offering as has a Butte College-approved Spanish dual enrollment offering in Spanish 1 to boost enrollments at GHS Spanish again.
- 2.12 Change - Limited LCAP funding for this goal moving forward, with commitment close to six figures from one time monies to build library programming. Measures will be average age of collection, number of volumes, and library circulation rates.

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.

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.	For 23-24, the HR office reports that there were no misassignments by the October 4 Census Date.	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	Board certified at their October meeting compliance with Williams Act. Later	All principals continued to certify sufficiency of materials. Audit by	All principals continued to certify sufficiency of materials. K-8 is	Maintain sufficiency of instructional materials and show currency of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Arts, ELD, science, social studies, and mathematics as measured by Williams requirements and affirmed yearly in the October board resolution attesting to this.	curricular audit for Wilson school indicated that there was discrepancy with this and this was corrected by the close of 2022 school year.	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 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.	piloting new ELA materials, Spanish will be looking at new materials in the spring, and GHS continues to work on a presentable adoption plan for its currently unapproved ELA curriculum for adoption by end of school year. All other core subjects are in compliance. At close of 23-24, new ELA was adopted for 24-25 and beyond, Spanish has chosen new materials, and ELD materials were expanded K-12 for the start of 24-25.	all materials in the core subject areas. All K-8 core subject areas will be updated to be CCSS-aligned or be in final stages of adoption.
Priority 2: Implementation of State Standards	In ELA, staff rated an average of 3.6/5, with the most common response being in the "Full Implementation". In ELD, staff rated an average of 3.3, with the most common response being "Initial Implementation". In math staff rated 3.6/5	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	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	N/A - Survey not conducted until mid-spring, so no midterm data were available. The 23-24 results from spring indicate: In ELA, staff rated an average of 4.17/5, with the most common response being in the "Full and Sustainable	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
	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".	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".	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 most common response of "Full Implementation".	Implementation" - and very few were down in lower levels (5 respondents). In ELD, staff rated an average of 3.67/5, with the most common response being "Initial Implementation" by 7 respondents. In math, staff rated 4.0/5 with the most common response being "full implementation". In science, staff rated 3.4/5 with the most common response being in "Full Implementation". In social studies, staff rated 3.3/5 with the most common response of "Full Implementation".	
Priority 2: Implementation of State Standards Programs and Services enabling all students, including ELs, to access the CCSS and the ELD standards for	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.	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.	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.	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.	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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
purposes of gaining academic content knowledge and English language proficiency.	In lower grades, students receive designated ELD as part of their ELA curriculum, and all adopted K-8 ELA curriculum contains specified EL components.	In lower grades, students receive designated ELD as part of their ELA curriculum, and all adopted K-8 ELA curriculum contains specified EL components.	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.	In grades 2-5, students receive designated ELD period 2-3 times weekly. Explicit designated ELD delivery at the K-1 level remains a challenge though trainings and observations have documented the state of EL delivery this year. Current K-8 ELA adoption process stipulates that chosen program to have a separate ELD component to be used moving forward.	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 tracking of attendance	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 its two district-level	Elementary grade levels hosted numerous nights in STEM, literacy, and more. Across the district, GUSD hosted multiweek rounds of the PIQE parent classes February through April 2024 for elementary with approximately 20	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 over year for all three

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		remains an issue for these events, but the number of events held increased.	parent committees (DELAC and PAC) in the fall as opposed to spring-only.	participants, and continues to host district-level parent committees (DELAC and PAC). Attendance at PAC is low at 0-5 parents attending any one meeting while DELAC has been better with 6-10 parents at each meeting. Site-based engagement events show much greater attendance than district-level ones with some activities pulling in over 100 parents.	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.	<p>According to CALPADS 2.16 EL Acquisition Status Report, in 22-23, GUSD reclassified 40 students, or 11.7% of its 342 ELs.</p> <p>This year, GUSD started with 286 ELs per the CALPADS 2.9 Report ELs, and has already exited 8 for a YTD rate of 2.8%.</p>	Maintain reclassification rate of 17% average over three years.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				At year's end, GUSD had reclassified another 34 students, for a total of 42 reclassifications available by the end of school and some data still not in yet, for a preliminary reclassification rate of 14.6%	
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.	CA is once again publishing ELPI (English Learner Progress Indicator) as part of the Dashboard. Most recent Dashboard shows a district rate of 59.5% making progress, with an overall "High" status rating as opposed to the state level where 48.7% are making progress a "Medium" rating. GUSD improved 9.3% over the previous year. All reporting schools show Medium or higher ratings on their ELPI status.	Maintain "High" or "Very High" EL progress on the dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4: Pupil Achievement Language Proficiency	DataQuest 2019-20 data show 3.1% Long Term English Learners in the district and 4.6% "at risk"	DataQuest indicates for 20-21 59/735 LTEL and 67/735 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.	DataQuest shows that in 21-22, GUSD showed 8.8% of its 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.	DataQuest shows that in 22-23, GUSD showed 5.2% of its ELs as Long Term ELs or LTELs. At-Risk of LTEL stands at 8.4%. Student enrollment of LTELs for 23-24 in DataQuest showed 35 LTEL students, or 5.4% and at-risk levels at 48 students or 7.4%.	Reduce LTEL to 2% or lower.
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	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	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	2023 CAASPP in grades 3-5 in ELA averaged 15.7 points below standard as reported in the Dashboard (Yellow). ELs -41.7 (Orange) Low Income -24 (Yellow) Disabled - 92.1 (Red) Preliminary 2024 CAASPP in ELA for grades 3-5 shows 27	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
	students reading at or above grade level, 32% at risk, and 19% in need of intervention.	risk, and 18% in need of interventions.	<p>June 2023, students ranked:</p> <p>K: 29% at "low risk or better", down 14% since fall.</p> <p>1: 55% at "low risk or better", up 21% since fall.</p> <p>2: 52% at "low risk or better", up 6% since fall.</p> <p>3: 55% at "low risk or better", up zero since fall.</p> <p>4: 55% at "low risk or better", down 2% since fall.</p> <p>5: 49% at "low risk or better", up 3% since fall.</p>	<p>points below standard while</p> <p>ELs -77</p> <p>Low Income -33</p> <p>Disabled -108</p> <p>FastBridge Reading at the midyear shows for 23-24 the following:</p> <p>K: 44% at "low risk or better," up 2% since fall.</p> <p>1st: 35% at "low risk or better," up 3% since fall.</p> <p>2nd: 56% at "low risk or better," up 8% since fall.</p> <p>3rd: 53% at "low risk or better," down 7% since fall.</p> <p>4th: 58% at "low risk or better," down 6% since fall.</p> <p>5th: 54% at "low risk or better," down 1% since fall.</p> <p>At end of year, earlyReading (K-1) and aReading (2-5):</p> <p>K: 48% at "low risk or better," up 6% since fall.</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>1st: 54% at "low risk or better," up 23% since fall.</p> <p>2nd: 50% at "low risk or better," up 2% since fall.</p> <p>3rd: 46% at "low risk or better," down 13% since fall.</p> <p>4th: 56% at "low risk or better," down 8% since fall.</p> <p>5th: 59% at "low risk or better," down 8% since fall.</p>	
<p>Priority 4: Pupil Achievement CAASPP</p>	<p>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</p> <p>Local I-Ready diagnostics in spring of 2021 show 47% of students reading at or above grade level, 40% at risk, and 13% in need of intervention.</p>	<p>2021 CAASPP in grades 3-5 in math averaged 29 points below standard. ELs -63 Low Income -34 Disabled -83</p> <p>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.</p>	<p>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</p> <p>In lower grades, I-Ready was transitioned away from and replaced by assessments in FastBridge. As of June 2023, students ranked: K: Not available.</p>	<p>In 2023, CAASPP in grades 3-5 in math averaged 29.3 points below standard (Yellow). ELs -44.4 (Yellow) Low Income - 37.1 (Orange) Disabled - 83.8 (Yellow)</p> <p>Preliminary CAASPP at the end of 23-24 for grades 3-5 shows average of 29 points below standard, ELs -76 Low Income - 32</p>	<p>Student groups will perform such that their "color" status on the Dashboard will reach and maintain at yellow or better based on the status of scores each year and change from year to year.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>1: 38% at "low risk or better". No fall assessment.</p> <p>2: 44% at "low risk or better", up 8% since fall.</p> <p>3: 54% at "low risk or better", up 5% since fall.</p> <p>4: 66% at "low risk or better", up 15% since fall.</p> <p>5: 52% at "low risk or better", up 5% since fall.</p>	<p>Disabled - 110</p> <p>FastBridge Math shows for 23-24 the following:</p> <p>K: 47% at "low risk or better", down 9% since fall.</p> <p>1: 40% at "low risk or better", down 8% since fall.</p> <p>2nd: 54% at "low risk or better," up 20% since fall.</p> <p>3rd: 50% at "low risk or better," up 3% since fall.</p> <p>4th: 55% at "low risk or better," up 5% since fall.</p> <p>5th: 51% at "low risk or better," down 10% since fall.</p> <p>At end of year, FastBridge Math (earlyMath in K-1 and aMath 2-5):</p> <p>K: 37% at "low risk or better," down 18% since fall.</p> <p>1st: 38% at "low risk or better," down 9% since fall.</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>2nd: 53% at "low risk or better," up 19% since fall.</p> <p>3rd: 48% at "low risk or better," up 1% since fall.</p> <p>4th: 63% at "low risk or better," up 13% since fall.</p> <p>5th: 59% at "low risk or better," down 2% since fall.</p>	
<p>Priority 4: Pupil Achievement CAASPP</p>	<p>2019 CAASPP for students in grades 6-8 in ELA averaged 2.8 points below standard. ELs 36.4 below Low income 11.2 below Students with Disabilities 43.2 below</p>	<p>2021 CAASPP for ELA students in 6-8 ELA averaged 9 points below standard. ELs -96 Low Income -13 Disabilities -106</p>	<p>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</p>	<p>2023 CAASPP for ELA students in 6-8 ELA averaged 7.8 points below standard (Orange). ELs -68.6 (Orange) Low Income -14.2 (Orange) Disabilities -126.3 (Orange)</p> <p>Preliminary 2024 CAASPP for ELA in grades 6-8 averaged 21 below standard. ELs -88 Low Income -24 Disabilities -131</p>	<p>Student groups will perform such that their "color" status on the Dashboard will reach and maintain at yellow or better based on the status of scores each year and change from year to year.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 Students with Disabilities 95.4 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	2023 CAASPP for math students in 6-8 math averaged 58.5 points below standard (Orange). ELs -103 (Red) Low Income -68.5 (Orange) Disabilities -157 (Orange) Preliminary 2024 CAASPP for math in grades 6-8 averaged 71 below standard. ELs -146 Low Income -77 Disabilities -184	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 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.	FastBridge data indicated at the midpoint of 2023-24 that 35% of Grade 1 were at "low risk or better," up 3% since fall. At the end of Grade 1, earlyReading scores in FastBridge showed 54% at "low risk or better," up 23% since fall.	70% of exiting first graders will be reading on grade level based on I-Ready or another commonly administered diagnostic/benchmark.

Goal Analysis

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.

Goal 3 has focused on standards implementation and putting the tools into the hands of students and teachers to engage in learning. Foci within this area included providing for things like teacher release time, training in course content and methods, providing updated technology and curriculum to students and staff, and all of the background support that goes with that to coordinate programs and initiatives that unify the district together and moving in the same direction toward content mastery. All of the actions within this area were carried out as intended, with some variations in amounts spent. Actions that had additions during this period were action 3.7 for technology and media support staff. Due to an influx of unexpected money from a bump in the district's Unduplicated Pupil Count, some additional hiring in this support area was undertaken.

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.

Action 3.1. for providing for PLC collaboration (teacher release time and leadership team stipends) was initially budgeted at the beginning of the year at ZERO due to miscommunication with the central business office about the coding to be used to delineate this item from the funding in action 3.11 for teacher extra duty hours to provide support beyond their contracted hours. The actual expenditure here was thus considerable as a result of the midyear changing in this area.

3.2 Curricular adoptions was overspent given that the K-8 materials adoption for English Language Arts was over double the cost of what the previous adoption was 8 years ago.

3.4 Aide support and classified extra duty time was overspent some due to running additional services for students that pulled classified staff in to assist in testing, tutoring, and the like.

3.5 Instructional training was underspent due to some remaining COVID-era dollars that were leveraged to pay for trainings.

3.6 Benchmark exams were underspent at zero as the purchase of this year's suite of district adopted benchmark assessments was covered through remaining COVID funding.

3.7 As noted above, this area for technology and media support staff was overspent due to additional hires once the allocation was increased by California midyear.

3.8 This area was underspent for coordinating district programs as the Teacher on Special Assignment positions were transferred to one time pots of money for curricular support for the coming cycle.

3.9 Technology purchases was underspent due to again, lingering pots of COVID dollars and some \$60,000 in grants that were applied for during the course of the year for technology.

3.12 Core class enrichment was underspent by the sites in part due to remaining COVID pots of money.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

3.1 Providing teacher release time was deemed effective, but full results are not yet seen. GUSD had its journey to effective PLC implementation interrupted during the COVID pandemic, and only in the past year has a concerted effort been made to refocus the district on this proven technique for improving student outcomes. Last summer a cohort of teachers and administrators attended a three days summer PLC institute to regroup in PLC methodology, guest speakers were brought in this year to deliver the message and vision to the entire staff, and this summer another cohort will be attending the institute. During the year, providing release time to teachers within the school day allows them to collaborate and participate in trainings. For instance, on the Common Core Standards Implementation survey, the most common answer to the question about ELA adherence and process was the highest level possible - and that has not happened in the six plus years that this survey has been administered. It is no coincidence then that ELA/ELD was a focus this year with many after school meetings around curriculum and many release days to review and select materials and to be trained on their implementation, with more coming in the next year.

3.2 Curricular adoption was a success. The cost of the new ELA adoption alone this year for K-8 was in excess of \$300,000 and could not have been possible without either the set aside of the LCAP or wiping out many years of slow accumulation of Proposition 30 lottery funds for curriculum. Participants K-8 in the process who also participated in the 2015 adoption all remarked that they felt the process this year was much more thorough and inclusive and gave them greater voice in choosing materials.

3.4 Instructional aides in K-3 is considered a success. All positions were filled the majority of the time, and improvements to the efficacy of those aides is underway with monthly scheduled trainings about effective implementation of intervention and core materials within the classroom. Aides have responded positively to the trainings and request more. Effectiveness of this is supported through the increases in elementary student performance seen in their FastBridge scores over the course of the year.

3.5 This area is deemed a success as measured by the annual Common Core Standards Implementation survey. This year teachers reported at 3.63/5 that their PD needs were successfully identified as whole staff, 3.16/5 that their individual needs in PD were met, and 3.63/5 that support provided was appropriate. This is in contrast to the baselines from three years ago when those numbers were 3.02, 2.76, and 2.8 respectively.

3.6 District Benchmarking is deemed a success. This is the first year in many that consistent windows were implemented to give appropriate ELA and/or math benchmarks in the district, with FastBridge ELA and math used K-5 and STAR Reading and Math in the upper grades. Windows were created, training made available as needed, instructional coaches facilitated when needed, and nearly all teachers gave the assessments and gave them within the appropriate windows. Some minor process tweaks have been identified however moving forward.

3.7 This area is successful. All three school libraries were staffed 8 hours daily, all positions in technology were staffed all year, technology ticket count was held down to an average of 25 open at any one time save for the busy first month of the school year as opposed to 50+ tickets open at any one time in the baseline year, and through maintenance the district was able to maintain this year 42 straight weeks up uptime for the network. Aside from these, this is an area difficult to "measure" per se as it represents background support that is needed to ensure student and staff access to their technology.

3.8 This area is successful. This item represents the coordinating efforts of the district's Director of Curriculum and Technology, the two instructional coaches, and one FTE of data entry support. Collectively, this staff component ensures that appropriate standards-aligned materials are used in classes, trainings and support are available to those who need them, a unified vision for professional development exists, and so forth. Their success as a team is measured in part through the existence now of a unified ELD master plan to serve those students, a curricular adoption timeline that projects forward 10 years what materials will be adopted when, and the increased confidence in the district's standards implementation that is evidenced in the Common Core Standards Implementation survey referenced above.

3.9 Provision of technology for staff and student use is a success. All teachers are issued up to date laptops, all classrooms are equipped with projection and are sound capable, all students have access to Chromebooks or other devices in class or to take home (grades 6-12) to access course materials and to complete homework, and the infrastructure and people are in place to keep the district at 42 weeks consecutive uptime on the network.

3.10 Arts support is deemed successful. This set-aside in the LCAP has provided funds to slowly modernize and/or repair the aging instruments in the music department within the district. By funding the repair of instruments the program is able to offer students more choice in their desired instruments instead of requiring them to use whatever is not broken. This funding has also supported more up to date musical selections to boost student interest. Since the before the pandemic, participation in the music program had decreased from triple digits down to 56 students in grades 6-12 in 2020-21. This year, participation has increased to 66 students in grades 6-12.

3.11 Extra Duty Time has been deemed successful. In desiring to provide students access to teachers outside of contracted time or to utilize teaching staff for additional projects that cannot be accomplished within the normal professional teaching day such as report card development, data analysis, and the like, this set aside has permitted the offering of before and after school tutoring programs, Saturday academies, teacher-led report card development and creation, etc.

3.12 Core subjects enrichment is a success. This set aside provides staff greater flexibility in the purchase of additional materials for use in their classrooms, for field trips, and to provide an enhanced experience for their students beyond the most basic of classroom supplies such as pens, pencils, and paper. Funding from this item has supported physical science class trips to Chabot space center, the Ashland Shakespeare Festival, and more for instance - items that enhance education especially for the lower income pupils whose families might not be able to afford the travel to those experiences.

3.13 Departmentalized ELD is a success. As English language development is a required activity that can sometimes be lost in the daily work of an ELA classroom, being sure to fund periods of designated ELD at the upper grades ensure that English Learner students receive supports they need. Since GUSD typically has relatively few ELs left by the time they reach high school, this set aside helps ensure that what could be low enrollment classes are maintained in the schedule, prompting GHS to offer one or two sections of this annually depending on need. Success of this commitment is supported through the continued reclassification of students in grades 9-12, even though they may have not been able to reclassify during their previous years of enrollment in school. For instance, the reclassification rate of ELs this year alone for GHS was 34.7% with 8 students being reclassified of the 23 enrolled at GHS.

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.

All of the indicated actions above were found to be successful in their intent and will be continued in the coming LCAP cycle. At this time there are no planned changes to any of these items, though it is noted that a couple of them such as 3.1 may require refinement within the coming cycle as more work in the PLC rebuilding process continues. With expected budget shortfalls predicted, there may too be need to re-evaluate some of these and shrink their budgets or eliminate some in favor of more crucial needs.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

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.

- 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - 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.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023



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 [2024-25]

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 75 minutes north of Sacramento in the central valley. The district serves 1995 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 (~75%) and approximately 14.3% English Language Learners and 16.2% students with disabilities according to the district enrollments from the October 4, 2023 census day. Major student population consists of 59% Hispanic, 34% Caucasian, 3.4% Asian, 2.4% of two or more races, and all other groups at about 1% or less. The GUSD School board currently operates under four goals developed in the 23-24 school year, and all LCAP goals can be tied back to one or more of these:

1. Provide a Safe and Supportive Learning Environment
2. Provide effective curriculum and instruction that results in increased student achievement.
3. Increase parent, family and community involvement in the education of all students.
4. Develop a facilities master plan to address infrastructure needs for GUSD.

New for 2024-25, GUSD has had two state identifications for the new Equity Multiplier funding sources, amounting to \$50,000 per school site so identified. This year, GUSD received these sources for its students based on the funding formula for Esperanza Continuation High and also for GUSD Districtwide Programs. Funding is based on sites with high student nonstability, meaning having high percentages of students

who have recently changed schools (over 75%) and must also show student poverty rates over 70%. As a continuation high school, nearly all students are "new" to Esperanza each year, and like the rest of the district, are largely socioeconomically disadvantaged. GUSD District Programs was identified for funding based on the formula for a total of TWO students, both of whom actually represented data errors and should have remained in their previous enrollments, but because they were missed in data quality checks, GUSD District Programs, which does not operate as a site per se and as such never has and students, showed 100% student nonstability due to the two students. Details of the planning around those additional funding sources is included later in the LCAP document.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

In the last available California School Dashboard (December 2023), GUSD continues to see some struggles in all of its campuses and across the district as a whole as indicated by a number of Red indicators on the Dashboard. McKinley Elementary showed high rates of chronic absenteeism in its English Learner and Hispanic subgroups, Wilson Elementary showed high rates of chronic absenteeism and low rates of English Language Arts performance in its Students with Disabilities subgroups, Sycamore Middle School showed high rates of suspension and chronic absenteeism for its Students with Disabilities subgroup and low rates of math performance for its English Learners, and finally Gridley High School showed high rates of suspension for its English Learners, Economically Disadvantaged, Hispanic, and White subgroups as well as for the school overall. At the district level, chronic absenteeism was high for Foster Youth and students of Two or More Races subgroups while suspension rates were high for Foster and Homeless Youth groups.

More recent locally available data related to the above from the end of May from EduClimber, Illuminate DnA, and/or the Aeries Analytics Dashboard suggest improved conditions in the current year already in some of the above cases, but not others.

McKinley chronic absenteeism was at 21% for all students, 17.2% for ELs, and 24.7% for Hispanics - down from 34.6%, 34.7%, and 36.9% respectively. This is improved.

Wilson chronic absenteeism was at 14.8% for all students and 24.3% for Students with Disabilities, down from 18.5% and 31.2%, respectively. Wilson's preliminary ELA performance on CAASPP was 27 points below standard for all students and 108 points below standard for Students with Disabilities in 2024 preliminary results, versus 15.7 points below standard and 92.1 points below standard, respectively in 2023. This is mixed.

Sycamore was an estimated 8.5% suspension rate overall with a rate of 20.7% for Students with Disabilities, versus 9.1% last year overall and 18.1% for Students with Disabilities. Chronic absenteeism was at an estimated 13.7% overall and 29.3% for Students with Disabilities versus 18.4% overall and 31.0% for Students with Disabilities last year. In Math, Sycamore was at estimated 71 points below standard overall, with for English Learners 94 below standard versus 58.5 points below standard overall with 103 points below standard for English Learners last year. This is mixed.

Gridley High School was at an estimated 6.5% suspension rate overall thus far, a drop from 9.2% last year, with estimates for English Learners at 9% versus 15.2% last year, Economically Disadvantaged at 6.8% versus 10.5% last year, Hispanics at 4.8% versus 10.2% last year, and Whites at 9.8% versus 8.4% last year.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

GUSD has been identified for Differentiated Assistance status (DA) and has been served by Butte County Office of Education staff for its subgroup of Foster Youth in suspension and chronic absenteeism. On January 23, 2024, BCOE representatives met with GUSD Superintendent and Director of Curriculum and Technology to review the DA status and share best practices for serving foster youth provided through BCOE School Ties office. The Superintendent and Director shared this information with the school site administrators and planned to deploy the district's bilingual family support liaison to conduct an outreach to families of foster youth in the coming year, and to increase awareness among staff at school sites of who their foster youth are and prioritize them for connectedness to the school through increasing welcome activities, assigning them to a check-in-check-out staff members and potentially other students in the Web or Link Crew programs, and providing best practices information to the teachers to whom foster youth are rostered once their foster status has been updated in the student data system.

Specifically, these are addressed through the following LCAP actions:

1.2 on full PBIS implementation which includes funding for Sycamore's Web and GHS Link Crew programs and implementation of proven PBIS strategies across the district such as Check-ins/Check-outs which research has shown can increase academic achievement and prosocial behaviors and in turn decreasing suspensions for students groups such as foster and homeless.

2.4 on creating coordinated programs of standards-based curriculum, appropriate core instruction, and interventions which includes funding for the Director of Curriculum and Technology and SIS Data Specialist positions which are tasked with maintaining data about students in various subgroups, disseminating data to teachers and staff, and then providing training in best practices and legal obligations in servicing students of various subgroups such as foster, homeless, students of different cultural backgrounds or races, etc.

3.1 on organizing community events and engaging families in their children's learning - which includes the bilingual family support liaison position in its funding which is tasked with conducting the initial outreach to homeless and foster families to increase their connectedness to school which the national Schoolhouse Connection organization notes has been shown to increase student attendance, an identified area of need for our foster youth and multiracial students.

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.

None

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Certificated and Classified Staff	<p>Annually, teacher input about district processes and their needs are gathered through surveys at the district level and through dissemination of the penultimate draft document with invitation to read and provide input prior to its final approval at the annual Governing Board meeting in late June. An additional opportunity for staff to provide related input is through participation in various ongoing and ad hoc district committee meetings that are open to any interested party, including the English Learner Committee, Curriculum Committee, and Technology Committee - all of which are facilitated by the Director of Curriculum and Technology who serves as the primary author of the annual LCAP. Furthermore, at the site levels, staff have a formal means of providing input through participation in their Site Councils from which feedback comes to the district administrative team when they meet monthly. The surveys used include the staff version of the state's Healthy Kids Survey. This survey includes site climate survey information about site culture, their feelings about district and site processes for parental engagement, student engagement, and so forth. Another is a locally developed annual Professional Development needs survey where staff are asked about their interest in attending various types of PD, to suggest PD not already included in the survey, provide input about desired format and timings of PD, and also if they would like to offer PD themselves within the district. The final major survey is a local developed Common Core Implementation survey in which staff are asked to rate</p>

Educational Partner(s)	Process for Engagement
	<p>the district's provision of professional development specifically around state standards, their own comfort level with standards, and how well they believe the district is doing in implementing standards. An ad hoc survey this year was a survey to all staff in the district targeting their desires for the library program in the district, what kind of programming they'd like to see offered and when, and what staff might do to get them to use the library more.</p>
Collective Bargaining Units	<p>Members and leadership of the collective bargaining units were able to participate in all staff surveys mentioned above and due to the small size of the district, LCAP development team is in constant contact with the bargaining unit leadership during the year.</p>
Administrators	<p>The primary development of the district LCAP comes through the twice and sometimes thrice monthly meetings of the administrative team at which data are discussed, solutions considered, and ultimately initial co-planning of the LCAP and budget is conducted at meetings set aside specifically to discuss and develop the annual plan. As staff members, administrators also have the opportunity to participate in the three staff surveys mentioned above as well as the three committees open to all staff members.</p>
Parents	<p>Parents have several engagement opportunities to provide LCAP-related input. Parents of English Learner students have a primary opportunity through participation in either or both of the site-based English Learner Advisory Committees (ELAC) or the district level committee (DELAC). These meetings are held in alternating months, and it is a standing practice to heavily encourage site ELAC members to attend the intervening DELACs to share what's happening at their sites and help decide district activities with regard to EL students. Naturally, these meetings also tend to offer the parents a venue to share other feelings and ask unrelated questions of the administrators present, and site administrators are nearly always present in some capacity at the DELACs as well of course at their own respective ELACs. Another parent opportunity held districtwide are the monthly Parent Advisory Council (PAC) meetings which are heavily LCAP-focused, to which any GUSD parents are invited. At the site level parents can also be active in their Site Councils and Site Councils are encouraged to send representatives to the district PAC each month</p>

Educational Partner(s)	Process for Engagement
	<p>as well. Of special note here are the advisory councils specific to the high school's career and technical programming that parents may also participate in as well. Aside from these standing committees, there are ad hoc opportunities during any given year. This year, two notable such opportunities were a series of focus group meetings conducted at the elementary level in concert with a community schools grant being sought by the district which brought together parents, administrators, staff, and community partners to discuss the perceptions of the district programs and brainstorm opportunities to partner in problem solving and another series of parent-focused learning events offered through the Parent Institute for Quality Education (PIQE) which offered site and district administration opportunities to interact with parents and hear as well as answer their questions about site and district concerns. Finally, parents are also offered survey opportunities of one sort or another during the year, such as the annual parent version of the Healthy Kids Survey where they can share their perceptions of school culture, rigor, welcoming nature of their schools, safety, and more. Another survey offered this was was a survey to all parents in the district targeting their desires for the library program in the district, what kind of programming they'd like to see offered and when, and what we as a staff might do to get them and their children to use the library more.</p>
Students	<p>GUSD students are engaged with the adult leadership in GUSD through participation in their site-based student government at Wilson, Sycamore, and Gridley High schools, participation in Site Council for the upper grades, through completion of the SAEBRS socioemotional screening tool (in upper grades students self-assess), and through the student version of the California Healthy Kids Survey administered annually that measures school culture, drug and alcohol use, school safety, and student engagement with their teachers and administration. At Esperanza High School, though there is no formal student government, the students there interact with their staff on a daily basis, including their administration, creating a very open environment where students can share their needs and wants. In addition to these ongoing means of engaging students in the planning of the district, occasional ad hoc information is gathered as well. Most</p>

Educational Partner(s)	Process for Engagement
	notably this year was a survey to all students in the district targeting their desires for the library program in the district, asking what genres they liked, what kind of programming they'd like to see offered and when, and what we as a staff might do to get them to use the library more.
Special Education Local Planning Area (SELPA)	The SELPA engages with LEAs primarily through monthly meetings of the Directors' Council and Governing Board. This is where LEAs receive information about trend data, compliance an monitoring, and new CDE priorities intended to improve student outcomes. For example, in March the Director provided some details about the new reporing of Least REstrive Environment data on the Dashboard. SELPA program specialists also attend compliance and differentaited assistance meetings upon request. This year, SELPA also offered two LCAP specific session on May 28 and 29 to field remaining questions from the LEAs, if any.
Stakeholders - Esperanza Equity Multiplier	Esperanza High School was identified as a pending recipient of \$50,000 in Equity Multiplier money for 24-25 and as a result was required to engage in some form of stakeholder engagement centered on "red" Dashboard data for improvement. Having no such areas in recent data reportable as the school is too small to generate any, consultation was had with Butte County Office of Education program specialists about alternatives, and it was suggested that instead, areas of local concern for which there are no public Dashboard data be examined for improvement. Knowing that chronic absenteeism is an ongoing issue at Esperanza and disengagement with school is reported regularly by incoming students and families and continued throughout the year as staff interact personally with students, administration consulted informally with students about what might get them more engaged with schooling through the spring of 2024.
Stakeholders - GUSD Equity Multiplier	GUSD as a district was identified as a pending recipient of \$50,000 in Equity Multiplier money for 24-25 as well. As there should not be students enrolled at the district level per se, this was investigated and found to be the result of a data error during annual rollover. Because of that error, two preschool-aged students were accidentally recorded for new school year as transitional kindergarten students and thus reported to the state as such. Since they never actually attended

Educational Partner(s)	Process for Engagement
	<p>school within the district and were only in the student information system for records purposes while being served for speech services, this error was never noticed. Consequently there is also no Dashboard data for these students to guide "improved services". In consultation with Butte County Office of Education it was suggested that GUSD look to data practices as the area of improvement, to help ensure that student records are accurately reflecting their placements and services. Building on this, GUSD used staff input from the annual PD survey and found between that formal means and informal conversations with administrators and staff that there is a need for additional training in data practices.</p>

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Staff feedback on their surveys and from those who participated in district meetings that influenced the LCAP included that there remain ongoing concerns for safety at school sites, positive reaction to the hiring of a district librarian and desire to expand library services, there remains a need for additional trainings in trauma-informed practices and the handling of disruptive behaviors in students, and that the most desired area of professional development in the content remains subject-specific training followed by training related to newly adopted curricular materials, differentiation for struggling students, and English Learners. In technology, staff reported wanting greater understanding of artificial intelligence and plagiarism detection, use of smartboards, and then district platforms such as EduClimber and Google suite as well as logistics platforms like the district's Aeries student information system and its Frontline absence management program. This feedback affected district decisions about what professional development to plan for 2024-25 as well as continuance of support for socioemotional counseling, the SAEBRS socioemotional screener, the EduClimber platform, and the bringing in of additional PD around those topics as well as focusing in on content-specific coaching and training with some work on the other areas raised by the majority of staff. Most of this was already consistent with the initial thoughts of the administrative team, but some adjustments were needed in the face of dwindling budgets in priority placement of funds since not all initiatives could be supported.

Parent feedback from surveys and meetings suggested that parents still are "hit and miss" with their feelings of being welcome at their school sites at times and there is concern over student behaviors and bullying - a safety issue, that they would like additional assistance with district platforms such as Aeries and ParentSquare, there is a growing movement to alter the district schedule to accommodate a longer winter break, they feel like there is a lack of available tutoring for students especially for language learners, that the district needs to improve communication about student progress in grades and with understanding state testing including the status of being a language learner, and that there should be additional "fun" opportunities to engage with parents at the school sites. These points of feedback find their way into district planning in that the district will be continuing a substantial commitment to school safety - both physical and emotional - within the LCAP,. The district IT department will continue growing its capacity to assist not only staff but also now parents in understanding district platforms and offering additional services to parents in both English and Spanish in the area of technology. The commentary about tutoring and student progress was a surprise as there have been multiple opportunities for this service across school sites, but the leadership team

feels it to be a lack of consistent promotion of the available resources, and this will be more strategic and purposeful in the fall, using LCAP resources. The commentary about more fun activities finds its way into not only the LCAP but also a district board goal to encourage additional meaningful parental engagement with the district, leading to some planned changes in the conduct of meetings and increasing frequency of more "fun" activities that also provide some opportunity to engage with, educate, and learn from parents in the process.

Student feedback included notes about increasing use of substances, decreases in students feeling connected to school, disengagement with their work, some fears of bullying, and also insights into what would bring them into the underused library spaces. This finds its way into district planning through increasing district attention to making schools an engaging and desired place to be, increasing tools to combat bullying through leveraging web filtering and putting some tools into parent hands, continuing substance abuse awareness, vape detection, and diversion programs, and a planned three-year program to grow and revitalize the libraries - both to increase general literacy but also as part of the desire to make students want to come to and remain at school as well as build relationships with staff through the vehicle of the library.

SELPA consultation was minimal this year and no specific suggestions were offered.

Equity Multiplier feedback at Esperanza noted that students who end up at Esperanza often feel that school is irrelevant and not useful, and they would prefer offerings that appealed to reality. As a result, the Equity Multiplier goal for Esperanza was influenced in causing plan developers to search for and seek to implement course offerings in electives that are both engaging and hands-on to increase student interest, and thereby meet their needs/wants, but hopefully then too entice them to increase their attendance so that they can participate in the electives.

Equity Multiplier feedback for the GUSD District came in the form of informal discussions with staff and administrators about data and data practices and the annual PD survey given in the spring. From this, and in looking at areas where data regularly are incorrect, GUSD is moving to contract with expert trainers in the Aeries data system and in student records legal requirements to assist in developing local documentation and expertise in best practices for data management and accuracy.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide a Safe and Supportive Learning Environment.	Maintenance of Progress Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)</p>

An explanation of why the LEA has developed this goal.

Consistent with and worded identically to Governing Board Goal 1, this LCAP goal was developed originally under the belief that prior to provide the best environment for learning to happen, students must have their basic needs met, including emotional, physical, and mental safety and security. Continued monitoring of data regarding perceptions of district stakeholders over the preceeding years also show that this is a continued are of growth within the district as perceptions of campus safety and climate have been in decline for the last several years based on surveys of perceived site safety and bullying administered to staff, parents, and students across the district. In the last several years, these sentiments have been echoed in district administration's interactions with district parent groups as well, with questions about site safety and bullying coming every year. It is thus the intent of the various actions within this goal to improve actual and perceived safety at school sites as measured through the annual parent, student, and staff surveys. It is further believed that creating positive environments on campus through programs to teach and reward positive student behaviors will lead to decreases in student discipline as measured by student suspension and expulsion rate. An additional benefit will be increasing student attendance as measured not only by the overall average attendance rates but also seeing a decrease in chronic absenteeism rates. Further measure of

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 1: California Healthy Kids Survey (CHKS) Site Safety Metrics	CHKS survey results from end of year surveys (current March 2024): Grades 5, 7, 9, 11 % Safe at School 75/47/68/72			Note: Goals will be considered "met" if all but the 11th graders indicate success. This	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		% Antibullying Climate 68/--/--/-- (no longer after grade 5) % Been Bullied or Targeted 55/53/28/23			reflects that the 11th grade cohort includes measure of students at Esperanza whose experiences are often considerably different than grade-level peers.	
1.2	Priority 5: Chronic Absenteeism Rates as measured by local and/or official means	Baseline official chronic absenteeism from the most recent 2023 dashboard was rated at "Medium" or 22.4%, declining 4.3%. Aeries-based internal calculation of chronic absenteeism at the midpoint of the 23-24 year was 16.8%, a decline of less than 1% over the end of May. At the close of 2024, the estimated chronic absenteeism rate in Aeries was at 14.7%			Chronic absenteeism will reach and maintain a level under 10%.	
1.3	Priority 5: Attendance Rate as measured by local means	At the close of 2024, SIS reported attendance rate in EduClimber: 93.3% McKinley 94.7% Wilson 94.6% Sycamore 95.2% GHS N/A Esperanza			Sites will reach or maintain an overall attendance rate of 95%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Priority 6: SAEBRS Emotional Assessment as reported in EduClimber	Spring 2024 SAEBRS Emotional Benchmark Percent at or Above Benchmark K:71.6 1:81.7 2:82.1 3:97.2 4:77.8* 5:59.4* 6:81.5 7:77.6 8:81.6 9:80.1 10:82.3 11:76.8 12:88.0 *Indicates lower than expected student counts due to lack of teacher participation (under 50%).			All grade levels will show at or above 80% of students at benchmark for emotional skills and risk analysis.	
1.5	Priority 6: SAEBRS Social Assessment as reported in EduClimber	Spring 2024 SAEBRS Emotional Benchmark Percent at or Above Benchmark K:71.6 1:80.2 2:79.3 3:93.6 4:85.2* 5:78.1* 6:76.9 7:69.8 8:76.8			All grade levels will show at or above 85% of students at benchmark for social skills and risk analysis.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		9:85.4 10:89.0 11:85.2 12:93.0 *Indicates lower than expected student counts due to lack of teacher participation (under 50%).				
1.6	Priority 6: CHKS Climate Metrics from the School Climate Report Card composites	CHKS survey results from end of year surveys (current March 2024): Grades 5, 7, 9 and 11 % Connected to School 68/49/54 % Academic Motivation 82/53/55 %Caring Relationships with Staff 66/53/56 %High Expectations by Staff 83/67/71 %Meaningful Participation 38/22/23 %Perceived School as Safe 69/47/70 %Victimization (% with ZERO issues) 51/63/77 % Antibullying Climate 66/--/-- (no longer after			% Connected to School 70/70/70 % Academic Motivation 85/60/60 %Caring Relationships with Staff 70/60/60 %High Expectations by Staff 85/75/75 %Meaningful Participation 45/30/30 %Perceived School as Safe 75/75/75 %Victimization (% with ZERO issues) 80/80/80 % Antibullying Climate 75/--/-- (no longer	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		grade 5) %Parental Involvement in Schooling 78/37/42 %No Substance Use at School <ul style="list-style-type: none"> -/90/95 %Facilities Well Kept 50/29/56			after grade 5) %Parental Involvement in Schooling 80/45/45 %No Substance Use at School <ul style="list-style-type: none"> -/99/99 %Facilities Well Kept 65/65/65	
1.7	Priority 6: District Suspension Rates as measured by both official means (Dashboard) and local measures (Aeries data).	At the close of 2024 school year, the locally estimated suspension rate in the district was 4.8% in GUSD. Among subgroups, end of 2024 estimates were: Asian 0% English Learners: 9.4% Foster Youth: 12.5% Hispanic: 4.3% Homeless: 21.7% Socioeconomically Disadvantaged: 4.1% Students with Disabilities: 11.3% Two or More Races 6.3% White: 6%			GUSD overall suspension rate will fall to under 4%. Suspension rate for foster and homeless youth will fall under 8% each. Other subgroups shall remain under 8%.	
1.8	Priority 6: Gridley High School Suspension Rates (Dashboard)	2023 Dashboard baseline results show Overall: 9.2% Asian 0%			GHS suspension rate will fall to an overall of 5% with	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners: 15.2% Foster Youth: N/A Hispanic: 10.2% Homeless: N/A Socioeconomically Disadvantaged: 10.5% Students with Disabilities: 10.2% Two or More Races N/A White: 8.4%			no subgroup over 10%.	
1.9	Priority 6: Expulsion Rate	Expulsions in 23-24 numbered 3 of 1995 students, for a rate of 0.15%.			GUSD will maintain an expulsion rate at or below 0.15%.	
1.10	Priority 8: Physical Fitness Test Participation	At end of testing window in May, district participation rate was 96.8%. with GHS the highest at 99.4% followed by Sycamore at 97.8% and Wilson at 94.8%.			All sites will reach and maintain 97% participation in fitness testing.	
1.11	Priority N/A: Referrals to Local Service Providers - Children's Hope	New program - current baseline is zero referrals.			GUSD will refer to Children's Hope counseling services at least 25 students or families across the district annually.	
1.12	Priority N/A: Bus Ridership as reported by transportation department.	Of 504 reported bus riders, 418 were socioeconomically disadvantaged - 83%.			Maintain bus ridership at 80% or higher socioeconomically	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		District enrollment in 2024 was 1995, so just over 25% of students took regular advantage of bussing.			disadvantaged and 25% or higher overall ridership.	
1.13	Priority N/A: Review and Revision of GUSD Wellness Policy	As of the end of 2024, GUSD Wellness Policy had not been substantially reviews and updated since inception and passage in 2018-19.			GUSD will review key points of wellness policy annually and critically review entire policy every three years as evidenced in meeting agendas and policy revisions.	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Implement, monitor, and evaluate GUSD safety plans.	<ul style="list-style-type: none"> School sites utilize a safety plan vetted and approved by local law enforcement Conduct threat assessment and identify action items at each site (e.g., PA system, cameras, panic gates, buzzer doors, etc.) Provide training on Catapult Emergency Management System district wide Provide training and access to crisis prevention, intervention, and response Increase parental involvement and awareness of efforts to improve safety on campuses Maintain regular practice of drill procedures at all sites - Review Homeland Security report for opportunities for improvement CONTINUE SUPPORT FOR ESTABLISHED CAMPUS SUPERVISORS AND ADDITIONAL ADMINISTRATORS (VPs) <p>This action's funding is inclusive of what is needed to implement the safety plans, including the Catapult EMS system, trainings for site safety as outlined in the plans, campus physical security improvements, and personnel to monitor campus safety and student discipline issues.</p> <p>This action item serves to affect and be measured through indicators of student chronic absenteeism in that students who feel unsafe or unwelcome on campus are less likely to attend, and also through the vehicle of the campus climate surveys each spring as stakeholders report back their perceptions of campus safety.</p>	\$488,540.00	Yes
1.2	Full PBIS Implementation for K-8 Schools	<ul style="list-style-type: none"> Partner with the California Positive Behavior Intervention and Supports (PBIS) Coalition (e.g., BCOE) to conduct a Tiered Fidelity Inventory (TFI) and understand PBIS implementation at each site 	\$119,301.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Establish PBIS teams at each site to create and execute an annual action plan • Provide resources for PBIS implementation and access to ongoing PBIS professional development <p>This action's funding is inclusive of supporting training and attendance for PBIS conference, signage, support for the site PBIS teams and student incentive programs, plus student-run programs including WEB at Sycamore, Link Crew at GHS, etc. plus personnel to oversee some of this such as the activities director for Gridley High.</p> <p>This action serves to affect and be measured by increased student attendance, reduction in undesired behaviors on campus as measured by suspension rates, and improved outcomes as expressed on student climate surveys. As students report somewhat better climate results for Gridley High, this action is primarily focused on the elementary and middle schools.</p>		
1.3	Maintain socioemotional learning (SEL) supports	<ul style="list-style-type: none"> • Maintain or increase SEL focused counselors for school sites. • Increase proactive SEL presence over focus on reactive counseling at all school sites <p>This action's funding is inclusive of continuing support for socioemotional counselors and additional psychologist support at all school sites and providing them with the curricular tools and trainings to implement proactive tier 1 SEL programs at each school appropriate to the student population, including a universal screening tool for SEL needs in students - SAEBRS. It will include also increasing staff awareness and systems of support for students through site-based program implementation appropriate to their student populations and provision for staff training in SEL supports for counseling and non-counseling staff. This has been a highly sought-after PD topic for several years of the district PD surveys.</p> <p>This action serves to affect and be measured by seeing improvements in suspension rates, student responses to the annual Healthy Kids surveys for all students, and through improved outcomes on the SAEBRS (K-5) or</p>	\$452,297.00	Yes

Action #	Title	Description	Total Funds	Contributing
		mySAEBRS (6-12) emotional tools for all students, but especially for the students in the unduplicated pupil group through disaggregating the data.		
1.4	Implement, monitor and evaluate the district wellness plan based on district needs.	<ul style="list-style-type: none"> • Identify appropriate stakeholder groups to review, revise, and monitor the GUSD wellness plan <p>At inception of the 24-27 LCAP cycle, this action item serves to represent a part of the Governing Board goals for the same period that currently does not have a dollar amount or any unduplicated pupil group associated with it, but may in the future following review of the dated wellness plan which was enacted pre-pandemic, especially should the revised plan have any special callouts related to the unduplicated pupil count.</p>	\$0.00	No
1.5	Increase physical and mental health awareness and habits in students.	<ul style="list-style-type: none"> • Organize relevant events to promote and strengthen positive and healthy habits for life (e.g., Wellness Day, Farm to Table, SPECIAL EDUCATION TRACK MEET, GIRLS ON THE RUN, WILSON TRACK MEET) • Maintain student access to social-emotional counselors and adopted K-8 Social-Emotional Learning (SEL) Curriculum • MAINTAIN PROVISION FOR SPECIALTY PHYSICAL EDUCATION TEACHERS FOR ALL ELEMENTARY GRADES • MAINTAIN SUPPORT FOR ADDITIONAL ATHLETICS FUNDING IN SECONDARY GRADES <p>This action's funding is inclusive of providing elementary students access to credentialed physical education teachers to ensure they receive high quality PE services and their legally required minutes of PE. It also provides funding to subsidize middle and/or high school athletics to provide cost-free opportunities to students to participate in home and travel games and to work with safe and up-to date sports equipment.</p> <p>This action serves to affect and be measured by participation rates in the state physical fitness tests in elementary grades, required minutes of PE are built into and verified in the master schedules of the elementary school sites and taught by appropriately credentialed individuals, and student</p>	\$196,474.00	Yes

Action #	Title	Description	Total Funds	Contributing
		participation in athletics increases or is at least maintained in the upper grades.		
1.6	1.6 Increase local partnerships for substance abuse, mental health, and physical health.	<ul style="list-style-type: none"> • Utilize parent liaison for community outreach and referrals (SEE ALSO ACTION 3.1) • Leverage resources provided through social-emotional counselors and district-wide nurses <p>This action's funding is inclusive of providing for alternative diversion programming such as Navigate360 that can be used in lieu of or in combination with suspension for offenses such as vaping and drug possession and for the support of educational programming for students and/or parents about vaping, as well as provision for additional cessation specialists should GUSD no longer be able to partner with the Tobacco Use, Prevention, and Education providers from Butte County Office of Education. This action also maintains funding for district health staff at each school site including site-based health aides and an additional .5 FTE school nurse</p> <p>This action serves to affect and be measured by monitoring changes in the types of discipline incidents noted in the Aeries Assertive Discipline tables and reportable to the state to look for decreases in the number of incidents related to possession or use of vapes, tobacco, and drugs. An additional expected measure here is improvements in students' responses to the Healthy Kids survey each spring where they self-report substance use. Additionally, it is expected that attendance rates will be positively affected through increased screening and treatment of minor health issues by nursing staff before they lead to longer absences.</p> <p>Although this issue of vaping is most prevalent at the secondary grades at the moment, these actions will carry throughout the district in order to build healthier habits and awareness in students early on, both in terms of the vaping issue and in the general physical health aspect addressed by this action.</p>	\$186,505.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Fund Home-to-School Transportation	<p>Provide funding for the maintenance of GUSD home-to-school transportation exclusive of mandated special education transportation, including the driver staffing, mechanical support, dispatch, fuel, and supplies to maintain the GUSD motor pool and serve students and families through providing no-cost transportation to school.</p> <p>This action's funding is inclusive of staffing and materials costs to support the GUSD home to school transportation program throughout the district.</p> <p>This action serves to affect and be measured by the number of students taking advantage of home to school transportation. Current baseline numbers provided by transportation department show an average of 251 riders per day and just over 500 students signed up for transportation.</p>	\$494,637.00	Yes
1.8	Gridley High School Suspension Monitoring	<p>GHS was identified on the CA Dashboard as being red for excessive suspensions for its ELs, low income students, Hispanic students, and its White students. As a result of an ongoing pattern in suspensions, the GUSD district office will monitor the suspension rate of Gridley High on a monthly basis disaggregated by subgroup through the close of the first semester and examine all suspension cases for appropriate application of alternative to suspension prior to students being suspended except in cases of those required to be suspended under ed code. Should the district find that the site is not on track to reduce its suspension rate for the site for two months in a row, additional steps will be discussed with the site administrators and district superintendent to improve conditions at the site. Should progress be evident at end of fall semester, frequency of checks will drop to quarterly.</p>	\$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide effective curriculum and instruction that results in increased student achievement.	Maintenance of Progress Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>

An explanation of why the LEA has developed this goal.

It is part of the mission statement for Gridley Unified going back many years that the district endeavors in "...providing a relevant curriculum that enables all students to become productive citizens....." This is essentially WHY this goal exists in the LCAP; it puts into action the aspirational statement of the Governing Board mission. This goal seeks to ensure that progress made across all areas in student academic achievement is maintained and that all of the actions contained under this goal are directed to continue moving the students of Gridley toward being productive citizens as adults through high quality curriculum and instruction that maintains relevance, utility, and value long after students leave the school system.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 1: Appropriate Teacher Assignments measured by HR office records	For 23-24, the HR office reports that there were no misassignments by the October 4 Census Date. At year's end due to unforeseen staffing changes mid-year, HR			Reach 100% fully credentialed and assigned teachers at all times with the exception of local board assignments.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		office anticipates two misassignments.				
2.2	Priority 1: Sufficient and current instructional materials in all core subject areas as measured by annual Williams Act certification by eighth week of the school year.	By the beginning of 24-25 school year, adopted materials exist in all core subjects at all grade levels under 10 years in age but one. Math materials are currently nine years old, as their adoption was extended in anticipation of CDE releasing a new approved materials list in 1-2 years.			All core instructional materials/curriculum in GUSD will be no older than 10 years from time of original adoption.	
2.3	Priority 1: Library Circulation and Collection data from Destiny library database	<p>2023-24 School Year</p> <p>Wilson</p> <p>Collection Size 7128</p> <p>Average Age of Collection 1998</p> <p>Items per student 11.4</p> <p>Circulation 13145</p> <p>Sycamore</p> <p>Collection Size 6035</p> <p>Average Age of Collection 1996</p> <p>Items per student 8.4</p>			<p>Collection size will show at least a 1% improvement, average age of collection will move up at least one year, and circulation will increase 3% or more.</p> <p>Wilson</p> <p>Collection Size 7200</p> <p>Average Age of Collection 1999</p> <p>Items per student 11.5</p> <p>Circulation 13540</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Circulation 3353</p> <p>GHS Collection Size 3391 Average Age of Collection 1999 Items per student 5.2 Circulation 430</p>			<p>Sycamore Collection Size 6100 Average Age of Collection 1997 Items per student 8.5 Circulation 3450</p> <p>GHS Collection Size 3425 Average Age of Collection 2000 Items per student 5.3 Circulation 500</p>	
2.4	<p>Priority 2: 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.</p>	<p>Explicit designated ELD delivery at the K-1 level is planned for the 24-25 schedule. In grades 2-5, students receive designated ELD period 2-3 times weekly. Designated periods of English Language Development continue to exist in grades 6-12. All EL students are enrolled in EL services</p>			<p>Students in grades K-5 will receive designated ELD services in protected time at least twice weekly. Students in grades 6-12 will maintain at least one period of designated ELD support. All EL students will receive designated ELD services weekly unless a</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		unless waived in writing annually by parent.			parent waiver of services is on file annually.	
2.5	Priority 2: Staff responses on annual Common Core State Standards Implementation Survey	The 23-24 results indicate: In ELA, staff rated an average of 4.17/5, with the most common response being in the "Full and Sustainable Implementation" - and very few were down in lower levels (5 respondents). In ELD, staff rated an average of 3.67/5, with the most common response being "Initial Implementation" by 7 respondents. In math, staff rated 4.0/5 with the most common response being "full implementation". In science, staff rated 3.4/5 with the most common response being in "Full Implementation". In social studies, staff rated 3.3/5 with the most common response of "Full Implementation".			Maintain all indicators that are averaging 4.0 or higher and raise all others by 0.25 or more.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Priority 8: FastBridge earlyReading (K-1) and aReading (2-5) by socioeconomic status disadvantage level - Students at or above Benchmark	Spring 2024 earlyReading SED 50.00% Non-SED 46.00% aReading SED 50.14% Non-SED 49.39%			Students will increase proficiency by approximately 10 percent over their baseline level, rounded off. earlyReading SED 55% Non-SED 51% aReading SED 55% Non-SED 55%	
2.7	Priority 8: FastBridge earlyReading (K-1) and aReading (2-5) by ethnicity - Students at or above Benchmark	Spring 2024 earlyReading White 58.43% Latino 46.00% aReading White 55.78% Latino 36.18%			Students will increase proficiency by approximately 10 percent over their baseline level, rounded off. earlyReading White 65% Latino 51% aReading White 61% Latino 40%	
2.8	Priority 8: FastBridge earlyReading (K-1) and aReading (2-5) by EL status - Students at or above Benchmark	Spring 2024 earlyReading EL 38.78% Non-EL 53.49%			Students will increase proficiency by approximately 10 percent over their	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		aReading EL 18.07% Non-EL 53.99%			baseline level, rounded off. earlyReading EL 42% Non-EL 58% aReading EL 20% Non-EL 60%	
2.9	Priority 8: FastBridge earlyReading (K-1) and aReading (2-5) by student with disability status (SWD) - Students at or above Benchmark	Spring 2024 earlyReading SWD 40.30% Non-SWD 54.31% aReading SWD 23.23% Non-SWD 55.25%			Students will increase proficiency by approximately 10 percent over their baseline level, rounded off. earlyReading SWD 44% Non-SWD 60% aReading SWD 26% Non-SWD 61%	
2.10	Priority 4: CAASPP ELA for Elementary	2023 CAASPP in grades 3-5 in ELA averaged 15.7 points below standard as reported in the Dashboard (Yellow). ELs -41.7 (Orange) Low Income -24 (Yellow) Disabled - 92.1 (Red)			Reduce "distance from three" for each subgroup by at least 10% from baseline as officially reported in the Dashboard. ELs -35 or better LTELs N/A for elementary	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Preliminary 2024 CAASPP in ELA for grades 3-5 shows 27 points below standard while ELs -77 Low Income -33 Disabled -108			Low Income -20 or better Disabled -82 or better	
2.11	Priority 8: FastBridge earlymath (K-1) and aMath (2-5) by socioeconomic status disadvantage level - Students at or above Benchmark	Spring 2024 earlyMath SED 36.63% Non-SED 38.71% aMath SED 51.91% Non-SED 55.26%			Students will increase proficiency by approximately 10 percent over their baseline level, rounded off. earlyMath SED 40% Non-SED 42% aMath SED 56% Non-SED 60%	
2.12	Priority 8: FastBridge earlymath (K-1) and aMath (2-5) by ethnicity - Students at or above Benchmark	Spring 2024 earlyMath White 49.44% Latino 30.00% aMath White 58.61% Latino 49.87%			Students will increase proficiency by approximately 10 percent over their baseline level, rounded off. earlyMath White 55% Latino 33%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					aMath White 65% Latino 55%	
2.13	Priority 8: FastBridge earlymath (K-1) and aMath (2-5) by EL status - Students at or above Benchmark	Spring 2024 earlyMath EL 22.45% Non-EL 40.47% aMath EL 30.86% Non-EL 60.78%			Students will increase proficiency by approximately 10 percent over their baseline level, rounded off. earlyMath EL 25% Non-EL 45% aMath EL 33% Non-EL 66%	
2.14	Priority 8: FastBridge earlymath (K-1) and aMath (2-5) by disability status - Students at or above Benchmark	Spring 2024 earlyMath SWD 25.37% Non-SWD 41.12% aMath SWD 28.57% Non-SWD 61.29%			Students will increase proficiency by approximately 10 percent over their baseline level, rounded off.	
2.15	Priority 4: CAASPP Math for Elementary	In 2023, CAASPP in grades 3-5 in math averaged 29.3 points below standard (Yellow).			Reduce "distance from three" for each subgroup by at least 10% form baseline as	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>ELs -44.4 (Yellow) Low Income - 37.1 (Orange) Disabled - 83.8 (Yellow)</p> <p>Preliminary CAASPP at the end of 23-24 for grades 3-5 shows average of 29 points below standard, ELs -76 Low Income - 32 Disabled - 110</p>			<p>officially reported in the Dashboard. ELs -40 or better LTELs N/A for elementary Low Income -33 or better Disabled -75 or better</p>	
2.16	<p>Priority 7: Programs and services for Unduplicated Pupils and Students with Exceptional Needs measured by representation in select courses of study</p>	<p>In the general population for 23-24, 78.87% are low income, 13.54% are students with disabilities, 2.68% are English Learners (EL), 37.2% are either EL or reclassified ELs.</p> <p>In the 23-24 school year, 431 students were enrolled in at least one CTE pathway class - 64% of all students. Of those, 77.5% were low income, 10.2% were students with disabilities, 1.2% were EL, and 35.5% were either EL or reclassified EL.</p>			<p>Representation of students in CTE courses should mirror overall school demographics at +/- 5 percentage points. In AP and Honors courses, representation shall be within 5 percentage points of the overall school demographic.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		In the 23-24 school year, 146 students were enrolled in one or more AP and honors classes, or 21.7% of students. Of those, 69.9% were low income, 2.1% were students with disabilities, zero were English learners, and 28.1% were EL or reclassified ELs.				
2.17	Priority 4: CAASPP ELA for Middle School	<p>2023 CAASPP for ELA students in 6-8 ELA averaged 7.8 points below standard (Orange). ELs -68.6 (Orange) Low Income -14.2 (Orange) Disabilities -126.3 (Orange)</p> <p>Preliminary 2024 CAASPP for ELA in grades 6-8 shows 45% at or above standard. All students -21 below standard. ELs -88 LTEL -83 Low Income -24 Disabilities -131</p>			Reduce "distance from 3" by at least 10 percent for each subgroup on official state scoring: All students -18 ELs -60 LTEs -75 (est.) Low Income -11 Disabilities -115	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.18	Priority 4: CAASPP Math for Middle School	2023 CAASPP for math students in 6-8 math averaged 58.5 points below standard (Orange). ELs -103 (Red) Low Income -68.5 (Orange) Disabilities -157 (Orange) Preliminary 2024 CAASPP for math in grades 6-8 shows 25% at or above standard. All students -71 below standard ELs -146 LTEL -138 Low Income -77 Disabilities -184			Reduce "distance from 3" by at least 10 percent for each subgroup on official state scoring: All students -63 ELs -93 LTEs -125 (est) Low Income -60 Disabilities -140	
2.19	Priority 7: Students Eligible for Integrated Math in 9th Grade	In 23-24, 119 9th graders were enrolled in either IM 1 or IM 2 at the high school which is 71.26%.			Reach and maintain 75% of 9th graders being eligible and enrolling in IM 1 or IM2.	
2.20	Priority 4: CAASPP Math for High School	Per DataQuest, in 22-23 In math, 44.75% of GHS students met or exceeded standard compared to 34.62% statewide. At Esperanza, 6.25% met standard.			Increase district math rate to 50%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Preliminary results for CAASPP in spring of 2024 show 46% in math for GHS and zero for Esperanza. Overall rates were thus 43%, for grade 11.</p> <p>By key subgroups and distance from 3 indicator preliminary math CAASPP shows for grade 11: All Students -16 and -230 (E) ELs -166 LTEL -164 Low Income -14 and -144 (E) Disabilities -164</p>				
2.21	Priority 4: CAASPP ELA for High School	<p>Per DataQuest, In 22-23, 75.52% of 11th graders at GHS met or exceeded ELA versus 46.66% at the state level. Esperanza students had 26.67% meet or exceed standards in ELA.</p> <p>Preliminary results for CAASPP in spring of 2024 show 84% of GHS</p>			Maintain District ELA rate over 75%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>students meeting or exceeding on ELA. At Esperanza, 18% met ELA Overall rates were thus 79% for ELA for grade 11.</p> <p>By key subgroups an distance from 3 indicator, preliminary ELA CAASPP shows for grade 11: All Students +73 and -58 (E) ELs -29 LTEL -29 (same 3 students) Low Income +69 and -65 (E) Disabilities -51</p>				
2.22	Priority 4: Early Assessment Program (EAP) of college readiness	<p>EAP results are based on students scoring 4s and 3s on their CAASPP assessments as seen in the Aeries Analytics dashboard.</p> <p>End of year results for EAP in 23-24 were Ready in ELA and Math: All students 36.6%/17.8% ELs 0/0</p>			College Readiness as measured by the EAP will increase in each subgroup and on each assessment by 10% from the starting.baseline.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Low Income 31.0%/13.9%</p> <p>Disabilities 10.5%/0%</p> <p>Conditionally Ready in ELA and Math: All students 36.6%/24.7%</p> <p>ELs 28.6%/14.3%</p> <p>Low Income 38.0%/19.8%</p> <p>Disabilities 10.5/5.3%</p>				
2.23	Priority 4: AP Exams Passed with a 3+ Score	<p>In spring of 2023, 58 AP exams were taken and 33 passed with a 3/5 as the score, a pass rate of 59%. In 23-24, 89 students were enrolled in AP courses. However, an additional 207 enrolled in Butte College dual enrollment courses.</p> <p>At close of 2024 school year, 2024 AP results were not available.</p>			75% of students enrolled in AP courses will sit for their exams. Pass rate shall reach at least 60% and maintain annually.	
2.24	Priority 4: CTE Course Completion in Pathways	<p>Pathway completion from the CALPADS 15.1 Cohort Outcome Report was 30 students for 22-23 or 17.96%.</p> <p>Pathway completion was not yet available at</p>			20% of students will complete a pathway.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		close of the LCAP timeline for 23-24 school year.				
2.25	Priority 4: A-G Completion	At end of 23-24 school year, Aeries A/G Readiness analytics dashboard for grade 12 showed 38.3% after final grades were in for nearly all seniors.			45% of students will complete A-G requirements for college by the end of 12th grade.	
2.26	Priority 4: CTE and A to G Completion	CALPADS 15.1 Cohort Outcome Report indicates that in 2023, 18 students completed both A to G AND a Pathway, for 10.78% Data for 23-24 will not be available until mid to late summer.			12.5% of students will complete both A to G and pathway certification.	
2.27	Priority 5: Graduation Rate	The 22-23 cohort graduation rate was 93.3% as taken from CALPADS 15.1. Graduation rate not finalized for 23-24.			Maintain cohort graduation rate of 95% or higher.	
2.28	Priority 5: Middle and High School Dropout Rates	Middle school dropout rate as reported on the CALPADS 1.8 report for 22-23 was less than 1% (a single student). For high school it was			Maintain a middle school dropout rate under 1%. Maintain a high school cohort	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>3.59% (six students). Note - that middle school student WAS shown in CALPADS as having been picked up later in the year elsewhere, but was not corrected locally to remove the "dropout" from GUSD reporting.</p> <p>Rates not yet calculated for close of 23-24.</p>			dropout rate of 5% or less.	
2.29	Priority 4: Language Proficiency as measured by reclassification rate calculated both locally and with official state reporting.	<p>According to CALPADS 2.16 EL Acquisition Status Report, in 22-23, GUSD reclassified 40 students, or 11.7% of its 342 ELs.</p> <p>By year's end of 23-24, GUSD had reclassified a total of 43 students of the 286 recorded on October Census Day for a preliminary reclassification rate of 14.6%</p> <p>Of the 43 students reclassified this year, 23 were LTELs, making them 54% of our reclassified students this year.</p>			Reach and maintain a 15% reclassification rate annually.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.30	Priority 4: English Learner Progress Indicator from CA Dashboard	Most recent Dashboard (2023) shows a district rate of 59.5% making progress, with an overall "High" status rating as opposed to the state level where 48.7% are making progress a "Medium" rating. All reporting schools show Medium or higher ratings on their ELPI status.			Maintain ELPI status rating of High for the district and at least Medium for each school site.	
2.31	Priority 4: Long Term English Learners as measured by CA Dashboard and Dataquest enrollments.	DataQuest shows that in 22-23, GUSD showed 5.2% of its ELs as Long Term ELs or LTELs. At-Risk of LTEL stands at 8.4%. Student enrollment of LTELs for 23-24 in DataQuest using October data showed 35 LTEL students, or 5.4% and at-risk levels at 48 students or 7.4%.			Reduce LTEL populaton to under 15 students.	
2.32						

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Teachers collaborate around data-driven instruction in subject and/or grade-level meetings weekly.	<ul style="list-style-type: none"> GUSD remains committed to providing time embedded in the work day to develop and maintain Professional Learning Communities (PLC) Teachers will create and implement regular common assessments in core subject areas at each grade level and/or subject area Leverage district-wide resources (e.g., Teachers on Special Assignment) to support the PLC process <p>This action's funding is inclusive of providing leadership stipends to key members at each school site whether they are department chairs or grade level leads to facilitate weekly PLC meetings, provide release time to teachers to engage in trainings during the school day, and to provide funding for focused trainings around PLC principles.</p> <p>This action serves to affect and be measured by improved student achievement as shown in CA dashboard and local progress indicators of academic achievement such as district benchmark testing, focused on the most historically struggling students - those of the unduplicated count.</p>	\$150,495.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Offer a consistent, articulated, balanced instructional K-12 program to all students	<ul style="list-style-type: none"> • Dedicate time and resources for teams to improve horizontal and vertical alignment within the curriculum • Utilize targeted professional development, coaching, and trainings to support implementation of curriculum and improve instructional practices • Maintain technology to enhance all student learning and/or student learning environment (e.g., regular refresh of 1:1 devices; tech committee, IT SUPPORT STAFF) • Reconfigure library spaces and utilize GUSD Certificated Librarian to enhance access to resources necessary for academic success INCLUDING THE STAFFING OF DISTRICT LIBRARIES FOR STUDENT USE WITH LIBRARY CLERKS OVERSEEN BY THE DISTRICT LIBRARIAN • Promote and support the arts by ensuring art and music education opportunities are offered at all school sites • MAINTAIN ADDITIONAL FUNDING TO SCHOOLS FOR INSTRUCTIONAL MATERIALS AND EXPERIENCES ENHANCING A WELL-ROUNDED EDUCATIONAL EXPERIENCE FOR ALL STUDENTS REGARDLESS OF THEIR CIRCUMSTANCES SUCH AS FIELD TRIPS, ELECTIVES AND SHADY CREEK SCIENCE CAMP • MAINTAIN SUPPORT FOR UP TO DATE CURRICULAR MATERIALS ADOPTED BY THE BOARD • MAINTAIN SUPPORT FOR MIDDLE SCHOOL ELECTIVES <p>This action's funding is inclusive of the programming that meets this target item, supporting library and IT department staffing, library materials, additional elective courses to provide a balance of offerings to students such as music and technology, monetary support for materials purchases in core and elective classes, and curricular field trips including but not limited to the Shady Creek science camp.</p> <p>This action serves to affect and be measured by student engagement with school as measured by school connectedness, academic motivation, and meaningful participation indicators on the California Healthy Kids Survey; library utilization circulation numbers, student reading test scores on district benchmarks, student attendance rates, and number of students</p>	\$1,300,239.00	Yes

Action #	Title	Description	Total Funds	Contributing
		participating in the music program.		
2.3	Early Literacy Development based on phonemic awareness, phonic, fluency, vocabulary, and comprehension	<ul style="list-style-type: none"> • Utilize Science of Reading • Print referencing - interactive read aloud to point out important and interesting ideas about print to bring to students' attention. • Interactive conversations and questioning and improvement of oral language skills (highly correlated to future reading ability) • Extended reciprocal and responsive conversations: Engaging in multiple extended questions and responses with students • Small group instruction for skills and knowledge that require explicit instruction from a classroom teacher. • Alphabet knowledge: instruct letter names and sounds together and use memory aides. • Phonological awareness: Pair with alphabet instruction and build in phoneme manipulation tasks like identifying, blending, and segmenting. • Vocabulary: Directly instruct new words, allow for multiple interactions with the words, provide opportunities for students to use them. • Writing: Provide many different opportunities for children to engage in written expression • MAINTAIN INSTRUCTIONAL AIDES IN ALL CLASSES K-3 TO SUPPORT SMALL GROUP WORK AND INTERVENTION <p>This action's funding is inclusive of supporting instructional aides to support reading Tier 1 and 2 instruction in elementary grades and intervention teachers in those same grades. It also supports additional training in early literacy for teachers and classified staff.</p> <p>This action serves to affect and be measured by increased student achievement on locally administered reading benchmark scores.</p>	\$549,765.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	All students increase proficiency in ELA, Math, and Science through a coordinated program of standards-based curriculum, appropriate core instruction and interventions, and lowered class sizes.	<ul style="list-style-type: none"> • Consistently implement GUSD standards-based and board-approved curriculum • Use evidence-based intervention programming based on greatest need from universal screening and assessment • Increase collective efficacy within teams through the PLC process • Explore ways to increase instructional minutes by leveraging site and district-wide resources (e.g., before/after school tutoring opportunities) • MAINTAIN SEPARATE SECTIONS OF ENGLISH LANGUAGE DEVELOPMENT (ELD) FOR SECONDARY GRADES • SUPPORT LOWER CLASS SIZES THROUGH ADDITIONAL SECTIONS <p>This action's funding is inclusive of providing financial support for ensuring designated ELD occurs with fidelity at all school sites, that up to date materials are available across all core content areas including ELD, that district-approved uniform academic screeners are in place at all sites, that class sizes remain as low as are feasible, that staff receive needed PD in new curricular adoptions to implement them with fidelity under the coordination of the district's curriculum and data office, consisting of the Director of Curriculum and technology, instructional coaches, and SIS data specialist who will also provide support in the form of teacher trainings and/or data analysis.</p> <p>This action serves to affect and be measured by increased outcomes in local and state student assessments in the core subjects of ELA, math, and science for all students and for key subgroups; improved EL reclassification rates; and reductions in the number of longterm English learners.</p>	\$980,502.00	Yes
2.5	All GUSD students graduate college and/or career ready	<ul style="list-style-type: none"> • Increase or maintain CTE enrollment • Increase or maintain CTE course offerings • Identify and secure additional personnel and resources to ensure close monitoring of student CTE pathway completion and A-G met requirements 	\$822,046.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Explore ways that K-8 school sites can further support college and career readiness indicators • SUPPORT INTERVENTION AND/OR CREDIT RECOVERY OPTIONS AT THE SECONDARY LEVEL • MAINTAIN SUPPORT FOR AVID PROGRAMMING TO BUILD A CULTURE OF COLLEGE-GOING AS AN OPTION FOR UNDER-REPRESENTED STUDENTS • SUPPORT STUDENTS IN LOWER-THAN-AVERAGE ENROLLMENT CLASSES SUCH AS HONORS AND AP OFFERINGS THAT WOULD NOT NORMALLY BE FEASIBLY FUNDED FOR SYCAMORE AND GHS <p>This action's funding is inclusive of both intervention and advanced classes which often have lower-than-average class sizes, providing support for value-added courses promoting college and or career exploration in middle and/or high school such as AVID or CTE Explorer, high school equivalent math and Spanish courses, and college or career fairs, providing credit recovery options for students at risk of becoming non-graduates, subsidization of the raw materials needed in resource-intensive CTE programs where students practice on real materials, and that barriers to college entrance such as expensive AP tests are heavily subsidized.</p> <p>This action serves to affect and be measured by the percentage of students entering high school ready for college-prep math and entry into Spanish 2, the number and percent of students enrolled in and completing CTE pathways, AP classes, and A-G courses of study disaggregated across key subgroups,</p>		
2.6	Monitor Credentialing of Staff	GUSD HUMAN RESOURCES OFFICE WILL ENSURE THAT GUSD STAFF MAINTAIN APPROPRIATE CREDENTIALING FOR THEIR INSTRUCTIONAL ASSIGNMENTS.	\$0.00	No
2.7	Math Improvement in Middle School for EL Students	Sycamore Middle School, having been identified specifically in the 2023 Dashboard for low math performance in its EL students, will engage in revision of its mathematical practices and receive training or coaching in	\$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		their curriculum and/or math content standards as well as increased training to raise awareness of the needs of the EL students in their classes and provision for strategies to improve their performance. with assistance from district instructional coaches or curricular trainers.		
2.8	ELA Improvement at Wilson for low performing Students with Disabilities, ELs, and Low Income.	Staff will be trained in an intensive reading intervention program such as Sonday in order to deliver services to students lacking in fundamental reading skills with whom existing Tier 1 and 2 practices are proving ineffective.	\$18,500.00	Yes
2.9	English Learner and LTEL Awareness, Training, and Monitoring	To improve services for English learner students and decrease the number of students classified as long term ELs, GUSD will retrain the teaching staff of GUSD in use of the Ellevation database system for monitoring and tracking ELs and reclassified ELs. Inclusive of this training will be on demand video tutorials of system navigation and rollout of the "Ellevations Strategies" add-on component which includes instructional hints, tips, videos, and instructional materials such as EL-targeted graphic organizers tied to various content areas. Ellevation will also be used to produce and distribute quick reference sheets for ELs in all teacher classrooms at the beginning of the year and at semester so that teachers are aware and integrated EL strategies are at the front of their minds. As an added component of this, any long term ELs in their classes will be flagged for coaching by district instructional coaches in the needs of those students and what the teacher can do to push them in the right direction toward reclassification.	\$7,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase parent, family and community involvement in the education of all students.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

GUSD recognizes that families are partners in the education of the students we serve, and that improving home to school partnerships can have nothing but a positive effect on the achievement and future of students. Some parents and families are more apt to willingly engage or even seek out such engagement, while others are more hesitant. Some of the most hesitant groups are families of low economic means or education and/or whose first language is not English. As a result, their students in turn are often among the most likely to struggle. It has been noticed that when school sites host events that are low threat, high enjoyment such as concerts or movie nights, attendance is generally good. This goal has been developed to bridge the gap between home and school through building a program of offerings and personnel to support parents, help them navigate school, act as translators and help families and schools both come together for more effective interactions and student outcomes through increasing their engagement at the site and district levels.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 3: Parent Participation - Parent Advisory Council sign in sheets	In 23-24, a total of 3 parents attended.			PAC will have a minimum of 6 attendees at each meeting.	
3.2	Priority 3: Parent Participation - District English Learner Advisory Committee sign in sheets	In 23-24, 22 parents attended DELAC meetings.			DELAC will have a minimum of 6 attendees at each meeting.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Priority3: ParentSquare Utilization	In 2023-24, the following uses of ParentSquare were recorded: Posts 1989 DMs 42,311 Alerts 53 Autonotices (absences) 51,362			Increase use of DMs to 45,000, representing increase in two-way home to school communications. Reduce Autonotices to below 50,000, representing decrease in student absences.	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Organize community events that engage families in their child's learning	<ul style="list-style-type: none"> Utilize school and district resources to engage families in supporting learning at home School Administration/Parent Liaison organize events in response to parent needs Host family engagement events on campus such as STEM nights, Family Literacy, Open Houses etc. Build partnerships with parent education organizations <p>This action's funding is inclusive of providing funds to cover the cost of the events themselves, support the parent liaison position as the primary organizer and operator of events, and pay for educational materials to be distributed at events that are not applicable under other sources such as Title I or Title III.</p> <p>This action serves to affect and be measured by parent participation rates at future events and ultimately to attract parents to join the more "business" side of home to school partnership, the district's PAC and DELAC and/or site ELAC and Site Council.</p>	\$80,810.00	Yes
3.2	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),	<ul style="list-style-type: none"> Actively recruit and advertise the meetings using ParentSquare feature(s), personal invitations, attendance incentives, etc. Provide Family Liaison support and translation services to ensure access to information Integrate opportunities for interaction and discussion during parent events <p>This action's funding is inclusive of funding the revitalization of the school district websites, to make them more attractive and useful to families, to support the ParentSquare messaging platform, and to support the development and dissemination of multilingual parent resources such as brochures, web pages, and the like. Also covers parent incentives to attend events.</p> <p>This action serves to affect and be measured by the parent perceptions of district and site communication. Currently, parents report on their annual</p>	\$21,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
	and other opportunities.	CA School Parent Survey that they often feel like schools don't want them involved, that there are few opportunities to participate, and they have no voice in the district.		
3.3	Develop a strategy to improve attendance districtwide	<ul style="list-style-type: none"> • Continue School Attendance Review Board (SARB) as a districtwide process • Establish a School Attendance Review Team (SART) at every site. • Foster preventative measures that are suited for each site • Provide professional learning opportunities that focus on improving attendance • Utilize the districtwide Parent Liaison and Resource Officer to help remove barriers to attendance issues • Create district level team to review, respond, and promote positive attendance. <p>This action's funding is inclusive of supporting the modest budget of the SARB and SART for materials printing, refreshments for participants, and payment for the Attention to Attendance (rebranded as "Attend") attendance management tool.</p> <p>This action serves to affect and be measured by improved student attendance rates and reduced chronic absenteeism.</p>	\$21,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Develop a facilities master plan to address infrastructure needs for GUSD.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

GUSD school sites are aging, with the oldest having been built over 80 years ago, and a number of sites continue to use portable classroom buildings that are increasingly in disrepair. Recognizing this, and knowing that recent economic downturns have paused the state's facilities improvement initiatives, GUSD knows that a strategic approach to facilities management is in order. Related to this is acknowledgment that despite some declines in enrollment, certain sites are still at a premium for space such as the smallest campus - McKinley - which lacks sufficient classroom size and numbers to institute the eventual goal of all-day TK and K grades in alignment with the state's Expanded Learning Opportunities Program mandate that all districts must offer 9 hours per day of programming to grades TK-6 inclusive of the 180 days of regular school and an additional 30 days out of regular session. Understanding that this lack of ability to provide the additional programming in available space has an effect on its youngest learners most in need of support (English learners and low income students), GUSD has made a facilities master plan a priority item looking to the future.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Completed Facilities Inspection Tool (FIT) reports annually for each site.	Each school site completes a FIT by January of the school year.			Sites will complete their FIT reports annually prior to the start of the first day of school.	
4.2	Develop or adapt a comprehensive facilities needs assessment tool.	No such tool is currently in place			Develop this tool and use it prior to the close of year 2.	
4.3	Community meeting sign in sheets or other	None currently exist			At least two surveys or	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	evidence of community input such as surveys				meetings for input have occurred.	
4.4	Completed and approved facilities master plan.	No such plan currently exists.			Board will approve a facilities master plan with timelines and priorities by the end of year 3.	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Create an inventory of current district facilities, their current	<ul style="list-style-type: none"> Develop needs assessment tool Utilize feedback from committees with site personnel and community 	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
	condition, and future prioritization list based on condition, funding and emerging needs.	<ul style="list-style-type: none"> Develop district wide facility project targets and priorities <p>This action does not seek to utilize any LCFF Supplemental and Concentration funding at this time.</p>		
4.2	Monitor Condition of Existing School Facilities.	<ul style="list-style-type: none"> UTILIZING THE STATE'S FACILITIES INSPECTION TOOL (FIT), SITE ADMINISTRATORS WILL MONITOR AND REPORT ON THE CONDITIONS OF THEIR FACILITIES TO THE SCHOOL BOARD AND STAKEHOLDERS THROUGH COMPLETION OF SCHOOL ACCOUNTABILITY REPORT CARDS (SARC). FITS SHOULD BE COMPLETED BY THE SITE PRINCIPAL UNDER THE SUPERVISION OF DISTRICT FACILITIES DIRECTOR PRIOR TO THE START OF SCHOOL EACH SUMMER. SHOULD THE SCHOOL HAVE AN OUTSIDE AGENCY SUCH AS THE COUNTY OFFICE OF EDUCATION COMPLETE THE FIT AS PART OF A COMPLIANCE REVIEW, THE FIT MUST BE COMPLETED NO LATER THAN THE BEGINNING OF OCTOBER UNDER ANY CIRCUMSTANCE. <p>This action does not seek to utilize any LCFF Supplemental and Concentration funding at this time.</p>	\$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	<p>This goal targets the Equity Multiplier mandate of the State of California for Esperanza High School to increase student engagement and attendance by offering high-interest programming with hands-on components that entice students to increase their attendance so that they can participate in the elective class.</p> <p>As a result of students participating in the new elective class funded through this source, student attendance which ended at approximately 58% Chronic for 2024 will decrease by 5 percentage points by the close of the 2024-25 school year.</p>	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Esperanza High School was identified as a pending recipient of \$50,000 in Equity Multiplier money for 24-25 due to a population that met criteria of low rates of stability - a condition very common at alternative education sites where students transfer in and out regularly. As a result of this, Esperanza was required to engage in some form of planned improvement centered on "red" Dashboard areas. As a small school site with thus limited reporting of public data, there were none. Having no such areas in recent data reportable as the school is too small to generate any, consultation was had with Butte County Office of Education program specialists about alternatives, and it was suggested that instead, areas of local concern for which there are no public Dashboard data be examined for improvement. Knowing that chronic absenteeism is an ongoing issue at Esperanza and disengagement with school is reported regularly by incoming students and families during their intake meetings and continued throughout the year as staff interact personally with students, administration consulted informally with students about what might get them more engaged with schooling through the spring of 2024. From this engagement, Esperanza will be building out a new course offering tentatively titled Life Skills which will seek to bring interesting and relevant curricular modules together to create an experience that draws students to school regularly.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Priority 5: Chronic absenteeism	Esperanza currently has a baseline chronic rate of 58.82 percent at the close of the 2024 school year as reported in the Attend software.			Esperanza will reduce chronic rate to 40 percent.	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Investigate and purchase curricular modules of hands-on, high interest materials.	Esperanza staff will select and purchase materials and curriculum needed to institute a modular approach to hand-on student experiences that fall loosely under the umbrella of "life skills" from a provider such as Paxton Patterson and provide training to the assigned staff member(s) who will deliver the curriculum.	\$50,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Improve data management and procedures among key GUSD staff	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

GUSD as a district was identified as a pending recipient of \$50,000 in Equity Multiplier money for 24-25.. As there should not be students enrolled at the district level per se that would generate this allocation, this was investigated and found to be the result of a data error during annual rollover. Because of that error, two preschool-aged students were accidentally recorded for new school year as transitional kindergarten students and thus reported to the state as such. Since they never actually attended school within the district and were only in the student information system for records purposes while being served for speech services, this error was never noticed. Consequently there is also no Dashboard data for these students to guide "improved services". In consultation with Butte County Office of Education it was suggested that GUSD look to data practices as the area of improvement, to help ensure that student records are accurately reflecting their placements and services. Building on this, GUSD used staff input from the annual PD survey and found between that formal means and informal conversations with administrators and staff that there is a need for additional training in data practices. As a result of increasing data awareness and procedures through increasing Aeries training and assigned, regularly scheduled data audits, GUSD will achieve ZERO data errors by the close of the 2024 school year as measured by the error checks noted in the Goal 6 metrics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Error check rates, sampling select district-level Aeries queries as measures of data accuracy: "ELLs with ELAS, SSID, ID" "Home Lang Survey..."	"ELLs with ELAS, SSID, ID" - zero "Home Lang Survey..." - zero "Homeless by Address..." - one error "SPED Program Mass Change..." - zero			Reach and maintain zero errors on the sample data accuracy queries	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	"Homeless by Address..." "SPED Program Mass Change..." "Prerollover Next School..."	"Prerollover Next School..." - zero				
6.2	Pre-rollover Audit Listing Aeries report	End of 2024: 4 errors in 489 records			Zero errors.	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Aeries Training	Provide for two days on-site training by a trainer from Aeries to address district-specific data errors and questions and cover best practices in data management at the beginning of the school year and staff attendance at the Aeries-Con later in the school year. This is open to site administrators and secretarial staff.	\$30,000.00	No
6.2	Student Records Workshop	The California Association of Supervisors of Child Welfare and Attendance (CASCWA) offers periodic semi-local day-long workshops in student records management. One secretary from each site should attend one such conference, then either an administrator or an additional secretary should attend one of the others offered during the year so that the site has multiple people trained in best practice.	\$20,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$5885609	\$624823

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
27.432%	0.948%	\$205,566.75	28.380%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Implement, monitor, and evaluate GUSD safety plans.</p> <p>Need: High (red) absenteeism and suspension rates were noted for foster youth in the district, as well as high suspension rates for homeless youth, and high chronic absenteeism for youth of two or more races, who may be absent due</p>	All sites have shown decreases in perceived campus safety on spring school climate surveys. With pupils in the unduplicated groups showing variously higher suspension rates and/or absenteeism across multiple campuses, this action attempts to increase their perceptions of safety on campus to increase their attendance.	Spring Healthy Kids Surveys of staff, parents, and students. Chronic absenteeism rates from local databases and CA Dashboard.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>to feelings of lack of safety or bullying. At site levels, McKinley was identified for high levels of chronic absenteeism in its EL population, while GHS was noted for high levels of suspensions in the EL population and for English learners. Although not specifically red (high) for low income students YET on the Dashboard, local baseline data from Aeries Analytics indicate that low income students are currently exceeding the EL population in chronic rates, so they may grow to be a problem soon.</p> <p>Scope: LEA-wide</p>		
1.2	<p>Action: Full PBIS Implementation for K-8 Schools</p> <p>Need: Districtwide, Foster Youth were identified with high rates of absenteeism and suspension by the CA Dashboard in 2023. Also districtwide, low income students are showing an uptick in their chronic absenteeism. At McKinley, English learner students were identified on the CA Dashboard as being at high rates of chronic absenteeism while at GHS English learners and low income students had high suspension rates. Students also report a lowering sense of safety on campuses and increasing incidences of bullying and cyberbullying</p>	<p>Increasing intentional attention to model PBIS implementation will improve campus climate and reduce unwanted student behaviors which will improve student attendance and feelings of wellbeing at school. Currently, some sites claim to follow PBIS but they have lacked official training and the implementation of what is called PBIS has not followed model practice.</p> <p>Research from Casanova (2021) showed positive effects of PBIS pprograms for affecting foster youth behavioral outcomes, while similar results were had by McIntosh (2023) and Dejarnett, et al. (2022) for affecting other student groups such as students with disabilities and underserved students groups such as racial minorities and rural, high poverty populations.</p>	<p>Suspension rates as calculated locally and on the CA Dashboard, student responses to the Healthy Kids survey, and attendance rates as measured locally and on the CA Dashboard.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide Schoolwide</p>		
<p>1.3</p>	<p>Action: Maintain socioemotional learning (SEL) supports</p> <p>Need: mySAEBRS tools for spring of 2024 showed 19.8% of EL students as at-risk in the emotional category versus 19.2% of non-ELs. SAEBRS tool for spring of 2024 showed 20.1% of ELs at-risk and 19.1% of non-ELs. Foster youth in district show high levels of absenteeism and suspension and at GHS EL and low income students show high suspension per the CA Dashboard in the district. Research by Ashcraft (2023) found that EL and lower income students enter school often with a higher risk of developing academic struggles because of a need for more resources, internalizing behaviors such as anxiety and isolation because of issues at home and/or language barriers.</p> <p>Scope: LEA-wide</p>	<p>Providing access and improving access and awareness to staff and students about these high-needs students to create a more caring and supportive environment should positively impact the suspension rates and emotional stability of these groups compared to the general population. These groups are found throughout the district therefore the support should be available throughout. Providing trained counselors allows students an outlet at Tier 1 and higher levels to identify and work through the issues that arise from their language barriers, at-home stressors, and other issues as noted in Dea's (n.d.) findings that having SEL counselors available was more highly correlated to high school graduation rates than having "academic only" counselors available, which supports in turn increasing graduation rates - as the ACLU found (2017), students with suspensions have in increased likelihood of being dropouts.</p>	<p>Suspension rates from the Dashboard and local database data, as well as SAEBRS data.</p>
<p>1.5</p>	<p>Action: Increase physical and mental health awareness and habits in students.</p>	<p>This action ensures that minutes are enshrined in the daily schedule for young students to engage in structured physical activity and that they are provided cost-free opportunities to engage in</p>	<p>Participation rate in state physical fitness testing, percentage of students participating in secondary</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: Across the district, Foster Youth have had increased rates of suspension. At McKinley, EL students have had increased rates of chronic absenteeism. Costs of participating in youth sports continue to rise, which places low income students at a disadvantage.</p> <p>Scope: Schoolwide</p>	<p>sports when they reach the upper grades, having learned the skills needed as younger students to better participate in those sports.</p>	<p>grade sports, student connectedness to school as measured in Healthy Kids survey.</p>
<p>1.6</p>	<p>Action: 1.6 Increase local partnerships for substance abuse, mental health, and physical health.</p> <p>Need: The largest single cause of suspendable incidents in the high school is currently vaping, and particularly THC vapes, which has led to the high rates of suspension in the EL group and low income populations. Research reported by the California Department of Education (2023) noted that students are often under the belief that vaping is harmless and that student exposure to unvetted information on social media is a general factor, while EL students have been found by Wada et al. (2017) to get their information about vapes from ads in the media as opposed to other sources, and of course ads tend to be very biased.</p> <p>Scope: LEA-wide</p>	<p>Increasing education around substance use across the district before and after substance incidents but also focused on the high school level is expected to reduce student interest in substances and thus increase their healthfulness and reduce the rates of discipline for these offenses as well, which also serves to ensure the students are at school to learn. This will be provided across the district to instill early dangers of substance use.</p> <p>Research curated by the Addiction Prevention Coalition (n.d.) documents that tobacco education, peer-peer education, providing parent resources, counseling, and cessation services have all been shown to decrease vaping in the long term - and these are all things in place already or increasing as part of this goal.</p>	<p>Suspension rate; student responses on Healthy Kids survey to substance use questions.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.7	<p>Action: Fund Home-to-School Transportation</p> <p>Need: As a rural district, GUSD serves a wide geographic area and as such it can be difficult for student of limited means to reach school.</p> <p>Scope: LEA-wide</p>	<p>This action ensures that home to school transportation is available throughout the district removing a possible barrier to students arriving to school on time. Otherwise, outlying students may not be able to reliably come in to town.</p>	<p>GUSD ridership numbers - baseline 251/day</p>
2.1	<p>Action: Teachers collaborate around data-driven instruction in subject and/or grade-level meetings weekly.</p> <p>Need: Students of the unduplicated pupil count have been so identified as they are among the most likely to historically suffer from lack of progress in education. ELs have been found (Rodriguez et al. 2019) to experience more instructional, academic, and access to services challenges than other student groups. Low income students have been found (Ferguson et al. 2007) to have less stimulation at home in the younger years, to have decreased social skills, and lack consistency in homelife that translate to lower school readiness and persistent issues as the students go through school. Foster youth of course experience a lot of those same inconsistencies, made exponential through fractured family lives, potential abuse, and other traumas.</p>	<p>A conscious PLC process requires teachers to look not only at their data but also the students who created that data in order to plan for instructional improvements and greater student achievement as not all strategies or approaches will work for all students. Slack (2019) found that properly implemented PLCs build shared efficacy and increase outcomes for culturally and linguistically diverse students, while metaanalysis by Vescio et al. (2007) found that effective PLCs increase performance of all student groups through the collaboration efforts focused on teaching and learning.</p>	<p>Student achievement data in core subjects as reported on the CA Dashboard and local benchmarks.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
<p>2.2</p>	<p>Action: Offer a consistent, articulated, balanced instructional K-12 program to all students</p> <p>Need: Students across the board report decreasing engagement with school, especially as they reach upper grades, and utilization of district libraries has fallen - showing that students are not reading. District reading scores lag for students of the EL and Low Income categories behind their peers. Research has shown that EL and low income families often lack at-home support for students in their early reading development, which can have long lasting effects years into school, often because the families cannot afford reading material, they may work lengthy hours, or the parents may themselves be functionally illiterate and lack the skills to help their children learn to read (Ferguson et al. 2007). This translates then into lack of engagement as reading becomes more crucial to learning than just listening to a teacher, and in turn this translates too into lowered use of library spaces - students who cannot read well don't want to engage in activities that they struggle with, or who prefer to engage with the small doses of video and text through their electronic devices - they have access to all they want in their hand - a condition made</p>	<p>By offering a varied program students will be more engaged and want to attend school. Increasing library holdings and programming will attract more students to read for pleasure and thus give them practice that will translate into increased reading scores. Because students in the EL and foster groups have been noted on the CA Dashboard as being chronically absent, this seeks to increase their participation and engagement. Supporting libraries and reading programs (Clark and Teravien-Goff 2018), access to quality instructional resources and quality educational experiences such as science camp have been shown (Ivankova et al. 2022) to have measurably positive effects on increasing student interest in the sciences and in increasing science test scores and even in increasing English proficiency compared to non-participants.</p>	<p>This action serves to affect and be measured by student engagement with school as measured by school connectedness, academic motivation, and meaningful participation indicators on the California Healthy Kids Survey; library utilization circulation numbers, student reading test scores on district benchmarks, student attendance rates, and participation rates in the music program.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>worse when library collections are aged and not as relevant to students who might otherwise want to read more (Clark and Teravainen-Goff, 2018).</p> <p>Scope: LEA-wide</p>		
2.3	<p>Action: Early Literacy Development based on phonemic awareness, phonic, fluency, vocabulary, and comprehension</p> <p>Need: Baseline data show that ELs underperform on reading in the elementary grades in comparison to non-ELs by a considerable margin. Research has shown that EL and low income families often lack at-home support for students in their early reading development, which can have long lasting effects years into school, often because the families cannot afford reading material, they may work lengthy hours, or the parents may themselves be functionally illiterate and lack the skills to help their children learn to read in English (Ferguson et al. 2007).</p> <p>Scope: Schoolwide</p>	<p>GUSD is committed to using research in reading methodology that has only been recently introduced to elementary staff in the district to improve early literacy and thereby improved later success for these students as they enter upper grades with a strong basic foundation. As this is still a new introduction, many slightly older students have suffered under the older reading model and teachers still require training to better implement the strategies. This is a schoolwide action because there are too many EL students to make it feasible to JUST target the EL population especially when the strategies utilize more whole group or small instruction than previous methods which were more 1:1. Research supports adjusting the reading program of the district to one based more in the science of reading that has emerged in recent decades, replacing the older whole language approach that had guided GUSD reading instruction for decades, as increasing bodies of research show that this approach is not as effective (Petscher et al. 2020). Furthermore, this modern phonological approach teaches English from the ground up as opposed to requiring emphasis on sight words and pre-existing verbal understanding of English in order to grasp contextual clues about words, and works best in</p>	FastBridge earlyReading and aReading for primary grades.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>conjunction with oral work as well (Schwartz, 2022), a strategy being supported through work with adult aides (preferably bilingual) in the ELD arena in both designated and integrated work in the district.</p>	
<p>2.4</p>	<p>Action: All students increase proficiency in ELA, Math, and Science through a coordinated program of standards-based curriculum, appropriate core instruction and interventions, and lowered class sizes.</p> <p>Need: Data from local and state assessments shows that in almost all cases, low income and EL students underperform students of greater economic means or for whom English is their first language.</p> <p>Scope: LEA-wide</p>	<p>Research consistently highlights the benefits of smaller class sizes, particularly for students experiencing poverty. Glass and Smith (1978), concluded that small class sizes were associated with improved academic performance. Effects were strongest in the early primary grades and among low-income students. Additionally, the longer an individual is exposed to poverty and stress, the greater the impact on cognition, emotions, self-regulation, and learning. Lipina & Colombo, 2009) Quality of instruction can be one of the most significant life events that help students overcome the deficits associated with the sparsity of resources. Good instruction shows an estimated 0.36 to 0.54 standard deviation in student test performance which is two years of academic progress (Buhl-Wiggers et al., 2017). By supporting a Dir. Of Curriculum, a data specialist, and instructional coaches, the district will be supporting the implementation of instruction and the PLC process for teachers. Effective PLCs help teachers identify and implement successful strategies tailored to the specific challenges faced by low-income students, thus improving their academic performance and engagement</p>	<p>local and state student assessments in the core subjects of ELA, math, and science for all students and for key subgroups; EL reclassification rates; and reductions in the number of longterm English learners.</p>
<p>2.5</p>	<p>Action: All GUSD students graduate college and/or career ready</p>	<p>The actions here address the need to provide opportunities to students whether they choose college, career, or both that remove barriers of</p>	<p>College and Career Indicator, A to G Completion Rate, AP</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: Local and state data about student achievement agree that in most instances, students of the unduplicated pupil groups and other historically underperforming groups such as homeless and student with disabilities all underperform the "all students" group and especially the white, higher income, and English as a first language groups. This places into jeopardy their likelihood of graduating ready for college and/or career.</p> <p>Scope: Schoolwide</p>	<p>financial cost to access resources that will prepare them for college or career and also to provide them supportive services and classes to build their skills for college and career.</p>	<p>Course Pass Rates, Enrollment Rates into IM1 for Freshmen, and CTE Pathway Completion Rate.</p>
<p>2.8</p>	<p>Action: ELA Improvement at Wilson for low performing Students with Disabilities, ELs, and Low Income.</p> <p>Need: ELA scores among low income and EL students at Wilson are both considerably below the all students category, and for students with disabilities it is almost 4 times as low. Of the 103 students with disabilities at Wilson, 89 are low income - and 27 are both low income AND English learners. As these students are entering the age range where learning to read becomes reading to learn, these students require more intensive reading intervention than their peers, necessitating a Tier 3 component beyond what</p>	<p>The action to provide training to staff in intensive and proven reading intervention in the Sonday method will positively affect the intended target students in the EL and low income groups as well as those in the students with disabilities group as well as increase services to all students as an end result. Sonday is designed as an intensive application of the Orton-Gillingham model used in Gridley for Tier 3 work and research has been shown by Myers(2017) to be effective as an intense treatment not only for students with disabilities, but also for all students in an RTI model to close gaps in their fluency and comprehension. Specifically to EL students, Sparks et al. (1991) found evidence that supports the use of Orton-Gillingham models of language instruction in foreign language contexts, which they state can be extended into second language acquisition. By extension then, since Sonday is an</p>	<p>Annual CAASPP in ELA and periodic screenings with FastBridge aReading.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>they are getting with their basic course instruction.</p> <p>Scope: Schoolwide</p>	<p>O-G based system, this would apply to its use as a tier 3 treatment when the base model is not effective with language learner students.</p>	
<p>3.1</p>	<p>Action: Organize community events that engage families in their child's learning</p> <p>Need: Families of low economic means or education and/or whose first language is not English are often the most hesitant to interact with school officials and seek help. As a result, their students in turn are often among the most likely to struggle.</p> <p>Scope: LEA-wide</p>	<p>This action is focused around creating positive opportunities that are low-threat for parents and/or "fun" as a means to begin building relationships that can then be leveraged to engage parents in partnering to improve their children's educations and to provide an opportunity to provide in-the-moment resources to parents through the vehicle of the gatherings and events being sponsored, thereby increasing the likelihood that these parents will attend less "fun" events such as the parent advisory councils.</p>	<p>Participant counts from school and district-sponsored events.</p>
<p>3.2</p>	<p>Action: 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.</p> <p>Need: Parents of EL students and sometimes EL students themselves can have trouble communicating with a largely English speaking</p>	<p>Supporting the ParentSquare platform and translation of documents intended to support families in their child's education are intended to increase family engagement.</p>	<p>ParentSquare "Notifications Activity" - usage statistics page.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>school staff. The ParentSquare platform permits realtime translation in direct two-way messaging.</p> <p>Scope: LEA-wide</p>		
<p>3.3</p>	<p>Action: Develop a strategy to improve attendance districtwide</p> <p>Need: GUSD was identified for chronic absenteeism for the foster youth and students of two or more races subgroups, while McKinley was identified for EL and Hispanic attendance and both Wilson and Sycamore were identified for chronic rates in students with disabilities. Research reported in Smith (2019) illustrates that foster students commonly face more mental trauma than other groups and of course are inherently transient, both of which contribute to these rates. For Hispanics and ELs (In Gridley - this is a concomitant group in younger grades) this is a confluence of the non-mandatory nature of school attendance for TK and K grades at McKinley plus a community practice of many Hispanic families returning to Mexico for extended breaks especially at Christmas.</p> <p>Scope: LEA-wide</p>	<p>Although affecting other groups, the same actions that are taken for them are taken for the students in the unduplicated group - active and proactive attendance procedures to re-engage those students in schools, starting with school-based attendance teams looking to understand the reasons for absences and if needed moving to the school attendance review board at the district level. Part of this includes additional campaigning to increase awareness about the importance of attendance and increasing proactive outreach to engage the targeted student groups with highest absence rates (Foster, 2+ races, Hispanics, and ELs), and referrals to local service provider partners to provide as-needed counseling services for trauma or other issues. Research from Heppen, Kurki, and Brown (2020) suggests that an individualized, adaptive approach to dealing with messaging and services to chronically or near-chronically absent students was effective in improving student attendance. In Gridley, this is interpreted as targeting messaging and supports to each of the subgroups and their specific needs or reasons for absence. For instance, in looking at the trauma faced by so many foster students, GUSD is pursuing tiered SEL curriculum that specifically includes trauma including the</p>	<p>Chronic absenteeism rates of student groups.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		forthcoming revisions to the Character Strong system.	

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.7	<p>Action: Math Improvement in Middle School for EL Students</p> <p>Need: Low math performance for ELS in grades 6-8 as identified in the CA Dashboard. Although Sycamore math scores are low across the board, they are particularly low in the EL population where they fall 146 points below standard as opposed to the 71 points below for the general population.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Sycamore math department will undertake targeted study of their EL students and mathematical instructional practices to improve the performance of those students in math.	CAASPP Math scores and locally TBD formative assessment to be decided upon at the beginning of year one.
2.9	<p>Action: English Learner and LTEL Awareness, Training, and Monitoring</p> <p>Need: Often, English learners are quiet and unassuming in class and can easily go</p>	Raises awareness to teachers of who their EL students are and what can be easily done to assist them in improvements and learning.	Teachers will fill out monitoring forms on their long term EL students at the mid point of the year. Midyear formative evaluation of students will occur in their ELD classes

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>unnoticed, especially if they have enough basic conversational English to not attract attention. As a result, teachers may forget who their EL students are and deliver their lessons in a manner that causes ELs to miss key instruction or not be given opportunities to improve their academic English.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		<p>and results shared with all teachers to target second semester instructional improvement. Overall effectiveness will be monitored through ELPI and reclassification rates annually.</p>

For any limited 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, as applicable.

Additional Concentration Grant Funding

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.

As a district, GUSD has over 55% high concentration of foster, ELs, and low-income students at any given school site. The additional concentration add-on has been used to fund two district-wide services that directly impact students at all school sites. One is to increase by 50% the amount of funding expended on health aides at school sites (Within Action 1.6). Prior to this funding, health aides were at sites at most 4 hours a day, now they are present at least 6 hours covering the vast majority of the school day to tend to student needs, most notably those of low income families who might not have access to regular health screenings of any kind. The other area where this funding has been deployed is in expanding the pool of drivers in the GUSD motor pool (Action 1.7) to ensure that home to school transportation can continue to be funded and that personnel are available to be redeployed to service occasional McKinney-Vento students requiring transport from outside the district and of course to serve our many outlying families who are low income and for whom the daily drive in and out of town can be a financial burden to drop their kids off at school.

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	None	McKinley 22.07:1 Wilson 34.33:1 Sycamore 38.45:1 GHS 74.18:1 Esperanza Zero
Staff-to-student ratio of certificated staff providing direct services to students	None	McKinley 17.5:1 Wilson 18.6:1 Sycamore 20.4:1 GHS 18.6:1 Esp[eranza 14:1

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	21455447	5885609	27.432%	0.948%	28.380%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$5,892,611.00	\$100,000.00	\$0.00	\$0.00	\$5,992,611.00	\$4,890,784.00	\$1,101,827.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Implement, monitor, and evaluate GUSD safety plans.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$484,540.00	\$4,000.00	\$488,540.00				\$488,540.00	
1	1.2	Full PBIS Implementation for K-8 Schools	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$68,553.00	\$50,748.00	\$119,301.00				\$119,301.00	
1	1.3	Maintain socioemotional learning (SEL) supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$437,347.00	\$14,950.00	\$452,297.00				\$452,297.00	
1	1.4	Implement, monitor and evaluate the district wellness plan based on district needs.	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.5	Increase physical and mental health awareness and habits in students.	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: McKinley, Wilson, GHS	ongoing	\$157,524.00	\$38,950.00	\$196,474.00				\$196,474.00	
1	1.6	1.6 Increase local partnerships for substance abuse, mental health, and physical health.	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	\$175,015.00	\$11,490.00	\$186,505.00				\$186,505.00	
1	1.7	Fund Home-to-School Transportation	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	\$394,637.00	\$100,000.00	\$494,637.00				\$494,637.00	
1	1.8	Gridley High School Suspension Monitoring	ELs, Hispanics, Low Income, and White	No			Specific Schools: Gridley High	Monthly then quarterly	\$0.00	\$0.00	\$0.00				\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.1	Teachers collaborate around data-driven instruction in subject and/or grade-level meetings weekly.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$150,495.00	\$0.00	\$150,495.00				\$150,495.00	
2	2.2	Offer a consistent, articulated, balanced instructional K-12 program to all students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: McKinley, Wilson	ongoing	\$798,941.00	\$501,298.00	\$1,300,239.00				\$1,300,239.00	
2	2.3	Early Literacy Development based on phonemic awareness, phonic, fluency, vocabulary, and comprehension	English Learners	Yes	School wide	English Learners	Specific Schools: McKinley, Wilson	ongoing	\$542,265.00	\$7,500.00	\$549,765.00				\$549,765.00	
2	2.4	All students increase proficiency in ELA, Math, and Science through a coordinated program of standards-based curriculum, appropriate core instruction and interventions, and lowered class sizes.	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	\$871,652.00	\$108,850.00	\$980,502.00				\$980,502.00	
2	2.5	All GUSD students graduate college and/or career ready	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Sycamore, GHS, Esperanza	ongoing	\$739,005.00	\$83,041.00	\$822,046.00				\$822,046.00	
2	2.6	Monitor Credentialing of Staff	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.7	Math Improvement in Middle School for EL Students	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Sycamore		\$0.00	\$3,000.00	\$3,000.00				\$3,000.00	
2	2.8	ELA Improvement at Wilson for low performing Students with Disabilities, ELs, and Low Income.	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: Wilson		\$0.00	\$18,500.00	\$18,500.00				\$18,500.00	
2	2.9	English Learner and LTEL Awareness, Training, and Monitoring	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$0.00	\$7,000.00	\$7,000.00				\$7,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.1	Organize community events that engage families in their child's learning	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	\$70,810.00	\$10,000.00	\$80,810.00				\$80,810.00	
3	3.2	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.	English Learners	Yes	LEA-wide	English Learners	All Schools	ongoing	\$0.00	\$21,500.00	\$21,500.00				\$21,500.00	
3	3.3	Develop a strategy to improve attendance districtwide	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$21,000.00	\$21,000.00				\$21,000.00	
4	4.1	Create an inventory of current district facilities, their current condition, and future prioritization list based on condition, funding and emerging needs.	All	No			All Schools	Three years.	\$0.00	\$0.00	\$0.00				\$0.00	
4	4.2	Monitor Condition of Existing School Facilities.	All	No			All Schools	Annually	\$0.00	\$0.00	\$0.00				\$0.00	
5	5.1	Investigate and purchase curricular modules of hands-on, high interest materials.	All	No			Specific Schools: Esperanza	One Year, initially	\$0.00	\$50,000.00		\$50,000.00			\$50,000.00	
6	6.1	Aeries Training	All	No			All Schools	One year.	\$0.00	\$30,000.00	\$0.00	\$30,000.00			\$30,000.00	
6	6.2	Student Records Workshop	All	No			All Schools	One year.	\$0.00	\$20,000.00		\$20,000.00			\$20,000.00	

2024-25 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
21455447	5885609	27.432%	0.948%	28.380%	\$5,892,611.00	0.000%	27.464 %	Total:	\$5,892,611.00
								LEA-wide Total:	\$4,295,826.00
								Limited Total:	\$10,000.00
								Schoolwide Total:	\$1,706,086.00

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	Implement, monitor, and evaluate GUSD safety plans.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$488,540.00	
1	1.2	Full PBIS Implementation for K-8 Schools	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$119,301.00	
1	1.3	Maintain socioemotional learning (SEL) supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$452,297.00	
1	1.5	Increase physical and mental health awareness and habits in students.	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: McKinley, Wilson, GHS	\$196,474.00	
1	1.6	1.6 Increase local partnerships for substance abuse, mental health, and physical health.	Yes	LEA-wide	English Learners Low Income	All Schools	\$186,505.00	
1	1.7	Fund Home-to-School Transportation	Yes	LEA-wide	Low Income	All Schools	\$494,637.00	

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	2.1	Teachers collaborate around data-driven instruction in subject and/or grade-level meetings weekly.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$150,495.00	
2	2.2	Offer a consistent, articulated, balanced instructional K-12 program to all students	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: McKinley, Wilson	\$1,300,239.00	
2	2.3	Early Literacy Development based on phonemic awareness, phonic, fluency, vocabulary, and comprehension	Yes	Schoolwide	English Learners	Specific Schools: McKinley, Wilson	\$549,765.00	
2	2.4	All students increase proficiency in ELA, Math, and Science through a coordinated program of standards-based curriculum, appropriate core instruction and interventions, and lowered class sizes.	Yes	LEA-wide	English Learners Low Income	All Schools	\$980,502.00	
2	2.5	All GUSD students graduate college and/or career ready	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Sycamore, GHS, Esperanza	\$822,046.00	
2	2.7	Math Improvement in Middle School for EL Students	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Sycamore	\$3,000.00	
2	2.8	ELA Improvement at Wilson for low performing Students with Disabilities, ELs, and Low Income.	Yes	Schoolwide	English Learners Low Income	Specific Schools: Wilson	\$18,500.00	
2	2.9	English Learner and LTEL Awareness, Training, and Monitoring	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$7,000.00	
3	3.1	Organize community events that engage families in their child's learning	Yes	LEA-wide	English Learners Low Income	All Schools	\$80,810.00	

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	3.2	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.	Yes	LEA-wide	English Learners	All Schools	\$21,500.00	
3	3.3	Develop a strategy to improve attendance districtwide	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$21,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$5,806,826.00	\$5,824,672.00

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	\$119,839.00	65,110
1	1.2	Staff Training - Trauma and Behavior	Yes	\$2,000.00	2,583
1	1.3	PBIS Support	Yes	\$39,500.00	51,188
1	1.4	Socioemotional Learning Counseling	Yes	\$112,307.00	129,822
1	1.5	Health Aides	Yes	\$121,753.00	118,507
1	1.6	Attention to Attendance Program	Yes	\$24,300.00	30,100
1	1.7	Monitoring school site facility conditions	No	0	0
1	1.8	Physical Fitness	Yes	\$134,983.00	118,516
1	1.9	Campus Supervision	Yes	\$518,914.00	495,156
1	1.10	Parent and Family Outreach Supports	Yes	\$5,000.00	5,574

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	20,820
1	1.12	Athletics Support	Yes	\$27,500.00	56,199
1	1.13	Home to School Transportation Safety	Yes	\$618,871.00	478,085
2	2.1	Support CTE Health Pathway	Yes	\$86,595.00	92,106
2	2.2	College Testing	Yes	\$8,000.00	7,020
2	2.3	Intervention and Lower Class Size	Yes	\$770,674.00	813,530
2	2.4	Support CTE Pathways	Yes	\$174,270.00	189,633
2	2.5	Career Exploration for Alternative Ed Students	Yes	\$1,000.00	0
2	2.6	Credit Recovery Programming	Yes	\$30,000.00	36,095
2	2.7	Support AVID Program	Yes	\$64,445.00	83,547
2	2.8	College and Career Night for High School Grades	No	\$0.00	0
2	2.9	GHS AP and Honors; Dual enrollment support	Yes	\$153,720.00	160,960
2	2.10	Electives for Sycamore	Yes	\$52,486.00	50,648

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	\$86,284.00	90,923
2	2.12	Literacy Support	Yes	\$28,500.00	7,459
3	3.1	Professional Learning Communities Collaboration	No Yes	\$0.00	141,846
3	3.2	CCSS Materials Adoptions	Yes	\$257,000.00	395,975
3	3.3	Professional Learning Communities Collaboration		0	141,846
3	3.4	Daily Instructional Aide Support K-3 and Extra Duty Time K-8	Yes	\$467,347.00	493,687
3	3.5	Instructional and Content Training	Yes	\$49,200.00	24,785
3	3.6	District Benchmarks	Yes	\$27,000.00	0
3	3.7	Technology and Media Support Staff	Yes	\$459,937.00	543,422
3	3.8	District Coordination of Programs	Yes	\$321,307.00	272,808
3	3.9	Technology Hardware and Software Support	Yes	\$690,692.00	436,320
3	3.10	Arts Support	Yes	\$20,000.00	20,220
3	3.11	Leadership Teams and Extra Duty Time	Yes	\$111,600.00	98,412

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	3.12	Core Subjects Enrichment Support	Yes	\$138,614.00	92,892
3	3.13	Additional ELD Period (GHS)	Yes	\$23,188.00	24,753
3	3.14	Credential Monitoring	No	\$0.00	0
3	3.15	Shady Creek	Yes	\$40,000.00	34,125

2023-24 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)
5,858,042	\$5,806,826.00	\$5,682,826.00	\$124,000.00	0.000%	0.000%	0.000%

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	\$119,839.00	65,110		
1	1.2	Staff Training - Trauma and Behavior	Yes	\$2,000.00	2,583		
1	1.3	PBIS Support	Yes	\$39,500.00	51,188		
1	1.4	Socioemotional Learning Counseling	Yes	\$112,307.00	129,822		
1	1.5	Health Aides	Yes	\$121,753.00	118,507		
1	1.6	Attention to Attendance Program	Yes	\$24,300.00	30,100		
1	1.8	Physical Fitness	Yes	\$134,983.00	118,516		
1	1.9	Campus Supervision	Yes	\$518,914.00	495,156		
1	1.10	Parent and Family Outreach Supports	Yes	\$5,000.00	5,574		
1	1.11	Behavioral and Trauma Supports	Yes	\$20,000.00	20,820		
1	1.12	Athletics Support	Yes	\$27,500.00	56,199		
1	1.13	Home to School Transportation Safety	Yes	\$618,871.00	478,085		

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	\$86,595.00	92,106		
2	2.2	College Testing	Yes	\$8,000.00	7,020		
2	2.3	Intervention and Lower Class Size	Yes	\$770,674.00	813,530		
2	2.4	Support CTE Pathways	Yes	\$174,270.00	189,633		
2	2.5	Career Exploration for Alternative Ed Students	Yes	\$1,000.00	0		
2	2.6	Credit Recovery Programming	Yes	\$30,000.00	36,095		
2	2.7	Support AVID Program	Yes	\$64,445.00	83,547		
2	2.9	GHS AP and Honors; Dual enrollment support	Yes	\$153,720.00	160,960		
2	2.10	Electives for Sycamore	Yes	\$52,486.00	50,648		
2	2.11	Add additional sections of Spanish at GHS	Yes	\$86,284.00	90,923		
2	2.12	Literacy Support	Yes	\$28,500.00	7,459		
3	3.1	Professional Learning Communities Collaboration	Yes	0	141,846		
3	3.2	CCSS Materials Adoptions	Yes	\$257,000.00	395,975		
3	3.4	Daily Instructional Aide Support K-3 and Extra Duty Time K-8	Yes	\$467,347.00	493,687		
3	3.5	Instructional and Content Training	Yes	\$49,200.00	24,785		
3	3.6	District Benchmarks	Yes	\$27,000.00	0		
3	3.7	Technology and Media Support Staff	Yes	\$459,937.00	543,422		
3	3.8	District Coordination of Programs	Yes	\$321,307.00	272,808		

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	3.9	Technology Hardware and Software Support	Yes	\$690,692.00	436,320		
3	3.10	Arts Support	Yes	\$20,000.00	20,220		
3	3.11	Leadership Teams and Extra Duty Time	Yes	\$111,600.00	98,412		
3	3.12	Core Subjects Enrichment Support	Yes	\$138,614.00	92,892		
3	3.13	Additional ELD Period (GHS)	Yes	\$23,188.00	24,753		
3	3.15	Shady Creek	Yes	\$40,000.00	34,125		

2023-24 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)
21,679,110	5,858,042	.14	27.162%	\$5,682,826.00	0.000%	26.213%	\$205,566.75	0.948%

Local Control and Accountability Plan 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);

- **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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 students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> • Enter the metric number.
Metric
<ul style="list-style-type: none"> • Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.
Baseline
<ul style="list-style-type: none"> • Enter the baseline when completing the LCAP for 2024–25.

- Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
- Indicate the school year to which the baseline data applies.
- The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - 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.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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, based on the LEA’s current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic

Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **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)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - 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)**
 - 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**
 - 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)**
 - 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**
 - 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)**
 - 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 (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - 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)**
 - 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 plus Carryover %)**
 - 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)**
 - 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)**
 - 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)**

- 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).

California Department of Education
November 2023